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DATA COLLECTION TOOLS REPORT

USAID/UGANDA PERFORMANCE AND IMPACT EVALUATION FOR LITERACY ACHIEVEMENT AND RETENTION ACTIVITY (LARA)

January 25 2017

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ACRONYMS

CBO	Community Based Organization
CCT	Coordinating Center Tutors
CE	Continuous Evaluation
CLA	Collaborating, Learning and Adapting
EGR	Early Grade Reading
EGRA	Early Grade Reading Assessment
FA	Field Assistant
IP	Implementing Partner
MDES	Minimum Detectable Effect Sizes
MoESTS	Ministry of Education, Science Technology and Sports
NORC	National Opinion Research Center
P&IV	Performance and Impact Evaluation
PE	Performance Evaluation
PTA	Parent Teacher Association
RCT	Randomized Controlled Trial
RTI	Research Triangle Institute
SBCC	Social Behavior Change Communication
SMC	School Management Committee
SRGBV	School-Related Gender-Based Violence
ToT	Training of Trainers
USAID	United State Agency for International Development

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I. PERFORMANCE AND IMPACT EVALUATION OF LITERACY ACHIEVEMENT AND RETENTION ACTIVITY (LARA)

NORC at the University of Chicago (NORC), in partnership with subcontractor Panagora Group, is pleased to submit this Data Collection Tools Report to USAID/Uganda for the Performance and Impact Evaluation (P&IE) of the 5 year Literacy Achievement and Retention Activity (LARA) in Uganda.

LARA aims to improve the reading skills of primary-grade learners in government schools through: (1) early grade reading (EGR) interventions, such as teacher trainings, development of instructional materials and monitoring support supervision to improve reading skills in English and three local languages (Result 1) and (2) a school-related gender based violence (SRGBV) reduction intervention involving teacher, parent and community trainings to improve retention of primary grade students by fostering safe school environments (Result 2).

For this evaluation NORCs team will be conducting a baseline (Feb 2017), midline (October 2019) and endline (October 2020) impact evaluation (IE); and one final performance evaluation (PE) in March 2020. NORC is responsible for all data collection for the evaluation and will therefore train and supervise two local data collection firms. Research World International will collect all data related to early grade reading, including retention and attendance in schools. Center for Social Research will collect all data related to SRGBV, and also do all the focus group discussions (FGDs). Table I below shows NORCs data collection for the LARA P&IE.

Table I: NORC Data Collection for the LARA Performance and Impact Evaluation

Result 1 Data Collection, EGR	Result 2 Data Collection, SRGBV
<u>Quantitative Data: (used for IE and PE)</u> EGRA from 5280 learners Survey of 264 head teachers Survey of 264 teachers Survey of 5280 learners Classroom Observations from 24 schools	<u>Quantitative Data: (used for IE and PE)</u> Survey of 4800 learners Survey of 240 teachers Survey of 80 head teachers Survey of 960 parents School inventories for all 80 schools Retention/Attendance data from: 4320 learners 144 teachers
<u>Qualitative Data, FGDs: (used for IE and PE)</u> 6 FGDs with parents	<u>Qualitative Data, FGDs: (used for IE and PE)</u> 8 FGDs with learners 8 FGDs with teachers 8 FGDs with parents
<u>Qualitative Data, KIIs (done for the final PE only for R1 and R2; approximate number; visit to T1+T2 schools only)</u> 15 – 20 KIIs with LARA implementing staff, ministry staff, LARA partner staff 6 – 8 KIIs with head teachers 18 teachers 6 – 8 district officials/staff 6 – 8 CBOs staff (grant recipients of LARA)	

This report includes all the data collection tools for the baseline. It does not include the key informant interviews (KIIs) which will be done in 2020. The report also does not include the classroom observation protocol. Those will be developed and submitted to USAID when the data is collected in term 3.

Below we briefly summarize the tools that will be used to collect data for result 1 and result 2. The survey instruments and consent forms for EGR are in Annex A; survey instruments and consent forms for SRGBV are in Annex B; and all FGD protocols and consent form for the discussions – for EGR and SRGBV are in Annex C.

2. EARLY GRADE READING DATA COLLECTION TOOLS

NORC has contracted with School to School (STS) to assist with the training on the EGRA. All data will be collected via tablets. The EGRA and learner context survey are programed in Tangarine – the software for EGRA. The head teacher and teacher survey as well as the retention and attendance data have been programed into Nfield, and the data will be uploaded directly onto NORC secure server.

2.1 EGRA

The EGRA assessment was developed by the RTI/LARA Implementation team, and used during the baseline data collection in 2016 on Cluster 1 schools. We have modified the EGRA in the local languages (Luganda and Runyankore/Rukiga to include: 1. print orientation, 2. letter sounds, 3. segmenting 4. non-word, 5. oral reading, 6. reading comprehension and 7. oral comprehension. The English version has 1. letter sounds, 2. oral fluency, 3. comprehension, and 4. Vocabulary.

2.2 Learner Context Survey

The learner context survey collects basic information on the students to complement the EGRA. The aim is to gather basic demographic information (age, sex, language), to determine learner living arrangements, assets in the home, and gather additional information on the home literacy environment. The survey also includes questions on school attendance for both the learner and his or her teacher.

The questionnaire includes important information on the classroom reading environment from the learner's perspective. The home literacy environment is measured by understanding how frequently the learner practices reading at home, and how often and who in the family reads with them. The survey concludes with a battery of questions about the assets found in the child's house, and a final question on if the child ate breakfast at home before school, to better gauge the socioeconomic status of the children.

2.3 Head Teacher Survey

The head teacher survey gathers information from head teachers regarding their instructional leadership – including their training and education background and their support to the teaching of reading and SRGBV in the lower grades.

The questionnaire asks the head teacher whether they attended the LARA training held a month or two prior to data collection, and reasons for attending or not. Beyond that, the questionnaire addresses the environment around reading promotion in the school, and the types of support and supervision given to teachers to promote improved reading instruction. The support and supervision covered include asking about practices around reviewing lesson plans, and classroom and teacher observations. The questionnaire concludes with a series of questions related to the quality of the school's infrastructure.

2.4 Teacher Survey

The teacher survey will gather information on the teachers' education, experience and demographics, the support and supervision received, and the availability of teaching materials. The questions include the main languages spoken by the teacher both at home and in the classroom, the highest professional qualifications of the teacher, and the number of years the teacher has been teaching.

The questionnaire also includes questions about whether the teacher attended a LARA training, and measures his or her perceived usefulness and quality of the training. The survey also asks questions about the type of support and supervision received by the teacher, to gauge teachers' perspectives on the level of support they receive in the classroom. Finally, the questionnaire concludes with questions related to the teacher's habits around teaching and classroom support.

2.5 Retention and Attendance Instrument

In addition to the EGRA and supplementary surveys, the study will collect data on retention and attendance of students. The instrument for this component will consist only of the student's name (for tracking purposes on follow-up visits), the student's gender, and whether he or she was present in class on the time of the visit. The instrument also records if the student's teacher is present in class teaching, present but not teaching, or absent from school.

The retention and attendance protocols include detailed instructions on how the data will be collected and tracked.

2.6 Focus Group Discussion with Parents

The FGD protocol for EGR is in Annex C. The protocol focuses on a few key questions and sub-questions that are discussed in greater detail. The questions asks parents who they think is primarily responsible for teaching their child to learn how to read, and the role of the teacher versus the family; their confidence and challenges in helping their child learn to read; their child's access to reading materials and factors affecting their child's absences from class and their reading skills.

3. SRGBV-Related Data Collection

The NORC team plans to measure SRGBV through children's disclosure about their

experiences of all forms of gender based violence (GBV) in and around school, their perceptions of safety and risk, and available strategies for dealing with SRGBV as well as through staff and parent reports on the use of violence. Although we will collect data from both children and adults, we will rely primarily on children's reports for two reasons: (1) child reports are considered superior to third-party reports or corroboration, which are shown to vastly underestimate prevalence relative to retrospective self-reporting¹ especially for more hidden or stigmatizing forms of SRGBV; and (2) child reports provide a more conservative estimate of the impact of the intervention. The reason is that if, as a result of the intervention, violence becomes less of a norm, child-reporting will increase in intervention schools. Staff reports would tend to be biased in the same direction as the intervention effect. If we use child reports this bias would be in the opposite direction as the intervention effect and will, therefore, give a more conservative estimate. Within this context, we will rely on a variety of child-friendly approaches to gather data on SRGBV from learners.

3.1 SRGBV Learner Survey Instruments

NORC and Panagora developed three learner survey instruments, in order to adapt measures to SRGBV experiences that differ from girls to boys, and younger and older learners. Additionally, the limited ability of younger learners to comprehend questions and give adequate responses required separate instruments depending on age of the learner.

All three instruments consist of the same five sections. The questionnaire collects basic information on the students and their general attitudes about school climate and gender norms, complementing the measures for learners' experiences of SRGBV administered at the end. The aim of the first section is to gather basic demographic information (age, sex, language) and to determine learner living arrangements and disability status.

Next, the questionnaires include a section to gather important information on school climate from the learner's perspective. Learners share their opinions whether boys and girls feel safe in and around school, as well as feel comfortable reporting incidences of violence. The next section measures the learners' general attitudes towards gender norms through a battery of agree/disagree statements.

Then, the learners are read an introductory statement about SRGBV before answering a series of specific questions about their personal experiences with SRGBV. This section differs significantly from the instrument for learners 6-10 years to the one for learners 11 years old and older. In the ICAST tool, children are asked to self-report their experience of acts of different forms of violence over a range of time frames—ever, past week, past school term, past year and before past year. In previous work, a one-week time frame has been an easy time frame for recall; based on the Good Schools study in Uganda, past-week prevalence of physical violence from school staff is 52%, a level of incidence sufficiently high to facilitate statistical analysis. However, as critical risks of SRGBV tend to rise and fall around periods when school

¹ Stoltenborgh, M., et al., *A Global Perspective on Child Sexual Abuse: Meta-Analysis of Prevalence Around the World*. Child Maltreatment, 2011. 16(2): p. 79-101.

fees are due, rainy seasons, harvesting, holidays, we have chosen the self-report recall period to be the past school year.

Last, the learner will answer a few questions about the difficulty of the survey. Depending on incidents disclosed during the interview and some keyed responses from the interviewer, the learner will receive final instructions on how to follow-up with a counselor or other support services if they want to speak with someone about anything they talked about during the interview. Some incidents reported require an immediate referral to services, and these incidences are flagged in the questionnaire.

Table 2 and Table 3 show the domains covered in the learner surveys and the sources of the questions used by the P&IE team.

Table 2: Domains and Sources of the LARA P&IE SRGBV Survey for Boys/Girls Learner ages 6-10.

Summary of Domains:	Items used or adapted from:	Item count:	Time estimated at ~3 items per minute: ~20-30 minutes with scripts
Learner characteristics (Age, sex, language, school year attended, meals eaten, disability, distance to school, who lives with)	Uganda School-based Student Health Survey items; ICAST-Children's Institutional Version (ICAST-CI); Washington Short Set Questions (for disability)	13	4.3 minutes
Perceptions of School Climate	LARA Perceptions of School Climate – Students	10	3.3
Attitudes toward gender norms	LARA SRGBV Survey of Attitudes; Gender Equitable Men Scale (Instituto Promundo)	4	1.3
Learner experiences of SRGBV by school staff, peers relatives, community members/strangers past year, ever.	Violence Exposure Scale for Children – Revised; LARA SRGBV Student Experiences Survey; ICAST-Children's Institutional Version (ICAST-CI) and ICAST- Children's Home Version (ICAST-C) (ISPCAN and UNICEF)	17	5.67
Learner opinions of questionnaire	ICAST (ISPCAN)	2	less than a minute

Table 3: Domains and Sources of the LARA P&IE SRGBV Survey for Learners ages 11+.

Summary of Domains:	Items used or adapted from:	Item count:	Time estimated at ~4 items per minute: ~30-45 minutes with scripts
Learner characteristics (Age, sex, language, school year attended, meals eaten, disability, distance to school, who lives with)	Uganda School-based Student Health Survey items; ICAST-Children's Institutional Version (ICAST-CI); Washington Short Set Questions (for disability)	12	3 minutes
Perceptions of School Climate	LARA Perceptions of School Climate – Students	10	2.5
Attitudes toward gender norms	LARA SRGBV Survey of Attitudes; Gender Equitable Men Scale (Instituto Promundo)	7	1.75
Learner experiences of SRGBV by school staff, peers relatives, community members/strangers past school year, ever.	LARA SRGBV Student Experiences Survey; ICAST-Children's Institutional Version (ICAST-CI) and ICAST-Children's Home Version (ICAST-C) (ISPCAN and UNICEF); AAUW; WHO/PATH Multi-country study on violence against women	124	31
Learner opinions of questionnaire	ICAST (ISPCAN)	2	less than a minute

Boy Learner 6-10 years old SRGBV Instrument: The boy learner SRGBV instrument will be administered to male students age 6 to 10. The younger learners benefit from seeing showcards throughout the interview as a means to better comprehend the questions and response options.

The series of showcards presented to the learner during the SRGBV experiences section depict a young male student so that all learners can relate to the story in the drawings.

Girl Learner 6-10 years old SRGBV Instrument: The girl learner SRGBV instrument is identical to the boy learner SRGBV instrument except that the young student depicted in the showcards for the SRGBV experience section is a girl.

Learner 11+ years old SRGBV Instrument: The older learners are asked additional questions in the section on attitudes towards gender norms, including attitudes on norms in sexual relationships. The SRGBV experiences section includes a different, more in-depth series of questions about very specific acts of SRGBV that learners experienced in the last school year. There are follow up questions for incidences report that include asking about the type of perpetrator (with clear instructions to not reveal any names) and if the occurrence happen at school or on the way to/from school.

3.2 Teacher SRGBV Survey Instrument

The teacher SRGBV instrument was developed to gather information on teachers' backgrounds, perceptions of their schools' climate, acceptance of gender inequitable norms, methods to teach learners the right behavior or to address a behavior problem, and their opinions on discipline. Questions in the first section gather demographic information (gender, native/spoken languages) and teaching qualifications and experience. Sections on school climate and gender norms ascertain the teachers' opinions on school safety (same battery of questions as the learner survey) and inequitable treatment of girls in school and the role of women in the household and in marriage.

Importantly, this questionnaire asks the teachers about their own disciplinary practices in the classroom, adapted directly from the International Child Abuse Screening Tools (ICAST) validated with adults across 40 countries with reasonable response rates. The items were adapted for teachers specifically, keeping in mind the Ugandan context, and therefore does not ask about extreme physical and sexual violence which is a criminal offence in the country. The LARA P&IE rationale for directly asking about teachers' disciplinary practices and SRGBV behaviors is grounded in a review of current literature assessing gaps in both program knowledge, and research and evaluation evidence bases. Table 4 summarizes the domains included in the teacher's survey instrument as well as the sources.

Table 4: Domains and Sources of the LARA P&IE SRGBV Survey for Teachers

Summary of Domains	Items used or adapted from:	Item count:	Time estimated at ~4 items per minute: ~20 minutes with scripts
Part I. Background of teacher	Same questions as LARA P&IE EGRA survey	18	4.5 minutes
Part II. Perceptions of School Climate	LARA Perceptions of School Climate – Teachers	10	2.5
Part III. Acceptance of gender inequitable norms (i.e., differing social expectations for men, women, boys and girls)	LARA SRGBV Survey of Attitudes – School Staff; Gender Equitable Men Scale (Instituto Promundo, ICRW)	17 (2 practice)	4.25
Part IV. Disciplinary behaviors and	ICAST-Parent (ISPCAN) adapted for teachers	29	7.25

experiences of violence -- teacher			
Part V. Teacher opinions on corporal punishment and ending sexual violence at school, previous exposure to prevention and response training	ICAST-Parent (ISPCAN) adapted for teachers; LARA SRGBV Survey of Attitudes – School Staff	7	1.75

3.3 Head Teacher SRGBV Survey Instrument

The head teacher will self-administer a SRGBV-related survey. The set of questions cover the background characteristics of the head teacher, their perceptions of school climate, attitudes toward disciplinary methods and exposure to any SRGBV-related training. The capabilities, attitudes, and background of the head teacher can significantly affect the take-up and effectiveness of the LARA program in a school, hence these data are important for evaluating how and why LARA impacts schools and students. Table 5 summarizes the domains included in the teacher's survey instrument as well as the sources.

Table 5: Domains and Sources of the LARA P&IE SRGBV Survey for Head Teachers

Summary of domains:	Items used or adapted from:	Item count:	Time estimated at ~4 items per minute: ~10-15 minutes
Part I. Head teacher characteristics	LARA P&IE EGRA survey	12	3 minutes
Part II. Perceptions of School climate – head teacher	LARA SRGBV Perceptions of School Climate Survey – Teachers and Other School Personnel; American School Climate Survey – Teacher Version	21	5.25
Part III. Attitudes toward disciplinary methods, previous exposure to training	LARA SRGBV Survey of Attitudes – School Staff, ICAST-Parent (ISPCAN) adapted for teachers, LARA P&IE developed	7	1.75
Part IV. Exposure to LARA, other interventions in the school	(LARA P&IE developed)	7	1.75

3.4 Primary Caregiver SRGBV Survey Instrument

The primary caregiver survey instrument is designed to collect data on the child participating in the LARA program and their home environment, as well as establish the attitudes and behavior of the caregiver related to gender and violence. A child's behavior and success in school can be influenced by the home environment as well as the school environment, therefore the primary caregiver instrument aims to capture some aspects of the child's experiences outside of school.

The questionnaire includes items about the relationship of household members to the child and whether the child has experienced a number of adverse events during childhood, such as a parent's death, mental illness, imprisonment, or divorce. The caregiver is asked to report how often they used different positive or negative disciplinary methods on the child of interest in the past school year. Acceptance and use of disciplinary methods in the household informs understanding of perceptions of disciplinary methods in classrooms or on school grounds.

Sections on the perceptions of school climate and attitudes towards inequitable gender norms are administered to primary caregivers to better understand caregivers' views of their children's schools and the gender norms conveyed to the child at home.

Lastly, in order to ascertain socio-economic status of the households of surveyed children, caregivers will answer a set of questions about their education level, household assets, and home construction material. Table 6 summarizes the domains included in the caregiver's survey instrument as well as the sources.

Table 6: Domains and Sources of the LARA P&IE SRGBV Survey for Caregivers

Summary of domains:	Items used or adapted from:	Item count:	Time estimated at ~4 items per minute: ~20-30 minutes with scripts
Part I. Background of child participating in LARA	ICAST for parents (ISPCAN)	7	1.75 minutes
Part II. Adverse childhood experiences	Adverse Childhood Events Questions for Parents/primary caregivers	8	2
Part III Perceptions of School Climate	LARA Perceptions of School Climate	10	2.5
Part IV. Acceptance of gender inequitable norms (i.e., differing social expectations for men, women, boys and girls)	LARA SRGBV Survey of Attitudes – School Staff; Gender Equitable Men Scale (Instituto Promundo, ICRW)	17 (2 practice)	4.25
Part V. Disciplinary behaviors – primary caregiver	ICAST-Parent (ISPCAN)	29	7.25
Part VI. Primary caregiver's demographic and socioeconomic status information	ICAST for parents (ISPCAN); Demographic and Health Survey 7 Household Questionnaire	7	1.75

3.5 School Safety Inventory SRGBV Instrument

The school safety inventory is a 10 item observational checklist that will be completed by an interviewer at each school. The items ask an interviewer to assess the quality of the drinking water and latrine facilities at the school, and the whether strangers are able to access the school grounds during classes. This observational checklist serves as an objective measure of school safety in the context of SRGBV as reflected in its relevant infrastructure.

3.6 SRGBV Focus Group Discussions

The FGD protocols and consent forms for SRGBV are in Annex C. The protocols focus on a few key questions and sub-questions that are discussed in greater detail. There are protocols for learners (11+), teachers, and caregivers.

SRGBV FGD with Learners 11+ years: There will be separate FGDs with girl and boy learners. The protocol uses participatory methods to engage the learners and get their feedback to how they feel on their journey to school as well as a typical day in the classroom, around the school, play and latrine areas. Emotion cards and drawings by the learners are used to facilitate discussion. Learners are also asked who they can approach if they need help while in school and if they have ever had a class discussion about children's safety in school.

SRGBV FGD with Teachers: This protocol asks teachers about their system of evaluation and reward and disciplining difficult students. It also asks teachers what they know about violence and mistreatment of boys and girls in their school and about school safety. It also asks teachers if there has been any discussion in school on improving learner's safety and decreasing violence, and teachers' knowledge of child protection resources.

SRGBV FGD with Caregivers: Caregivers are asked similar questions as teachers with respect to the use of discipline in school and exiting violence and mistreatment of learners. They are asked if they have ever had a discussion with teachers or head teachers about safety and violence in school and if they can help their learners' access child protection resources. The protocol also includes a few general questions on the role of parents in improving school safety and decreasing violence and what other interventions/services/programs they think would be helpful for preventing violence against children at or around school.

ANNEX

ANNEX A: RESULTS I (EGR) survey INSTRUMENTs

1. Early Grade Reading Assessment (EGRA) English protocol Luganda (local language) directions
2. EGRA Luganda protocol baseline
3. EGRA English protocol Runyankore/Rukiga (local language) directions
4. EGRA Runyankore/Rukiga protocol baseline
5. Learner's survey
6. Teacher survey
7. Head teacher survey
8. EGRA and Retention & Attendance (R&A) sampling protocol initial visit
9. R&A protocol follow up visit



Early Grade Reading Assessment

Assessor Instructions and Pupil Protocol

March, 2017

English (Luganda directions)

General Instructions:

It is important to establish a playful and relaxed rapport with the children to be assessed via simple initial conversation on topics of interest to the child (see examples below). The child should perceive the following assessment almost as a game to be enjoyed rather than a severe situation. It is important to read **ONLY** the Subtasks in boxes aloud slowly and clearly.

Good morning. My name is _____ and I live in _____. I'd like to tell you a little bit about myself. Oli otya _____? Nze _____ era mbeera _____. Njagala okukutegeeza ebimu ku bintu ebinkwatako. [For example, number and ages of children; sports.] 1. Could you tell me a little about yourself and your family? 1. Oyinza okumbuulira ebimu ku bintu ebikukwatako awamu n'abantu b'obeera nabo ewammwe? [Wait for response; if the child is reluctant, ask question two, but if she/he seems comfortable continue to verbal consent]. 2. What do you like to do when you are not in school? 2. Biki by'otera okwagala okukola bw'oba toli ku ssomero?

Verbal Agreement

- Let me tell you why I am here today. I work with the Ministry of Education, Science, Technology & Sports and we are trying to understand how children learn to read. You were picked by chance, like in a raffle or lottery. Ka nkubulire lwaki nzize wano leero. Nkolera mu Minisitule y'Ebyenjigiriza n'Emizannyo era nga tugezaako okutunuulira engeri abaana gye bayigamu okusoma. Waloneddwa mu ngeri ya kalulu.
- We would like your help in this. But you do not have to take part if you do not want to. Twandyagadde otuyambeko mu nsonga eno gye tuliko. Naye tetukukaka kwetaba mu kunoonyereza kuno bw'oba toyagala.
- We are going to play a reading game. I am going to ask you to read letters, words and a short story out loud. Tugenda okuzannyayo akazannyo ak'okusoma. Njenda kukusaba osome amaloboozi, ebigambo awamu n'emboozzi ennyimpi mu ddooboozi eriwulikika obulungi.
- Using a stopwatch, I will see how long it takes you to read. Nga neeyambisa akuuma kano, njenda kulaba ekiseera ky'onoomala ng'osoma.
- This is **NOT** a test and it will not affect your grade at school. Kino si kigezo n'olwekyo tweeraliikirira.
- I will also ask you other questions about your family, like what language your family uses at home and some of the things your family has. Nate era nja kukubuuza ebibuuzo ebikwata ku maka gy'ova, ng'olulimi lwemwogera n'ebimu ku bintu bye mulina awaka.
- This assessment will take between 25 to 30 minutes. Ekyokukora kino kija kutwala wakati we dakika 25 na 30.
- I will **NOT** write down your name so no one will know these are your answers. Sijja kuwandiika linnya lyo era teri n'omu ajja kumanya by'ogenda okumbuulira.
- Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that's all right. Nziramu okukujjukiza nti bw'oba toyagala kwetaba mu kunoonyereza kuno tokakibwa. Ne bwe tuba tutandise n'owulira nga waliwo ekibuuzo ky'otoyagala kuddamu, okireka.
- Do you have any questions? Do you want to participate? Olina ekibuuzo kyonna kye wandy'agadde okumbuuza? Okkirizza okwetaba mu kazannyo kano? Kale katutandike.

Check box if verbal agreement is obtained:

☐ **YES**

(If verbal agreement is not obtained, thank the child and move on to the next child, using this same form.)

A. Date of Assessment:	day month year
B. Assessor's Name:	
C: District	
D. School Name:	
E. Multigrade class:	☐ 1 = yes ☐ 2 = no

F. Is teacher being observed? Yes/no	
G. Class:	☐ 1 = P1 ☐ 3 = P3
H: class name (stream)	
I. Pupil Age:	
J. Pupil's Gender:	☐ Male ☐ Female
K. Time:	Start : Finish :

Subtask I. Letter Sound Knowledge

Show the child the sheet of letters in the pupil stimuli booklet. Say,

Here is a page full of letters of the English alphabet. Please tell me the **SOUNDS** of as many letters as you can - not the **NAMES** of the letters, but the **SOUNDS**. Olupapula luuluno okuli ennyukuta za walifu. Mbulira amaloboozi g'ennyukuta zonna z'omanyi—njagala **MALOBOOZI** gaazo so ssi **MANNYA**.

For example, the sound of this letter [point to u] is /u/ as in “up”. Ekyokulabirako, eddoboosi ly'ennyukuta eno [point to u] liri /u/ nga mu “up”.

Let's practise: tell me the sound of this letter. Katwezeemu: mbulira eddoboosi ly'ennyukuta eno [point to f]:

If the child responds correctly say: **Good, the sound of this letter is /f/. Kirungi, eddoboosi ly'ennyukuta eno liri /f/.**

If the child does not respond correctly, say: **The sound of this letter is /f/. Eddoboosi ly'ennyukuta eno liri /f/.**

Now try another one: tell me the sound of this letter. Kati gezaako eno: mbulira eddoboosi ly'ennyukuta eno [point to l]:

If the child responds correctly say: **Good, the sound of this letter is /l/. Kirungi, eddoboosi ly'ennyukuta eno liri /l/.**

If the child does not respond correctly, say: **The sound of this letter is /l/. Eddoboosi ly'ennyukuta eno liri /l/.**

When I say “Begin,” please sound out the letters as quickly and carefully as you can. Tell me the sound of the letters, starting here and continuing this way. Bwe ngamba nti “Tandika,” wa amaloboozi g'ennyukuta mu bwangu ddala nga bw'osobola naye nga wegendereza. Tandikira wano weyongereyo bw'oti. [Point to the first letter on the row after the example and draw your finger across the first line]. If you come to a letter sound you do not know, continue to the next one. If not, I will keep quiet and listen to you. Ready? Begin. Nja kusirika nkuwulirize naye singa onosanga ennyukuta gy'otomanyi ddoboosi, genda kweddako. Weetegese? Tandika.



Start the timer when the child reads the first letter.

- Follow along with your pencil and clearly mark any incorrect letters with a slash (/).
- Count self-corrections as correct. If you already marked the self-corrected letter as incorrect, circle it (Ø) and continue.
- If the pupil skips an entire line, draw a line through it on the protocol.
- Stay quiet, except if the pupil hesitates for 3 seconds, point to the next letter and say, “Please go on.” / “Genda mu maaso”.
- If the child gives you the letter name, rather than the sound, say: “Please tell me the sound of the letter” / “Mbulira ddoboosi lya ennyukuta.....” This prompt may be given only once during the subtask.

AFTER 60 SECONDS SAY, “Stop.” / “Lekera awo.” Mark the final letter read with a bracket (]).

Early stop rule: If you have marked as incorrect all of the answers on the first line with no self-corrections, say “Thank you!” / “Weebale nnyo!”, discontinue this subtask, check the box at the bottom, and continue to the next subtask.

Examples: u f L

e	y	n	K	u	s	a	H	n	W	(10)
H	S	L	T	c	O	e	X	G	f	(20)
b	D	r	e	N	P	A	E	N	i	(30)

A	o	i	J	t	a	h	L	U	E	(40)
g	t	E	i	C	d	Q	s	V	D	(50)
Y	c	h	m	O	E	t	p	N	R	(60)
T	E	U	a	h	a	w	d	T	A	(70)
R	T	O	N	S	n	i	R	e	i	(80)
s	r	E	o	H	M	Z	L	o	e	(90)
i	S	t	i	O	e	A	T	L	F	(100)

 Time showing on stopwatch at completion (number of SECONDS):

Check this box if the subtask was discontinued because the child had no correct answers in the first line.

☐

Subtask 2a. Oral Passage Reading

Show the child the story in the pupil stimuli booklet. Say,

Here is a short English story. I want you to read it aloud, quickly but carefully. When you have finished, I will ask you some questions about what you have read. When I say “begin,” read the story as best as you can. I will keep quiet and listen to you, but if you come to a word you do not know I will tell you to go on. Ready? Begin.

Waliwo wano emboozi ey'Oluzungu. Njagala oginsomere n’obwegendereza naye mu bwangu. Ng’omalirizza, nja kukubuuza ebibuuzo ebikwata ku mboozi gy’osomye. Bwe njamba nti “tandika”, soma bulungi ddala nga bw’osobola era mu bwangu. Nja kusirika nkuwulirize, naye bwonosanga ekigambo ky’otomanyi genda kukiddako. Weetegese? Tandika.

 Start the timer when the pupil reads the first word.

- Follow along with your pencil and clearly mark any incorrect words with a slash (/).
- Count self-corrections as correct. If you already marked the self-corrected word as incorrect, circle it (ø) and continue.
- Stay quiet, except if the pupil hesitates for 3 seconds, point to the next word, and say, “Please go on.” / “Genda mu maaso.”

AFTER 60 SECONDS, say, “Stop.” / “Lekera awo.” Mark the final word read with a bracket (]).

Early stop rule: If the pupil does not give a single correct response on the first line of the pupil stimuli booklet, say “Thank you!” / “Weebale nnyo!” Draw a line through the words in the first row, check the box at the bottom, and continue to the next task.

Sam lives on a farm.	5
He has goats. Sam likes the goats. They are funny. They eat anything! He feeds the goats after school.	24

Subtask 2b. Reading Comprehension

When 60 seconds are up or if the child finished reading the passage in less than 60 seconds, REMOVE the passage from the child’s view, and ask the questions after saying:

Now I will ask you a few questions about the story you just read. Try to answer the questions as well as you can.

Kati njenda kubuuzaaayo ebibuuzo bitonotono ku ebyo by’osomye. Gezaako okuddamu obulungi nga bw’osobola.

- Give the child at most 10 seconds to answer the question, mark the child’s response, and move to the next question.
- Read the questions for each line up to the bracket showing where the child stopped reading.

Sam lives on a farm. He has goats. Sam likes the goats. They are funny. They eat anything! He feeds the goats after school. Sam puts his homework near the goats. He plays football. Then his sister calls him. His homework is gone! A goat is eating something white. Now he knows where his homework is.

		Correct	Incorrect	No Response
Sam lives on a farm.	5	Where does Sam live? [on a farm]		
He has goats. Sam likes the goats. They are funny. They eat anything! He feeds the goats after school.	24	What does Sam have? [goats]		

Sam puts his homework near the goats. He plays football.	34	What did Sam play? <i>[football]</i>			
Then his sister calls him. His homework is gone!	43	Who calls Sam? <i>[his sister]</i>			
A goat is eating something white. Now he knows where his homework is.	56	What happened to Sam's homework? <i>[a goat ate it]</i>			

 Time remaining on stopwatch at completion (number of SECONDS): _____

Check this box if the subtask was discontinued because the child had no correct answers in the first line. ☐

Subtask 3: English Vocabulary

You will ask the child to show parts of his/her body, objects in the environment, and check their understanding of spatial terms in English. The directions can be read Luganda or English but the vocabulary words are stated in English. Note the answers in the following manner:

- **Mark:** put a slash (/) through each INCORRECT word or phrase.
- **Self-correcting:** If the child initially gives a wrong answer but then corrects before the next item, count this item as correct. If you already marked the self-corrected letter as incorrect, circle it (Ø) and continue.
- **Materials:** a sheet of paper, pencil, rubber

A. Body Parts:

Say,

I'll say words in English that represent parts of the body. Show me what part of your body the word means. Let's practice: say "nose". [Point to your nose so that you model for the student]. Wait for the child to gesture to his nose. Say « head » Wait for the child to gesture to his/her head.

Ngenda kumenya amannya g'ebitundu by'omubiri mu Luzungu. Bwenjogera ekigambo, nga ondaga ekitundu ky'omubiri ekyo. Kale, twegezeemu. « nose » (Point to your nose so that you model for the child: "nose" Wait for the child to gesture to his/her nose. Thereafter say say "Head" and wait for the child to gesture to his/her head and say; Good, "Let's start"/ **Katutandike.**)

foot

arm

chin

knee

mouth

back

elbow

shoulder

B. Words from the Environment:

Say,

Now I will say other words and you show me examples of those words around us.

Kati ngenda kwogera ekigambo nga bw'ondaga kyekitegeeza wano wetuli.

pencil

shoes

book

rubber

paper

ground (floor)

C. Spatial Words

Place a pencil and sheet of paper side by side in front of the child. Say,

Say to the child: .."This is a pencil, this is a paper". You will place the pencil where I tell you to put it. Put the pencil....Eno kkalaamu/pencil, luno luppapula/paper. Njagala oteeke ekkalaamu wenaakugamba okugiteeka. Teeka ekkalaamu.....

on the paper

next to the paper

behind you

under the paper

to the right of the paper



Early Grade Reading Assessment

Assessor Instructions & Pupil Protocol

March, 2017

Luganda

General Instructions:

It is important to establish a playful and relaxed rapport with the children to be assessed via simple initial conversation on topics of interest to the child (see examples below). The child should perceive the following assessment almost as a game to be enjoyed rather than a severe situation. It is important to read ONLY the Subtasks in boxes aloud slowly and clearly.

Oli otya_____? Nze _____ era mbeera _____. Njagala okukutegeeza ebimu ku bintu ebinkwatako. [For example, number and ages of children; sports.] 1. Oyinza okumbuulira ebimu ku bintu ebikukwatako awamu n'abantu b'obeera nabo ewammwe? [Wait for response; if the child is reluctant, ask question two, but if she/he seems comfortable continue to verbal consent]. 2. Biki by'otera okwagala okukola bw'oba toli ku ssomero?

Verbal Agreement

- Ka nkubuulire lwaki nzize wano leero. Nkolera mu Minisitule y'Ebyenjigiriza n'Emizannyo era nga tugezaako okutunuulira engeri abaana gye bayigamu okusoma. Walondeddwa mu ngeri ya kalulu.
- Twandyagadde otuyambeko mu nsonga eno gye tuliko. Naye tetukukaka kwetaba mu kunoonyereza kuno bw'oba toyagala.
- Tugenda okuzannyayo akazannyo ak'okusoma. ηηenda kukusaba osome amaloboozi, ebigambo awamu n'emboozii ennyimpi mu ddooboozi eriwulikika obulungi.
- Nga neeyambisa akuuma kano, ηηenda kulaba ekiseera ky'onoomala ng'osoma.
- Kino si kigezo n'olwekyo teweeraliikirira.
- Nate era nja kukubuuza ebibuuzo ebikwata ku maka gy'ova, ng'olulimi lwe mwogera n'ebimu ku bintu bye mulina awaka.
- Sijja kuwandiika linnya lyo era teri n'omu ajja kumanya by'ogenda okumbuulira.
- Nziramu okukujjukiza nti bw'oba toyagala kwetaba mu kunoonyereza kuno tokakibwa. Ne bwe tuba tutandise n'owulira nga waliwo ekibuuzo ky'otoyagala kuddamu, okireka.
- Olina ekibuuzo kyonna kye wandy'agadde okumbuuza? Okkirizza okwetaba mu kazannyo kano? Kale katutandike.

Check box if verbal agreement is obtained:

☐ **YES**

(If verbal agreement is not obtained, thank the child and move on to the next child, using this same form.)

A. Date of Assessment:	day month year	F. Is teacher being observed? Yes/no	
B. Assessor's Name:		G. Class:	☐ 1 = P1 ☐ 3 = P3
C: District		H: class name (stream)	
D. School Name:		I. Pupil Age:	
E. Multigrade class:	☐ 1 = yes ☐ 2 = no	J. Pupil's Gender:	☐ Male ☐ Female
		K. Time:	Start : Finish :

Subtask 1: Orientation to Print (FOR P1 LEARNERS ONLY)

Show the child the passage on the last page of the pupil stimuli packet.

Read the instructions to the child. Record the child's response to an item before moving to the next item.

Materials: a passage from the local language pupil stimuli packet

I don't want you to read this now. On this page, where would you begin to read? Show me with your finger.

Bino ssagala obisome kati. Ku lupapula luno, wa w'otandikira okusoma. Ndagawo n'olugalo lwo.

1. [Child puts finger on the top row, left-most word]

☐ Correct ☐ Incorrect ☐ No Response

(Assessor points to first word then says....) Now show me where you would read next.

Kati ndaga w'oddako okusoma.

2. [Child moves finger from left to right]

☐ Correct ☐ Incorrect ☐ No Response

When you get to the end of the line, where would you read next? (Assessor points to the last word of the first line)

Bw'otuuka ku nkomerero y'olunyiriri, wa w'oddako okusoma?

3. [Child moves finger to left-most word of second line]

☐ Correct ☐ Incorrect ☐ No Response

Subtask 2: Nonword Decoding

Show the child the sheet of invented words in the pupil stimuli booklet. Say,

Waliwo wano ebigambo ebiyiye. Njagala osome bingi nga bw'osobola. Ebigambo bino tobigattulula wabula bisome busomi. Okugeza, ekimu ku bigambo ebiyiyiziddwa kye kino: "moki"

Ka twegezeemu: soma ekigambo kino [point to the next word: *suki*].

[If the pupil says "suki" say]: **Kirungi nnyo: "suki"**

[If the pupil does not say "suki" correctly say]: **Ekigambo kino ekiyiye kiri "suki."**

Kati ka tufuneyo ekyokulabirako ekirala: soma ekigambo kino [point to the next word: *galu*].

[If the pupil says "galu", say]: **Kirungi nnyo: "galu"**

[If the pupil does not say "galu" correctly say]: **Ekigambo kino ekiyiyiziddwa kiri "galu."**

Bwe njamba nti "tandika", soma ebigambo mu bwangu ddala nga bw'osobola ate n'obwegendereza. Soma ebigambo nga bwe biddirinjana ku nnyiriri, ng'otandikira ku lunyiriri olusooka. Nja kusirika nkuwulirize, naye bwonosanga ekigambo ky'otomanyi genda kukiddako. Weetegese? Tandika.



Start the timer when the child reads the first word.

- Follow along with your pencil and clearly mark any incorrect words with a slash (/).
- Count self-corrections as correct. If you already marked the self-corrected word as incorrect, circle it (ø) and continue.
- If the pupil skips an entire line, draw a line through it on the protocol.

- Stay quiet, except if the child hesitates for 3 seconds, point to the next word, and say, **"Genda mu maaso."**

AFTER 60 SECONDS, SAY "Lekera awo." Mark the final word read with a bracket (]).

Early stop rule: If you have slashed/marked as incorrect all of the answers on the first line, say **"Weebale nnyo!"** discontinue this subtask, check the box at the bottom, and continue to the next subtask.

Examples: moki suki galu

1	2	3	4	5	
moti	midda	yofu	vera	gwefu	(5)
lwaga	ntuba	dasa	moku	fuyo	(10)
nkobi	njawi	kalitu	liru	aka	(15)
peri	zimuka	ngolu	ngiru	mbiba	(20)

ama	emmole	doku	nnyi	mbiya	(25)
cava	tuuki	mwane	seyo	palu	(30)
awoto	miripa	kugga	mulu	adada	(35)
kyawu	yu	genjo	feyo	jjata	(40)
amu	motu	teno	lakya	nuli	(45)
banu	mukadi	ɲɲaamu	ɲera	gena	(50)



Time showing on stopwatch at completion (number of SECONDS):

Check this box if the subtask was discontinued because the child had no correct answers in the first line.

☐

Subtask 3. Letter Sound Knowledge

Show the child the sheet of letters in the pupil stimuli booklet. Say,

Olupapula luuluno okuli ennyukuta za walifu. Mbuulira amaloboozi g'ennyukuta zonna z'omanyi—njagala MALOBOOZI so si MANNYA gaazo.

Ekyokulabirako, eddoboosi ly'ennyukuta eno [point to A]: liri /a/ nga mu kigambo “amata”.

Katwegezeemu: mbuulira eddoboosi ly'ennyukuta eno [point to v]:

If the child responds correctly say: **Kirungi, eddoboosi ly'ennyukuta eno liri /v/**

If the child does not respond correctly, say: **Eddoboosi ly'ennyukuta eno liri /v/**

Kati gezaako ku eno: mbuulira eddoboosi ly'ennyukuta eno [point to L]:

If the child responds correctly say: **Kirungi, eddoboosi ly'ennyukuta eno liri //**

If the child does not respond correctly, say: **Eddoboosi ly'ennyukuta eno liri //**

Bwe njamba nti “Tandika,” wa amaloboozi g'ennyukuta mu bwangu ddala nga bw'osobola kyokka ate nga weegendereza. Tandikira wano weeyongereyo bw'oti. [Point to the first letter on the row after the example and draw your finger across the first line]. **Nja kusirika nkuwulirize, naye bwonosanga ennyukuta gy'otomanyi ddoboosi genda kweddako. Weetegese? Tandika**



Start the timer when the child reads the first letter.

- Follow along with your pencil and clearly mark any incorrect letter sounds with a slash (/).
- Count self-corrections as correct. If you already marked the self-corrected letter sound as incorrect, circle it (ø) and continue.
- If the pupil skips an entire line, draw a line through it on the protocol.
- Stay quiet, except if the pupil hesitates for 3 seconds, point to the next letter and say, **“Genda mu maaso”**.
- If the child gives you the letter name, rather than the sound, say: **“Mbulira ddoboosi lya nnyukuta”** This prompt may be given only once at the beginning of the subtask.

AFTER 60 SECONDS SAY, “Lekera awo.” Mark the final letter sound read with a bracket (]).

Early stop rule: If you have marked as incorrect all of the answers on the first line with no self-corrections, say **“Weebale nnyo!”**, discontinue this subtask, check the box at the bottom, and continue to the next subtask.

Examples: A v L

1	2	3	4	5	6	7	8	9	10	
o	y	b	d	E	G	A	L	η	e	(10)
A	N	L	n	Z	y	s	g	k	m	(20)

U	t	w	e	a	W	n	e	B	A	(30)
T	a	B	Y	N	b	V	n	A	u	(40)
i	C	A	u	ŋ	K	A	i	m	R	(50)
E	J	O	M	r	a	U	a	O	W	(60)
A	i	k	A	P	N	L	u	A	b	(70)
G	u	a	E	M	a	O	H	T	a	(80)
a	L	F	i	e	i	k	N	o	U	(90)
ny	g	a	K	o	n	a	m	w	A	(100)

 Time showing on stopwatch at completion (number of SECONDS):

Check this box if the subtask was discontinued because the child had no correct answers in the first line.

☐

Subtask 4. Segmenting

This is NOT a timed subtask and **there is not a pupil stimuli**. Read aloud each word twice and have the child say the syllables.

Remove the pupil stimuli booklet from the child's view. Say,

Ekyokukola kino kya kuwuliriza. Buli kigambo kirina ennyingo. Njagala omenye ennyingo eziri mu buli kigambo. Ekyokulabirako, mu kigambo “muti” mulimu ennyingo zino “mu” ne “ti”. Mu kyokukola kino njagala omenye ennyingo z’owulira mu buli kigambo. Buli kigambo nja kukyatula emirundi ebiri. Wuliriza ekigambo kino, n’oluvannyuma omenye ennyingo ezikirimu.

Ka twegezeemu. Nnyingo ki eziri mu kigambo “gema”? “gema”?

[If the child responds correctly, say:] Kirungi nnyo, ennyingo eziri mu kigambo “gema” ziri “ge” “ma”.

[If the child does not respond correctly, say:] ennyingo eziri mu kigambo “gema” ziri “ge” “ma”. Kati ddamu ombuulire ennyingo eziri mu kigambo “gema”. [Wait 5 seconds for the child to respond.]

Kati ka tufuneyo ekyokulabirako ekirala: nnyingo ki eziri mu kigambo “taata” “taata”

[If the child responds correctly, say:] Kirungi nnyo, ennyingo eziri mu kigambo “taata” ziri “taa” “ta”

[If the child does not respond correctly, say:] ennyingo eziri mu kigambo “taata” ziri “taa” “ta”

Kati ddamu ombuulire ennyingo eziri mu kigambo “taata”. [Wait 5 seconds for the child to respond.]

Nja kusoma ekigambo emirundi ebiri. Kiwulirize bulungi, oluvannyuma ombuulire ennyingo eziri mu kigambo ekyo. Kale katutandike.

- Pronounce each word slowly. Do not break the word into individual syllables.
- Only say each word twice.
- If the child gives you the word, rather than the syllable, say: **“Mbuulira ennyingo”** This prompt may be given only once during the subtask.
- Put a slash (/) through each INCORRECT syllable.
- If the child has not responded after 3 seconds, mark all the syllables as incorrect and proceed to the next word.
- Mark the final word attempted with a bracket (]).

Early stop rule: If a child gives no correct answers among the first five words, say, **“Weebale nnyo!”** discontinue this subtask, check the box at the bottom of the page, and continue to the next subtask.

Nnyingo ki eziri mu “_____”? “_____”? [Say each word twice]

lumu	lu	mu	
weta	we	ta	
wano	wa	no	
bali	ba	li	

kutu	ku	tu		(5 words)
sapatu	sa	pa	tu	
mukazi	mu	ka	zi	
bazina	ba	zi	na	
kabaka	ka	ba	ka	
akati	a	ka	ti	

Check this box if the subtask was discontinued because the child had no correct answers in the first five words.

☐

Subtask 5a. Oral Passage Reading

Show the child the story in the pupil stimuli booklet. Say,

Waliwo wano emboozi. Njagala oginsomere n’obwegendereza naye mu bwangu. Ng’omalirizza, nja kukubuuza ebibuuzo ebikwata ku mboozi gy’osomye. Bwe njamba nti “tandika”, soma bulungi ddala nga bw’osobola era mu bwangu. Nja kusirika nkuwulirize, naye bwonosanga ekigambo ky’otomanyi genda kukiddako. Weetegese? Tandika.

 Start the timer when the pupil reads the first word.

- Follow along with your pencil and clearly mark any incorrect words with a slash (/).
- Count self-corrections as correct. If you already marked the self-corrected word as incorrect, circle it (ø) and continue.
- Stay quiet, except if the pupil hesitates for 3 seconds, point to the next word, and say, **“Genda mu maaso.”**

AFTER 60 SECONDS, say, **“Lekera awo.”** Mark the final word read with a bracket (]).

Early stop rule: If the pupil does not give a single correct response on the first line of the pupil stimuli booklet, say **“Weebale nnyo!”** discontinue the task, check the box at the bottom, and continue to the next task.

Subtask 5b. Reading Comprehension

When 60 seconds are up or if the child finished reading the passage in less than 60 seconds, **REMOVE** the passage from the child’s view, and ask the questions after saying:

Kati njenda kubuuzaayo ebibuuzo bitonotono ku ebyo by’osomye. Gezaako okuddamu obulungi nga bw’osobola.

- Give the child at most 10 seconds to answer the question, mark the child’s response, and move to the next question.
- Read the questions for each line up to the bracket showing where the child stopped reading.

Do not read the English translation to the child.

On Friday, Kaye played football. His team won. He was very tired. He sat down on a chair to rest. Suddenly, he jumped up crying. Some of the children laughed at him. The teacher went to see what had happened. Kaye showed her two thorns. The teacher asked who had put them there. At first the students denied. Then one of the footballers owned up. Kaye wondered why the footballer had put thorns on the chair.

1. On what day did Kaye play football? (Friday)
2. Where did he rest? (on a chair)
3. How many thorns did Kaye find? (two)
4. What happened when the teacher first asked about the thorns? (the children denied)
5. Why might the thorns have been left on the chair? [to embarrass Kaye; the other team was upset they lost; to note the two goals he scored]

			Correct	Incorrect	No
Kaye yasamba omupiira ku Lwokutaano.	5	Kaye omupiira yagusamba lwakumeka? [Lwakutaano]			

Tiimu ye yawangula. Kaye yakoowa nnyo. Yatuula ku ntebe awummulemu.	15	Kaye yawumulira wa? [ku ntebe]			
Yekanga n'abuuka mu bbanga nga akaaba. Banne abamu bamusekerera. Omusomesa yagenda alabe ekibaddewo. Kaye yamulaga amaggwa abiri.	32	Ku ntebe yasanga ko amaggwa ameka? [abiri]			
Omusomesa yabuuza ani yali agataddewo. Abayizi basooka nebegaana.	40	Omusomesa bweyabuuza ataddewo amaggwa abayizi bassoka kukola ki? [kwegaana, begaana]			
Oluvanyuma omu ku basambi b'omupiira yagamba nti yeyali akikoze. Kaye yasigala yebuuza lwaaki munne yamutega amaggwa.	56	Olowooza lwaaki abaana baateeka amaggwa ku ntebe ya Kaye? [kubanga yali ateebye goolo, baali banyiiyu kubanga baali bawanguddwa, baali baagala kumulumya]			



Time showing on stopwatch at completion (number of SECONDS): ____

Check this box if the subtask was discontinued because the child had no correct answers in the first line. ☐

Subtask 6. Listening Comprehension

Remove the pupil stimuli booklet from the child's view. Say,

Ngenda kukusomera emboozi nga nnyimpi omulundi gumu. Bwe nnaaba mmaze okugikusomera, nja kukubuuza ebibuuzo. Wuliriza n'obwegendereza, oluvannyuma oddemu ebibuuzo bye nnaaba nkubuuzizza.

- This is an untimed task.
- Read the entire passage *ONLY ONE TIME*.
- Ask all of the questions.
- Do not allow the child to look at the passage or the questions.
- Give the child 10 seconds to begin answer each question. Mark the child's response, and continue to the next question.

Lule ayagala nnyo okusoma ebitabo. Maama we amugulira ebitabo bingi. Asoma ekitabo kimu buli wiiki. Olumu asomeramu banne. Ayigamu ebintu bingi. Asoma nnyo engero. Ayagala kuba musomesa nga taata we.

Kati ddamu ebibuuzo bino,

	Correct	Incorrect	No Response
Ki Lule ky'ayagala ennyo? (bitabo/okusoma ebitabo)			
Mu kusoma Lule ayigiramu ki? (ebintu bingi)			
Lwaki maama wa Lule amugulira ebitabo bingi? (asobole okufuuka omusomesa/okumwagazisa okusoma/asobole okubisoma/kubanga ayagala nnyo okusoma ebitabo/asobole okuyiga)			

Do not read the English translation to the child.

Lule likes reading books a lot. His mother buys him many books. He reads a book every week. Sometimes he reads to his friends. He learns a lot of things. He reads many stories. He wants to be a teacher like his father.

1. What does Lule like to do? (read books, learn new things)
2. What does Lule learn while reading? (many things)
3. Why does Lule's mother buy him many books? (so that he can be a teacher/ as motivation for reading, so that he can read, because he enjoys reading, so that he can learn)]



Early Grade Reading Assessment

Assessor Instructions & Pupil Protocol

March, 2016

Runyankore Rukiga

General Instructions:

It is important to establish a playful and relaxed rapport with the children to be assessed via simple initial conversation on topics of interest to the child (see examples below). The child should perceive the following assessment almost as a game to be enjoyed rather than a severe situation. It is important to read **ONLY** the Subtasks in boxes aloud slowly and clearly.

Oraire ota. Eiziina ryangye niinye _____ kandi nintuura _____. Niinyenda kukugambiraho bikye ebirikunkwataho. [For example, number and ages of children; sports.] **1. Noobaasa kungambira ebirikukwataho hamwe n’abantu abu orikutuura nabo owaanyu?** [Wait for response; if the child is reluctant, ask question two, but if she/he seems comfortable continue to verbal consent]. **2. Nookunda kukora ki waaba otari ha ishomero?**

Verbal Agreement

- **Reka nkugambire ekyatuma naija aha eriizooba. Ninkora na Minisitire y’Ebyobwegyese n’Emizaano kandi nitwenda kumanya omuringo ogu abaana barikwegyeramu okushoma.**
- **Nk’oku omuringo gw’okuteera akaruuru guri, omugisha gukukwatsire waarondwa kuba omwe omuri abo abu turikuza kubuuza.**
- **Nitukushaba ngu otuyambe omu nshonga egi ei turikucondoozaho. Kwonka nabwo waaba otarikwenda titurikukugyema.**
- **Nituza kuzaana akazaano k’okushoma. Ninza kukushaba oshome amaraka g’enyuguta, ebigambo hamwe n’akatebyo kagufu haza obishome munonga omu iraka ririkuhurirwa gye.**
- **Ninza kukoresa eshaaha egi kureeba obwire obu oraamare orikubishoma.**
- **Eki ti kigyezo kandi tikiine kakwate koono n’omuringo ogu orikukoramu ebigyezo byawe aha ishomero.**
- **Kandi nabwo niinyija kukubuuza aha birikukwata aha ka yaanyu; nk’orurimi oru murikukoresa omuka hamwe n’ebintu ebimwe ebi mwine omuka owaanyu.**
- **Ekyokukora eki, nikyeija kumara obwire kumara obwire buri ahagati yedakiika 25 na 30.**
- **Tindikwija kuhandiika eiziina ryawe, nahabwekyo tihaine orikwija kumanya ngu ebi niwe waabigamba.**
- **Niinyongyera kukumanyisa ngu titurikukugyema kugarukamu ebibuuzo. Ku turaabe twatandikire, haaba hariho ekibuuzo eki otarikwenda kugarukamu noobaasa kukireka, tihariho nshonga.**
- **Hariho ekintu kyona eki orikwenda kumbuuza? Waikiriza nkubuuze?**

• Oyeteekateekire tutandike?

Check box if verbal agreement is obtained: ☐ YES

(If verbal agreement is not obtained, thank the child and move on to the next child, using this same form.)

A. Date of Assessment:	day month year	F. Is teacher being observed? Yes/no	
B. Assessor's Name:		G. Class:	☐ 1 = P1 ☐ 3 = P3
C. District		H. class name (stream)	
D. School Name:		I. Pupil Age:	
E. Multigrade class:	☐ 1 = yes ☐ 2 = no	J. Pupil's Gender:	☐ 1 = boy ☐ 2 = girl
		K. Time:	Start : Finish :

Subtask 1: Orientation to Print (For P1 LEARNERS ONLY)

Show the child the passage on the last page of the pupil stimuli packet.

Read the instructions to the child. Record the child's response to an item before moving to the next item.

Materials: a passage from the local language pupil stimuli packet

I don't want you to read this now. On this page, where would you begin to read? Show me with your finger. **Ebi tinkwenda obishome. Aha rupapura oru, ninkahi ahuwa kutandikira okushoma? Nyoreka n'orukumu rwawe.**

1. [Child puts finger on the top row, left-most word]

☐ Correct ☐ Incorrect ☐ No Response

(Assessor points to first word then says....) Now show me where you would read next. **Hati nyoreka ahuwakwongerayo okushoma.**

2. [Child moves finger from left to right]

☐ Correct ☐ Incorrect ☐ No Response

When you get to the end of the line, where would you read next? (Assessor points to the last word of the first line)
Wahiika aha muheru gw'orunyiriri, ninkahi ahokweyongerayo okushoma?

3. [Child moves finger to left-most word of second line]

☐ Correct ☐ Incorrect ☐ No Response

Subtask 2: Nonword Decoding

Show the child the sheet of invented words in the pupil stimuli booklet. Say,

Aha hariho ebigambo ebitukozire. Ninkushaba ngu oshome byona ebi orikubaasa. Reeba ngu waabishoma nk'oku biri. Ekyokureeberaho, ekigambo eki ekikozirwe ni: “moki”.

Reka twegyezemu: shoma ekigambo eki [point to the next word:] ‘suki’.

[If the pupil says “suki”, say]: **“Waakora gye munonga! ekigambo eki ekikozirwe ni “suki”**

[If the pupil does not say “suki” correctly say]: **Ekigambo eki ekikozirwe ni “suki”**

Hati gyezaho ekindi: shoma ekigambo eki: [point to the next word: ‘garu’].

[If the pupil says “garu”, say]: **“Waakora gye munonga!” ni “garu”**

[If the pupil does not say “garu” correctly say]: **Ekigambo eki ekikozirwe ni “garu”**

Ku ndaagire ngu “tandika” oshome ebigambo orikurahusa kwonka orikwegyendesereza enyatura yaabyo nk'oku kirikubaasika. Shoma ebigambo ebiri aha rupapura, orikutandikira aha bigambo ebiri omu runyiriri rwokubanza ahansi y'omusitaari. Ninza kuhunama nkuhurikirize, okwihaho washanga ekigambo ekigumire, ogumizemu aha kigambo ekikugarukaho. Oyeteekateekire? Tandika.



Start the timer when the child reads the first word.

- Follow along with your pencil and clearly mark any incorrect words with a slash (/).
- Count self-corrections as correct. If you already marked the self-corrected word as incorrect, circle it (ø) and continue.
- If the pupil skips an entire line, draw a line through it on the protocol.

- Stay quiet, except if the child hesitates for 3 seconds, point to the next word, and say, **“Gumizamu.”**

AFTER 60 SECONDS, SAY “Rekyera aho.” Mark the final word read with a bracket (]).

Early stop rule: If you have slashed/marked as incorrect all of the answers on the first line, say **“Yebare munonga!”** discontinue this subtask, check the box at the bottom, and continue to the next subtask.

Examples: moki suki garu

	1	2	3	4	5	
	junu	diki	mija	wobo	nofu	(5)
	yato	mero	dika	ruki	mace	(10)
	zoki	sihi	weha	gehe	raku	(15)
	tike	kawi	muba	dese	zasa	(20)

gofe	dinu	hahu	dadu	joko	(25)
jata	pabi	hazu	gako	sene	(30)
tika	nuni	duna	dosa	hado	(35)
namo	ito	tiba	kuro	nadi	(40)
jato	kusi	fago	kupi	dazi	(45)
kujo	hume	kuho	bowo	juta	(50)



Time showing on stopwatch at completion (number of SECONDS):

Check this box if the subtask was discontinued because the child had no correct answers in the first line.

☐

Subtask 3. Letter Sound Knowledge

Show the child the sheet of letters in the pupil stimuli booklet. Say,

Aha rupapura oru hariho enyuguta eza arifu yo Runyankore/Rukiga. Ninkushaba onshomere amaraka gaazo, kutari kugamba amaziina gaazo. Nooshabwa kwatura enyuguta zoonu omu maraka gaazo ezi orikubaasa. Eky'okureeberaho, eiraka rye'nyuguta egi (point to A) ni /a/ nka "amate"

Katwegyeze mu: Ngambira eiraka rye'nyuguta egi (point to V):

If the child responds correctly say: Yebare, eiraka rye'nyuguta egi ni /v/

If the child does not respond correctly, say: Eiraka rye'nyuguta egi ni /v/

Hati gyezaho enyuguta endiyo: Ngambira eiraka rye'nyuguta egi (point to r).

If the child responds correctly say: Yebare, eiraka rye'nyuguta egi ni /r/

If the child does not respond correctly, say: Eiraka rye'nyuguta egi ni nka /r/

Ku ndagire ngu "tandika" ninkushaba ngu oyature amaraka omu bwira kwonka orikwegyendesereza nk'oku kirikubaasika. Yatura amaraka g'enyuguta, orikutandikira aha reero ogumizemu oti. [Point to the first letter on the row after the example and draw your finger across the first line]. Waagira enyuguta ei waahikaho haza otarikumanya eiraka ryayo, ogumizemu aha enyuguta eri kugarukaho. Niinyija kuguma mpunami nkuhurikiriize. Oyeteekateekire? Hati tandika.



Start the timer when the child reads the first letter.

- Follow along with your pencil and clearly mark any incorrect letter sounds with a slash (/).
- Count self-corrections as correct. If you already marked the self-corrected letter sound as incorrect, circle it (ø) and continue.
- If the pupil skips an entire line, draw a line through it on the protocol.
- Stay quiet, except if the pupil hesitates for 3 seconds, point to the next letter and say, "gumizamu".
- If the child gives you the letter name, rather than the sound, say: "ninkushaba kungambira oku enyuguta egi erikwaturwa"

This prompt may be given only once at the beginning of the subtask.

AFTER 60 SECONDS SAY, "Rekyera aho." Mark the final letter sound read with a bracket (]).

1	2	3	4	5	6	7	8	9	10	
i	y	n	C	A	H	i	o	m	s	(10)
A	k	M	P	g	A	e	N	J	r	(20)
u	a	m	A	o	B	t	i	O	i	(30)
o	K	E	r	E	h	a	R	i	M	(40)

N	u	R	i	A	R	n	i	e	Y	(50)
K	e	T	n	g	w	G	Y	Z	b	(60)
a	U	F	r	k	a	W	A	V	N	(70)
i	r	m	K	i	e	U	n	S	u	(80)
U	h	B	i	a	b	k	y	E	t	(90)
O	a	N	d	A	E	O	w	a	b	(100)

Early stop rule: If you have marked as incorrect all of the answers on the first line with no self-corrections, say **“Yebare munonga!”**, discontinue this subtask, check the box at the bottom, and continue to the next subtask.

Examples: A V r

 Time showing on stopwatch at completion (number of SECONDS):

Check this box if the subtask was discontinued because the child had no correct answers in the first line.

☐

Subtask 4. Segmenting

This is NOT a timed subtask and **there is no pupil stimuli**. Read each word aloud twice and have the child say the syllables.

Remove the pupil stimuli booklet from the child’s view. Say,

Ogu n’omurimo gw’okuhurikiriza. Buri kigambo kiine engingo. Niinyenda ongambire engingo eziri omu buri kigambo. Ekyokureeberaho, omu kigambo “shoma” harimu engingo “sho” na ”ma”. Omu kyokukora eki, niinyenda onyorokye engingo ezi orikuhurira omu buri kigambo. Ekigambo niinyija kuba ninkigamba emirundi ebiri reero ongambire engingo zoonza ezirimu.

Katwegyezemu: Omu kigambo “maama” harimu engingo ziiha?

If the child responds correctly, say: **Waakora gye munonga! Omu kigambo “maama” harimu engingo: “maa” na “ma”**

[If the child does not respond correctly, say]: **Omu kigambo “maama” harimu engingo: “maa” na ”ma.**

Hati naiwe ngambira engingo eziri omu kigambo “maama”. [Wait 5 seconds for the child to respond.]

Katugyezeho ekyokureeberaho ekindi. Omu kigambo omuti harimu engingo ziiha?

[If the child responds correctly, say]: **Waakora gye munonga! Omu kigambo “omuti” harimu engingo “o”, ”mu” na “ti”.**

[If the child does not respond correctly, say]: **Omu kigambo omuti harimu engingo “o”, ”mu’ na ”ti”.**

Hati naiwe ngambira engingo eziri omu kigambo omuti. [Wait 5 seconds for the child to respond.]

Ninza kugamba ekigambo emirundi ebiri. Ohurikirize, reero ongambire engingo eziri omu kigambo ekyo. Kare. Hati katutandike.

- Pronounce each word slowly. Do not break the word into individual syllables.
- Only say each word twice.
- If the child gives you the word, rather than the syllable, say: **“Ninkushaba ngu oyature engingo z’ekigambo”** This prompt may be given only once at the beginning of the subtask.
- **Put a slash through each INCORRECT syllable.**
- If the child has not responded after 3 seconds, mark all the syllables as incorrect and proceed to the next word.
- Mark the final word attempted with a bracket (]).

Early stop rule: If a child gives no correct answers among the first five words, say, **“Yebare munonga!”** discontinue this subtask, check the box at the bottom of the page, and continue to the next subtask.

Ni ngingo ki eziri omu kigambo “_____”? “_____”? [Say each word twice]			
	uwe	i	we
	eki	e	ki
	kurya	ku	rya

obu	o	bu		(5 words)
taata	taa	ta		
oburo	o	bu	ro	
efuka	e	fu	ka	
amate	a	ma	te	
kubura	ku	bu	ra	
okutu	o	ku	tu	

Check this box if the subtask was discontinued because the child had no correct answers in the first five words.

☐

Sub task 5a. Oral Passage Reading

Show the child the story in the pupil stimuli booklet. Say,

Aka n’akatebyo kagufu akandi. Niinyenda ngu okashome omu iraka ririkhurirwa gye. Ku oraaheze, ninza kukubuuza ebibuuzo ebikwatsire aha katebyo ku waashoma. Ku ndagire ngu tandika, oshome akatebyo kurungi munonga nk’oku orikubaasa. Ninza kuhunama nkukurikirize, okwihaho washanga ekigambo ekigumire, ogumizemu aha kigambo ekikugarukaho. Oyetekatekire? Kare Tandika.



Start the timer when the pupil reads the first word.

- Follow along with your pencil and clearly mark any incorrect words with a slash (/).
- Count self-corrections as correct. If you already marked the self-corrected word as incorrect, circle it (ø) and continue.
- Stay quiet, except if the pupil hesitates for 3 seconds, point to the next word, and say, “Gumizamu.”

AFTER 60 SECONDS, say, “rekyera aho.” Mark the final word read with a bracket (]).

Early stop rule: If the pupil does not give a single correct response on the first line of the pupil stimuli booklet, say “yebare munonga!” discontinue the task, check the box at the bottom, and continue to the next task.

Sub task 5b. Reading Comprehension

When 60 seconds are up or if the child finished reading the passage in less than 60 seconds, REMOVE the passage from the child’s view, and ask the questions after saying:

Hati naaza kukubuuza ebibuuzo bikye ebirikukwata aha katebyo kakye aku waaheza kushoma. Gyezaho kugarukamu ebibuuzo kurungi nk’oku orikubaasa.

- Give the child at most 10 seconds to answer the question, mark the child’s response, and move to the next question.
- Read the questions for each line up to the bracket showing where the child stopped reading.

Do not read the English translation to the child.

Mariya’s mother sent her to the market. She gave her money to buy two paw paws. On her way, she met her friends. They started playing. When they were playing, Mariya lost her money.

She remained with little to buy one pawpaw. She was confused. She later saw a woman with a big bunch of banana. Mariya asked to help her. When they reached in the market, the woman gave Mariya some money. Mariya thanked her. She bought the paw paws. She went back home happily.

- Where did Mariya’s mother send her? (to the market)
- Whom did she meet on her way? (her friends)
- What happened when Mariya was playing? (the money got lost)
- Where did she get the money to buy the second pawpaw? (she carried the women’s bunch of banana)
- Why do you think Mariya was happy?(her mother didn’t know what happened; she got the money to buy a second pawpaw, her mother didn’t know that she lost the money)

Correct

Incorrect

No
Response

Nyina Mariya akamutuma omu katere.	5	Mariya nyina akamutuma nkahi? [omu katere]			
Akamuha sente kugura amapapaari abiri. Akabugana bagyenzi be omu muhanda.	15	Ni baahi abu yaabugaine omu muhanda? [abaana bagyenzi be]			
Bakatandika kuzaana. Bakaba nibazaana esente ezimwe zaabura.	22	Ku baabaire nibazaana haakabaho ki? [esente ezimwe zaabura]			
Akasigaza esente z'okugura ipapari rimwe. Akashoberwa. Akareeba omukazi aine ekitookyehi khangho. Mariya akamushaba kumuhwera. Bakahika omu katere. Omukazi akaha Mariya sente.	43	Akaiha nkahi sente z'okugura eipapaari erindi? [akookorera omukazi ekitookyehi yaamuha sente]			
Mariya akamwebaza. Akagura amapapaari abiri. Akagaruka omuka ashemereirwe.	51	Nooteekateeka ngu ahabwenki Mariya yaashemereirwe? [nyina taramanyire ngu akanaga sente, Nyina taramanyire ekyabaireho, akabona esente z'okugura eipapaari erindi]			

 Time showing on stopwatch at completion (number of SECONDS): _____

Check this box if the subtask was discontinued because the child had no correct answers in the first line. ☐

Subtask 6. Listening Comprehension

Remove the pupil stimuli booklet from the child's view. Say,

Naaza kukushomera akatebyo kagufu omu iraka rirukuhurirwa gye omurundi gumwe reero naaheza, nkushabe kugira ebibuuzo bikye ebi waagarukamu ebirikukwata aha katebyo ako. Ninkushaba ngu ohurikirize gye reero bwanyima ogarukemu ebibuuzo kurungi nk'oku orikubaasa. Kare Kantandikye.

- This is an untimed task.
- Read the entire passage *ONLY ONE TIME*.
- Ask all of the questions.
- Do not allow the child to look at the passage or the questions.
- Give the child 10 seconds to answer each question. Mark the child's response, and continue to the next question.

Niinye Ankunda. Orwakashatu oruhwaire nkacwa omuyembe naagurya. Ku naahikire omu ka naariibwa omunda. Taata akantwara omu irwariro. Omushaho akampa omubazi. Yampabura ngu buriiho nshemereire kubanza naayozya ebijuma ntakabiriire.

	Correct	Incorrect	No Response
Ankunda akarya ki? (omuyembe, omuyembe kutoogize)			
Ahabwenki Ankunda yaatwirwe omu irwariro? (ahabw'okurwara/ akarya omuyembe gutoogize/ akarwara omunda)			
Ahabwenki tushemereire kwozya ebijuma tutakabiriire? (okuzibira/okwerinda obukooko/okwihaho obukooko/okwerinda okurwara)			

Do not read the English translation to the child.

My name is Ankunda. Last Wednesday I picked a mango and ate it. When I reached home I felt pain in my stomach. My father took me to hospital. The doctor told me to always wash fruits before I eat them.

1. What did Ankunda eat? (*mango/unwashed mango*)
2. Why was Ankunda taken to hospital? (*felt pain in the stomach/had eaten unwashed mango*)
3. Why should we wash fruits before eating them?(*to avoid germs/to remove germs to avoid falling sick/ to avoid sickness*)



Learner context interview

An interview asks each question verbally to the learner. Do not read the response options aloud unless otherwise instructed. Wait for the learner to respond then write this response in the space provided, or circle/tick the code of the response option that corresponds to the learner's response. If there is no special instruction to the contrary, only one response is permitted.

Interviewer: Read this sentence to the child:

We are done with the test. I will now ask you some questions about your family, like what language your family uses at home and some of the things your family has.

No.	Questions	Response Options	Code
1	<i>State the gender of the learner.</i>	Male Female Other	1 2 3
2	How old are you?	__ Years Don't know	
3	Who do you stay with?	Mother and father Mother Father Grandparent Aunt Uncle Older sibling Guardian/Other Caregiver Other	1 2 3 4 5 6 7 8 9

4	What language do you speak most often at home?	☐ Luganda ☐ Runyankole/Rukiga ☐ Runyoro/Rutooro ☐ English ☐ Other (specify) ☐ Do not know/No response	1 2 3 4 5 88
5	When you are in the classroom, what languages do you speak? (Tick all that apply)	☐ Luganda ☐ Runyankole/Rukiga ☐ Runyoro/Rutooro ☐ English ☐ Other (specify) ☐ Do not know/No response	1 2 3 4 5 88
6	When you are playing with your friends, what languages do you speak? (Tick all that apply)	☐ Luganda ☐ Runyankole/Rukiga ☐ Runyoro/Rutooro ☐ English ☐ Other (specify) ☐ Do not know/No response	1 2 3 4 5 88
7	What grade were you in last year? <i>If learner answers “Did not attend school” or “Don’t know/No response”, then go to Error! Reference source not found.</i>	☐ Pre-primary ☐ Primary 1 ☐ Primary 2 ☐ Primary 3	1 2 3 4

		☐ Primary 4 ☐ Other ☐ Did not attend school ☐ Don't know/No response	5 6 7 88
8	During the last school year, were you attending this same school?	☐ Yes ☐ No ☐ Don't know/No response	1 0 88
9	Is there any day you did not come to school last week? <i>If no, go to Error! Reference source not found.</i>	☐ Yes ☐ No ☐ Don't know/No response	1 0 88
10	If Yes, how many days did you not come to school last week?	 (number of absent days)	
11	Why did you not come to school? <i>Select all that apply</i>	☐ I was sick ☐ I had no food to eat ☐ Because of market or market day preparation ☐ I had to take care of siblings ☐ There are other works at home ☐ I am treated badly by students or teachers at school ☐ Due to customs/festivals ☐ School is too far	1 2 3 4 5 6 7 8 9

		☐ School is not interesting ☐ Because of bad weather ☐ No transport available ☐ Other (Specify): ☐ Don't know/Refuse 	10 11 12 13 88																				
12	Is there any day your teacher did not come to school last week?	☐ Yes ☐ No (<i>skip to question Error! eference source not found.</i>) ☐ Don't know/No response	1 0 88																				
13	If you can remember please tell us the number of days your teacher did not come to school last week	 (number of absent days)																					
14	During the school day, do you...	<table border="1"> <thead> <tr> <th>No (0)</th> <th>Yes (1)</th> <th>Do not know (3)</th> <th>No response (88)</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	No (0)	Yes (1)	Do not know (3)	No response (88)																	
No (0)	Yes (1)	Do not know (3)	No response (88)																				
15	Apart from schoolbooks, do you have any other books that you can read at home?	☐ Yes ☐ No	1 0																				

		☐ Don't know/No response	88
16	How often do you practice reading at home?	☐ Never ☐ Sometimes ☐ Every day ☐ Don't know/No response	1 2 3 88
17	How often does someone at home read to you or with you? (Read the options Never, Sometimes, Everyday)	☐ Never -> Skip to Error! Reference source not found. ☐ Sometimes ☐ Every day ☐ Don't know/No response -> Skip to Error! Reference source not found.	1 2 3 88
18	With whom do you read at home? (After the child answers, ask "anyone else" and tick all that apply)	☐ Sister ☐ Brother ☐ Mother ☐ Father ☐ Stepmother ☐ Stepfather ☐ Aunt ☐ Uncle ☐ Grandmother ☐ Grandfather ☐ Other ☐ Don't know/refuse	1 2 3 4 5 6 7 8 9 10 11 88

19	Household Possessions	No (0)	Yes (1)	Do not know (3)	No response (88)
	Is there a radio at your home?				
	Does anyone at your home have a mobile phone?				
	Do you have electricity at your home?				
	Is there a television at your home?				
	Is there a computer at your home?				
	Is there a refrigerator at your home?				
	Is there a toilet inside your home?				
	Does anyone at your home have a bicycle?				
	Does anyone at your home have a motorcycle?				
	Does anyone at your home have a car, or a truck, or a boat with an engine?				
20	Did you eat breakfast at home this morning?	☐ Yes ☐ No ☐ Don't know/No response			1 0 88



Lara
Early Grade Reading Teacher Interview

Enumerator Name

Date and Time

Date

Time

School Location

District

School Name

School Code

CC

Teacher Tangerine ID Number

Teacher Consent

Hello, my name is _____ I am working with Research World International and NORC at the University of Chicago, on a research study on the USAID/Uganda Literacy Achievement and Retention Activity (LARA) in collaboration with the Ministry of Education and Sports. We are undertaking a study to better understand how children learn to read. Along with assessing the reading abilities of learners, we are observing and interviewing teachers regarding teaching about reading.

We would now like to ask you a few more questions about your classroom and your preparation and support for teaching about reading.

If you agree to participate in the survey, all the observations and answers that you provide will be kept confidential. Though the information acquired through this data collection process will be shared with the Ministry of Education and Sports with the hope of identifying areas where additional support may be needed, your school will not be identified by name nor will you be identified individually by name.

You are free to choose not to answer any question and you can stop the interview at any time, ask me to clarify questions or ask me to repeat something you did not hear or understand. You can also withdraw from the survey at any time. Stopping the survey, not answering any question or answering the full survey will not impact you negatively in any way, nor will it bring you any additional benefits. However, your honest answers to our questions will help us understand better how learners learn to read. We greatly appreciate your cooperation.

If you have any additional questions about the survey or methodology, you can contact the following person:

Arnold Byamukama, Research World International

arnold.byamukama@researchworld-int.net

+256-414-289981

This proposal has been reviewed and approved by TASO REC, which is a committee whose task it is to make sure that research participants are protected from harm. If you wish to find about more about the REC, contact [Mr. Bakanda Celestin, P.O. Box 10443 Mulago, 0752 774178]

This interview will take about 20 minutes. Do you have any questions for me now? Do you agree to participate?

Does the teacher consent?

Yes

No

Teacher Interview - Part I

1) Class taught:

P1

P2

P3

P4

2) [Is the teacher male or female?]

Male

Female

3a) What is your first language or mother tongue?

Luganda

Runyoro/Rutooro Runyankore/Rukiga

English

Other (*specify in 3b*)

3b) If other, please specify:

4a) What is the language of instruction in P1-P3 in this school?

Luganda

Runyoro/Rutooro

Runyankore/Rukiga

English Other (*specify in 4b*)

4b) If other, please specify:

5) Do you speak this language? (read options)

Yes, very well

Yes, but not fluently

No

No response

6) Have you received any instruction on teaching in this language?

Yes

No

No response

7a) Is this the same language that you use in your class for teaching most of the time?

Yes → *skip to 8*

No

No response

7b) If no, what language do you use for teaching most of the time?

Luganda

Runyoro/Rutooro

Runyankore Rukiga

English Other (please specify)

7c) If other, please specify.

8a) What is your highest level of academic or professional qualification?

Ordinary level certificate

Advanced level certificate

Diploma

Degree

Phd

Other (please specify)

Don't Know / Refuse

8b) If other, please specify:

9) What is your highest professional qualification in **teaching**?

- 0. Grade III Teaching certificate
- 1. Grade V teaching certificate/ Diploma in primary education
- 2. Degree in primary education
- 3. Other: _____
- 7 Don't know / no response

10) How many years have you been teaching overall?

|_ _| YEARS **INTERVIEWER: Enter a number from 0 to 99.**

11) How many years have you been teaching as a trained teacher?

|_ _| YEARS **INTERVIEWER: Enter a number from 0 to 99.**

12) How many years have you been teaching this grade level? ([Please enter a number])

|_ _| YEARS **INTERVIEWER: Enter a number from 0 to 99.**

If zero, or if this is the first year, skip to 14

13) Did you teach in this school last year?

Yes

No

No response

Teacher Interview - Part 2

14a) Did you attend the LARA early grade reading training in January/February, 2017? This was the training that the MOESTS/USAID/RTI offered on early grade reading Training.

Yes

No → skip to question 14d

Don't know no response (If no response, skip to 15)

14b) How many days did you attend training?

_____ days

14c) Thinking about the training:

i. did you learn new things?

Yes

No

Don't know/No Response

ii. did you find the training useful?

Yes

No

Don't know/No Response

iii. do you think the training was long enough?

Yes

No

Don't know/No Response

iv. do you think that the approach to teach reading that was explained during training is better than the approach you normally used?

Yes

No

Don't know/No Response

v. do you feel better qualified to teach early grade reading after the training?

Yes

No

Don't know/No Response

vi. are you implementing the training approach to teaching reading in your classes?

Yes → skip to 15

No

Don't know/No Response → skip to 15

vii. why not?

it is not useful

it is too difficult

I need more training

not enough materials

not enough time

too many students

don't know

other

14d) [Only ask if they answered "No" to question 14] Why didn't you attend this January 2017 LARA/MoES training?

Not invited (*If not invited, skip to 15*)

Unavailable (*If unavailable, skip to 15*)

Other specify

14e) If other reason for not attending, please specify.

15) Have you ever attended any other early grade reading trainings from other organizations?

Yes

No

Don't Know / Refuse

Teacher Interview - Part 3

16) Does the head teacher, deputy head teacher, or anyone else at the school ever check or review your lesson plans?

Yes

No (*If no, skip to 17*)

Don't Know / Refuse (*If don't know, skip to 17*)

16b) If YES, how often are lesson plans reviewed?

Once a year

Once per term

Once every month

Once every week

Daily

Don't Know / Refuse

17) How frequently does your head teacher, deputy head teacher, subject head or someone else at this school observe your teaching?

Never

Once a year

Once every term

Once every month

Once every week or more frequently

Don't Know / Refuse

18) How often did a Coordinating Center Tutor (CCT) observe you teaching in class last year?

Never

Once a year

Once every term

Once every month

Once every two weeks

Once every week or more often

Don't Know / Refuse

19) Did the CCT offer support in teaching early grade reading?

Yes

No

Don't Know / Refuse

20a) What kind of support would be most useful for you to improve your ability to teach early grade reading? ([Mark all that apply])

Training

In-class support

Materials

Observation and feedback

Don't Know / Refuse

Other (specify in 20b)

20b) If other, please specify:

21) Thinking about the last 5 school days, how many days, if any, were you unable to come to school? Please do not count days where the entire school was closed for a holiday or another reason.

DAYS MISSED LAST WEEK **INTERVIEWER: Enter a number from 0 to 5.**

22) Do the pupils in your class have learner's textbooks in the language of instruction to read from?

Yes, all of them

Yes, but they have to share

No → skip to 27

Don't Know / Refuse → skip to 27

23) Did the LARA program bring those learner textbooks?

Yes

No

Don't Know / Refuse

24) What is your opinion about those textbooks? Would you say they are:

Very good

Good

Fair

Poor

Very poor ([Read options])

25) How often do you use these text books? (read options)

Every day

Few times a week

Sometimes a month

Rarely

Never

26) Do you have a printed teachers guide to help you plan your classes?

Yes

No → skip to 30

Don't Know / Refuse → skip to 30

27) Did the LARA program give the guide to you?

Yes

No

Don't Know / Refuse

28) What is your opinion about that teachers' guide? Would you say they are:

Very good

Good

Fair

Poor

Very poor ([Read options])

29) How often do you use these teachers' guides? (read options)

Every day

Few times a week

Sometimes a month

Rarely

Never

30) Following are different activities you might do with your pupils. Think about the last 5 school days and indicate how often each of the following activities took place, by circling the number on the right that corresponds to the closest frequency:

	Never	1 day a week	2 days a week	3 days a week	4 days a week	5 days a week
a. The whole class repeated sentences that you said first.	0	1	2	3	4	5
b. Pupils copied down text from the chalkboard.	0	1	2	3	4	5
c. Pupils retold a story that they read.	0	1	2	3	4	5
d. Pupils sounded out unfamiliar words.	0	1	2	3	4	5
e. Pupils learned meanings of new words.	0	1	2	3	4	5
f. Pupils read aloud (individually) to teacher or to other pupils.	0	1	2	3	4	5
g. Pupils were assigned reading to do on their own during school time.	0	1	2	3	4	5
h. Pupils worked in pairs/groups	0	1	2	3	4	5
i. Pupils asked questions throughout the lesson	0	1	2	3	4	5
j. Pupils played games related to the lesson	0	1	2	3	4	5

31) How do you determine if your students are learning the content of the class? *Do not provide response options. Tick all that apply.*

Students are not evaluated

Routine written tests (weekly, monthly, etc)

Routine oral tests (weekly, monthly, etc)

Lesson recitation

Homework

End of term evaluation

End of Year examinations

Other _____

Don't know/Refuse

32) Think about your class, how many children are having difficulties with reading?

None/almost none

A few/less than half

About half

Many/more than half

All/almost all

Don't know/Refuse

33) What support do you give to students who are unable to keep up with the language/reading lessons, if any? *Do not provide response options. Tick all that apply*

No support was given

Not applicable (no students needed support)

Individualized remedial support outside the class

Individualized remedial support inside the class

Additional practice time inside the class

Peer pairing or small group work

Whole class revision

Additional reading materials or work assignments outside the classroom

Parent-teacher conference or communication

Other _____

Don't know/Refuse

34) How often do you conduct formal meetings with parents to discuss students' academic performance?

At least once a month

At least once a term

Twice a year

Once a year

Never

Don't know/refuse

35) Think about the last time you participated in a formal meeting with parents to discuss students' academic performance, how many of the invited parents came to the meeting?

None/almost none

A few/less than half

About half

Many/more than half

All/almost all

Don't know/Refuse

36) How often do you send out student progress reports to parents?

At least once a month

At least once a term

Twice a year

Once a year

Never

Don't know/refuse

37) Do you reward students when they do well? If so, how?

No, I do not

Yes, the whole class cheers, applauds, etc.

Yes, I give the student a special good mark

Yes, I send special notes to the parents

Yes, we have a list of the best students of the month/year

Yes, I give them a small gift (i.e. candy) or points towards a gift

Yes, other _____

37) Which of these statements comes closest to how you feel?

Schools are entirely responsible for teaching children how to read

Schools are mostly responsible for teaching children to read but parents should help
occasionally

Both schools and parents are responsible for teaching children how to read

Don't know / no response



Lara



Head Teacher Interview

Enumerator Name

Date and Time

Date

Time

School Location

District

School Name

School Code

CC

Head Teacher Tangerine ID Number

Head Teacher Tangerine ID Number

Head Teacher Consent

Hello, my name is _____ I am working with Research World International and NORC at the University of Chicago, on a research study on the USAID/Uganda Literacy Achievement and Retention Activity (LARA) in collaboration with the Ministry of Education and Sports. We are undertaking a study to better understand how children learn to read. Along with assessing the reading abilities of learners, we are observing and interviewing teachers regarding teaching about reading.

We would now like to ask you a few more questions about your classroom and your preparation and support for teaching about reading.

If you agree to participate in the survey, all the observations and answers that you provide will be kept confidential. Though the information acquired through this data collection process will be shared with the Ministry of Education and Sports with the hope of identifying areas where additional support may be needed, your school will not be identified by name nor will you be identified individually by name.

You are free to choose not to answer any question and you can stop the interview at any time, ask me to clarify questions or ask me to repeat something you did not hear or understand. You can also withdraw from the survey at any time. Stopping the survey, not answering any question or answering the full survey will not impact you negatively in any way, nor will it bring you any additional benefits. However, your honest answers to our questions will help us understand better how learners learn to read. We greatly appreciate your cooperation.

This interview will take about 10 minutes.

Do you have any questions for me now? [Answer succinctly]

If you have any additional questions about the survey of methodology, you can contact the following person:

Arnold Byamukama, Research World International

arnold.byamukama@researchworld-int.net

+256-414-289981

This proposal has been reviewed and approved by TASO REC, which is a committee whose task it is to make sure that research participants are protected from harm. If you wish to find out more about the REC, contact [Mr. Bakanda Celestin, P.O. Box 10443 Mulago, 0752 774178]

Do you agree to participate?

Does the head teacher consent?

Yes

No

Head Teacher Interview (Part I)

1a) What is your position at this school?

Head Teacher

Deputy Head Teacher

Other (specify)

Doesn't know/Refuses to respond

1b) If other, please specify [If long-term interim deputy head teacher or head teacher please continue with the survey; if a senior male or female teacher is substituting for the deputy or head teacher due to illness or another short-term reason please terminate the survey]

2) [Is the head teacher male or female?]

Male

Female

3) How long have you been a head teacher in this or any school?

Less than one year

1-3 years

4-10 years

More than 10 years

4) Have you received special training or taken courses that prepared you to teach reading or support teachers to teach reading in the past year?

Yes

No → Skip to question **Error! Reference source not found.**

Doesn't know/Refuses to respond → Skip to question **Error! Reference source not found.**

4b) IF YES, from what institution did you received the special training?

LARA Program

SHRP Program

Mango Tree Program

Other Government Program

Other _____

Don't know/no response

5) Do you do anything to promote reading at the school?

YES

NO - → Skip to question **Error! Reference source not found.**

Doesn't know/Refuses to respond - → Skip to question **Error! Reference source not found.**

5b) IF YES, what do you do to promote reading at the school? (Multiple choices possible)

Observe reading lessons

Provide materials to support reading

Promote team reading lesson planning

Organise meetings or workshops to discuss teaching about reading

Other (specify)

Nothing

5c) If other, specify: _____

6) Did you attend the LARA early grade reading training in January/February, 2017? This was the training that the MOESTS/USAID/RTI offered on early grade reading Training.

Yes (If yes, skip to **Error! Reference source not found.**)

No

Don't know/no response - → Skip to question **Error! Reference source not found.**

6b) Why didn't you attend this January/February, 2017 training?

Not invited

Unavailable

Not interested

Other specify

Don't know/no response

6c) If other reason for not attending, please specify.

7) What is the language of instruction for this school for P1-P3?

Luganda

Runyoro/Rutooro

Runyankore / Rukiga

English

Other

7b) If other language, specify

8) Think about the P1 to P4 teachers, does anyone review those teachers' lessons plans?

Yes

No → skip to question **Error! Reference source not found.**

Don't know/no response → skip to question **Error! Reference source not found.**

8b) Who is the main person that reviews the teachers' lesson plans?

Head Teacher

Deputy Head Teacher

Other (specify)

Don't know/no response

8c) If other person, specify

9) How often are these plans reviewed?

Once per year

Once every term

Once every month

Every week or more often

Don't Know / No Response

Head Teacher Interview (Part 2)

I0) In your school, does anyone observe P1 to P4 teachers' lessons in their classrooms?

Yes

No → skip to question **Error! Reference source not found.**

Don't Know / No Response → skip to question **Error! Reference source not found.**

I0b) Who mostly observes those teachers instructional practices in their classrooms?

Head Teacher

Deputy Head Teacher

Other (specify in **Error! Reference source not found.c)**

Don't Know / Refuse to respond

I0c) If other, please specify:

I1) How often are teachers observed teaching in the classroom?

Once per year

Once per term

Once per month

Once a week

Don't Know / Refuse

I2) [Complete the below table by counting the number of students in the register and entering the number in the appropriate box. Use 888 if you do not know the number, or cannot find the information]

How many teachers and learners are enrolled in P1 through P4?

Year	Teachers	Learners		
		Girls	Boys	Total
P1				
P2				
P3				
P4				

13) How many total classrooms does this school have?

|_ _| CLASSROOMS **INTERVIEWER: Enter a number from 0 to 99.**

14) What type of construction is this school's building(s)? **Interviewer: Verify through direct observation. Select all that apply if school has multiple buildings in different categories**

1. Permanent construction (Concrete / Brick / Cinder block)
2. Temporary construction (portable trailers / prefabricated buildings)
3. Permanent structures made of locally available materials (mud / wood / thatched roof)
4. Temporary sheds with walls made from locally available materials (mud / wood / thatched roof)
5. Shed structure with no walls, only a roof
6. Other: (specify)_____

15) Are the classrooms in this school protected from the rain / wind / other outside elements? **Interviewer: Verify through direct observation.**

1. All classrooms are protected from the elements
2. Only some classrooms are protected from the elements
3. None of the classrooms are protected from the elements

16) Does the school have electricity or not? **Interviewer: Verify through direct observation**

0. No **INTERVIEWER: Skip to Error! Reference source not found.**
1. Yes
- 7 Don't know / no response **INTERVIEWER: Skip to Error! Reference source not found.**

17) Is the electricity working today or not? **Interviewer: Verify through direct observation**

0. No
1. Yes

-7 Don't know / no response

18) What is the source of water for the school? **Interviewer: Verify through direct observation**

- 0. No water at school
- 1. Well water
- 2. Hand pump / bore hole
- 3. Tap
- 4. Rain barrel / tank
- 7 Don't know / no response

19) What is the overall condition of the building this school is housed in? **Interviewer: Verify through direct observation**

- 1. Very good / perfect condition
- 2. Good / usable condition
- 3. Poor / damaged but can be used
- 4. Partially / totally unusable

Student Attendance and Retention Protocol – Initial Visit

Note: This protocol is for the first visit to a school in February/March 2017, during the first term of the school year. Visits made during the second and third terms should use the “follow-up visit” protocol.

Step 1: Arrive at the school to obtain the student register from the head teacher.

- Upon arrival, the enumeration team leader will meet with the school head teacher in order to collect the below documents. If the head teacher is not present, the team leader will meet with the deputy head teacher/ acting head teacher to obtain the lists.
 - (1) Pupil enrollment register for the P1 and P4 classrooms (if more than one classroom, randomly select one classroom).

Step 2: Enter the names of every student in the register for P1 and P4 into the (tablet) tracking sheet

- For each student in each selected class, enter the name and gender of the student into the (tablet) tracking sheet.

Step 3: Circulate to the P1 and P4 classrooms to take student attendance.

- Beginning 5 minutes into the class period, the enumerators will go to the P1 and P4 classrooms to take attendance.
 - Upon arrival, the enumerator will begin calling the name of each student on the official class attendance register. Pupils will be instructed to raise their hand if their name is called. If a pupil raises his/her hand when a name is called, the enumerator will mark that pupil as “present” in the tablet. If no pupil raises their hand when the name is called, the enumerator will mark the pupil as “not present” in the tablet.
 - Once the attendance has been called for all students on the list, the enumerator will ask all students whose names were not called to stand, and confirm with the teacher that those students belong to the class. If so, the enumerator will record the name and gender of each standing student in the tablet, marking them as “present.” After a student’s name has been recorded, he or she will be instructed to sit down.

Step 4: Randomly select the 20 Students in P1 for the EGRA Assessment

- If there are more than one P1 classroom, randomly select one classroom to visit for the EGRA assessment.
- Randomly select 20 students (10 boys and 10 girls) among those present, per the EGRA sample selection protocol below.

Drawing the pupil sample for EGRA

As already indicated, in each of the sampled schools, 20 pupils of Primary 1 students will be selected to participate in the early grade reading assessment (10 boys and 10 girls). Where there are 20 or fewer children in a class, you will assess all children in that class.

Selection Procedure

1. If there are multiple classrooms or sections in PI, randomly select one PI classroom for the EGRA assessment.
2. For the selected PI class, ask pupils present to form 2 queues: one for girls and another for boys.
3. Count and note down the number of pupils in each queue (#girls, #boys)
4. Compute the sampling interval (*i*) for each queue (*i* for girls = #girls/10 and *i* for boys = #boys/10 and round off the result to the nearest whole number). For example, if a class has 60 pupils (38 boys and 22 girls), *i* for boys will be $\frac{38}{10} = 3.8$. This should be rounded off to the nearest whole number which is 4. Similarly, the sampling interval for the girls will be: $\frac{22}{10} = 2.2$ which is rounded off to 2. In this example, after selecting the first boy at the front of the queue, every 4th boy thereafter should be selected and included in the boys' sample. Similarly, in this same example, after selecting the first girl at the front of the girls' queue as the 1st member of the girls' sample, every 2nd girl thereafter should also be selected and included in the girls' sample. Continue until there are 10 boys and 10 girls selected.

With the basic sample drawn, you are now ready to begin conducting the assessment with pupils.

Replacement of Pupils

There could be circumstances when it might become necessary to replace some of the pupils in the already selected sample – such as pupils with learning disabilities (like the deaf and or blind pupils). Replacement of such children will be done after sample selection and it is the assessor in consultation with the supervisor (not the teacher) to determine whether the child is unable to undergo the assessment. In that case, thank the child and send him/her back to the classroom and select another child of the same sex that is seated nearest to the one who has just been replaced.

Important: Upon leaving the school, the enumeration team supervisor will destroy the copy of the sample selection form, to ensure that no identifiable record of children is maintained.

Student Attendance and Retention Protocol – Follow-up Visits

Note: This protocol is for follow-up visits to a school during the second and third terms of the school year. Visits made during the first term should follow the “initial visit” protocol.

Begin by following Step 1 and Step 2 for the **P1** classroom, then repeat the steps for the **P4** classroom.

Step 1: Circulate to the classrooms selected during the initial visit to take student and teacher attendance.

- Beginning 5 minutes into the class period, enumerators will go to the classroom selected during the *initial* visit to take attendance of the teacher and students.
- If the teacher is present in the classroom, enumerators will mark him/her as either “In class, teaching”, or “In class, not teaching.”
- If the teacher is not present, enumerators will mark him/her as “not in class.” Follow the below steps if the teacher is not present in class:
 - Circulate in the school to try to find the missing teachers. If the teacher is found to be on the school compound, the enumerator will mark “Not teaching, present at school.” If the teacher is not found, the enumerator will mark “Absent from school.”
 - If the teacher is absent from school, the enumerator will follow up with the head teacher to determine the reason for absence, per the following categories:
 1. Absent or on leave with permission, sick
 2. Absent or on leave with permission, but not sick
 3. Performing other official duties related to teaching – delegated by the head teacher
 4. Performing other official duties unrelated to teaching – delegated by the head teacher
 5. Authorized to arrive late
 6. Authorized to leave early
 7. Absent without leave/permission
 8. Any other reason to be specified by the head teacher
 - If the class is not in session due to a missing teacher, enumerators will follow up with the head teacher to figure out the status of the classroom, and the location of the students. Enumerators will then find the students if they have been moved to a different classroom.
- Next, enumerators will take attendance of the students per the following guidelines:
 - In the classroom, the enumerator will call the name of each of the 30 pupils selected after the initial school visit. Pupils will be instructed to raise their hand if their name is called. If a pupil raises his/her when a name is called, the enumerator will mark that pupil as “present” in the tablet. If no pupil raises their hand when a name is called, the enumerator will mark the pupil as “not present” in the tablet.

Step 2: Follow up with the teacher, to determine the status of pupils that are absent. .

- For those pupils who are marked “not present” in Step 1 above, the enumerator will follow-up with the teacher in charge of the pupils that day to confirm the reason for absence, per the following categories:
 1. Absent for the day
 2. Absent for more than one day, but coming back
 3. Left the school early because was unwell
 4. Transferred to a different school
 5. Dropped out of school
 6. Any other – (The teacher should specify)
 7. Do not know.
- If the teacher does not know about some of the students, the enumerators will try to verify with their classmates. If the classmates do not know, the enumerator should consult the head teacher.

Repeat Step 1 and Step 2 for the P4 classroom.

ANNEX B: Result 2 (srgbv) SURVEY INSTRUMENTS

1. SRGBV Surveys Informed Primary Caregiver Consent for Learners
2. SRGBV BOY Learner Ages 6-10 survey
3. SRGBV GIRL Learner Ages 6-10 survey
4. SRGBV BOY Learner Ages 11+ survey
5. SRGBV GIRL Learner Ages 11+ survey
6. SRGBV Surveys Info and Consent Sheet for Adults
7. SRGBV Head Teacher survey
8. SRGBV Teacher survey
9. SRGBV School Safety Observation Tool
10. SRGBV Primary Caregiver Survey

LARA P&IE

Informed Consent Form for Caregivers, for Learner Participation in SRGBV Survey

Part I: Information Sheet

Hello, my name is [say name], and I work with the Centre for Social Research, a research organization based in Kampala. We are working with NORC at the University of Chicago on an evaluation of the Literacy Achievement and Retention Activity (LARA) program in collaboration with the Ministry of Education and Sports. The LARA program aims to improve the reading skills of primary-grade learners in government schools through early grade reading and creating a safe school environment to improve retention and attendance. The program and the evaluation are funded by USAID.

I am here with a team to assess if classrooms and schools are safe places for learners. We will talk with many learners, in many schools that we have selected for this evaluation. Your child has been selected to be interviewed for a survey, and as the primary caregiver we are seeking your permission first before we interview your child. You can refuse to give us permission to interview your child. This is your right and we will respect it. We will also ask your child for permission or assent separately, before we carry out the survey.

If there is anything you do not understand, please let me know. I will take time to clarify and explain.

Purpose of the assessment

In this assessment we will talk to learners 6 years and older to determine how safe boys and girls feel in their schools and classrooms. The information provide by your child will be used to improve this and future programs that seek to make schools a safe place to learn.

Voluntary Participation

Participation is voluntary. You do not have to agree to have your child take part in the survey. You can choose to say no and there will be no positive or negative consequences for your or your child.

Survey Procedure

Your child will be interviewed one on one by an interviewer who will ask him or her questions. The survey will be conducted in school on [insert date or date range].

Duration of the Survey

The survey will be completed during the school day and will take about 20-30 minutes for learners age 6-10, and 30-40 minutes for learners age 11+.

Risks and Discomforts and stopping the Survey

The survey will include questions about your child's experience of safety in and around school. Since we will be asking about some personal and confidential information your child may feel uncomfortable talking about some of the topics. If your child does not wish to answer some of the questions included in the questionnaire, she/he may skip them and move on to the next question, or stop the survey at any time without providing any reason. We will let your child know about this before we get assent and start the survey.

Benefits of participating in the Survey

There will be no immediate and direct benefit to your child or to you for participating in the survey, but your child's participation will give us more information about the safety of the school in which your child studies, and we hope this information will help this school and other schools in Uganda to become safer for learners.

Reimbursements and Referrals

Your child will not be provided any payment to take part in the survey. However, s/he may be referred to a child protection professional counselor and/or contacted by the district community development officer if we identify a need for help based on the information s/he shares with us.

Confidentiality:

Responses from your child will be kept anonymous and nothing that he/she says will be linked to his or her name. Your child's identity will always be kept confidential and not shared with anyone outside the evaluation team.

Who to Contact

If you have any questions you may ask them now or later, even after the survey has started. If you wish to ask questions later, you may contact any of the following: [name, address/telephone number/e-mail]

This proposal has been reviewed and approved by TASO Research Ethics Committee, which is a committee whose task it is to make sure that research participants are protected from harm. If you wish to find out more about the REC, contact Mr. Bakanda Celestin, P.O. Box 10443 Mulago, 0752 774178

Do you have any questions about the information I just shared?

PART II: Certificate of Consent

Certificate of Consent

I have been asked to give consent for my child to participate in this research study which will involve him/her completing one questionnaire. I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Caregiver _____

Signature of Parent or Caregiver_____ **or Thumb print of Caregiver**

Date _____

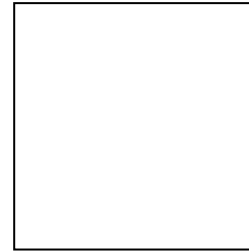
Day/month/year

Print Name of Researcher _____

Signature of Researcher _____

Date _____

Day/month/year



LARA IE: SRGBV survey for BOY learner ages 6-10

Start Date and Time (Autofill)

Enumerator Name

District

EMIS

School Name

Student Grade

Learner Assent:

- **Let me tell you why I am here today. I work with the Centre for Social Research, and we and the Ministry of Education, & Sports are trying to understand more about how safe learners feel in school. You were picked by chance, like in a raffle or lottery. [TRANSLATION HERE]**
- **We would like your help in this. But you do not have to take part if you do not want to. [TRANSLATION HERE]**
- **We are going to ask you a series of questions about yourself, your thoughts about your school; your experiences with safety at school; and your thoughts about your safety at school. [TRANSLATION HERE]**
- **I will also ask you other questions about your family and your home. [TRANSLATION HERE]**
- **This is NOT a test and it will not affect your grade at school, or your participation in school. [TRANSLATION HERE]**
- **This assessment will take between 25 to 30 minutes. [TRANSLATION HERE]**
- **I will NOT write down your name so no one will know these are your answers. [TRANSLATION HERE]**
- **Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that's all right. You are also free to stop the interview and leave if you wish at any time. [TRANSLATION HERE]**
- **Do you have any questions? Do you want to participate? [TRANSLATION HERE]**

Check box if verbal agreement is obtained: ☐ **YES**

Learner characteristics:

How old are you?² _____

(Note to enumerator: Please indicate whether the respondent is a boy or girl: Girl ☐ Boy ☐)

Do you live with your Mother? Yes ☐ No ☐

Do you live with your Father: Yes ☐ No ☐

Do you live with either:

Woman/women who are not related to you? Yes ☐ No ☐

Man/men who are not related to you? Yes ☐ No ☐

Disability/Functional Impairment:
Introductory phrase:

The next questions ask about difficulties you may have doing certain activities in your daily life.
Do you have difficulty seeing, even if wearing glasses?

Yes

No

Do you have difficulty hearing, even if using a hearing aid?

Yes

No

Do you have difficulty getting around, such as walking or climbing steps?

Yes

No

Do you have difficulty thinking, such as remembering or concentrating?

Yes

No

Do you have difficulty washing all over or dressing yourself?

Yes

No

^{2 2} "Don't know" and "No Response" were additional answer options for each question. These were not read to the respondent.

Do you have difficulty being understood when you speak in the language you use at home?

Yes

No

Attitudes toward gender norms:

You are going to hear some statements about how people think girls, boys, men and women should behave. If you think that a statement is true, say “agree,” and if you don’t think the statement is true, say, “do not agree.” If you’re not sure, say “not sure.” Ok, are you ready? Let’s go on.

Boys are usually more intelligent than girls.

- A. Agree
- B. Disagree
- C. Not sure

Boys are naturally better at math and science than girls.

- A. Agree
- B. Disagree
- C. Not sure

A learner should try to fit in with friends, even if that means saying unkind things to another learner.

- A. Agree
- B. Disagree
- C. Not sure

It is more important for boys to do well in school than it is for girls.

- A. Agree
- B. Disagree
- C. Not sure

Since girls have to get married, they should not be sent for higher education.

- A. Agree
- B. Disagree

C. Not sure

The dowry that a groom pays shows how much he values the bride..

A. Agree

B. Disagree

C. Not sure

Girls like it when boys tease and make fun of them.

A. Agree

B. Dsiagree

C. Not sure

Girls provoke boys by wearing short dresses.

A. Agree

B. Disagree

C. Not sure

It is a girls' fault if a teacher sexually harasses her.

A. Agree

B. Disagree

C. Not sure

It is acceptable for a teacher to get a learner pregnant if he marries her.

A. Agree

B. Disagree

C. Not sure

It is acceptable for a woman to disagree with her husband.

A. Agree

B. Disagree

C. Not sure

Men need more care as they work harder than women.

- A. Agree
- B. Disagree
- C. Not sure

Bathing and feeding the children are the mother's responsibility.

- A. Agree
- B. Disagree
- C. Not sure

There are times when a man needs to beat his wife.

- A. Agree
- B. Disagree
- C. Not sure

A mother should tolerate violence from the father in order to keep the family together.

- A. Agree
- B. Disagree
- C. Not sure

Perceptions of School Climate:

You are going to hear some statements about your school. If you think that a statement is true at your school, say "yes," and if you don't think the statement is true, say, "no." If you're not sure, say "not sure." Ok, are you ready? Let's go on.

Learners get along with each other. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

Most boy s follow the rules in class and school. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

Boys feel safe on the way to and from school. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

Boys feel safe when at school during school hours. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

In this school...

Teachers treat boy s and boys the same. Yes ☐ No ☐ Not Sure ☐ No response ☐

Teachers do not give poverty-stricken boys a chance to participate in class. Yes ☐ No ☐ Not Sure ☐
No response ☐

Sometimes teachers are unkind to boys who are disabled, meaning a boy who has difficulty seeing, hearing, thinking, talking or walking Yes ☐ No ☐ Not Sure ☐ No response ☐

Boys are sometimes afraid to go to school for fear of punishment. Yes ☐ No ☐ Not Sure ☐ No response ☐

In this school...

There are places at school where it is not safe for a boy to go alone. Yes ☐ No ☐ Not Sure ☐ No response ☐

Boys usually report when another learner punches them at school. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

Boys usually fear reporting when someone older touches their private parts at school. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

Boys know who to report to when they experience violence at school. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

School officials do nothing when learners physically hurt other learners. Yes ☐ No ☐ Not Sure ☐ No response ☐

The school provides psychological counseling to boys when needed. Yes ☐ No ☐ Not Sure ☐ No response ☐

Boys are often asked for their ideas on how to improve the school. Yes ☐ No ☐ Not Sure ☐ No response ☐

Experiences of SRGBV:

We want to learn about what happens to students at school or traveling to and from school. This section of the interview has two parts. During the first part, I will tell you a short story about something that happened to a student. The story is not real. We will discuss the story, and then will go on to the second part of the interview. During the second part, I will ask you about experiences that are similar to the ones in the story. I will ask whether specific incidents happened to you, and I will ask how often these incidents happened.

Some questions we ask may seem strange, upsetting, or hard to answer, but try and answer them as best you can. This is not a test. There is no right or wrong answer. If at any point you feel too uncomfortable to continue, we can stop or skip a question.

If you want to get help about any of the things we ask about, talk to me or any other survey staff here today. You can also write your name or make an X mark on this piece of paper at any point and I will understand you want to talk with someone who could potentially help you. Do you have any questions? Let's continue.

Instructions:

Emotional violence

Let us begin with the first short story. Listen carefully to the story. After I read it, we will discuss the story together, and I will ask you a few questions.

John and Richard are good friends. John just started P4. At first, John liked his new class but now he does not like school very much. Every day John tells Richard how mean the boys in his class are. Learners in John's class sometimes call him mean names such as "stupid" and "ugly" or grab at his bag on the school playground. Today, John told Richard that the other boys would not let him play with them at break and just ignored him. John cried when he told his friend Richard about this.

What is happening in this story?

[ENUMERATOR: Talk about the story together. This is an icebreaker and an opportunity to build trust. You can prompt the learners about specific events in the story, ask simple questions, and read the whole story again if you believe that it is important to do so. Before going to the next questions, summarize the story.]

To summarize, you say,

"Some boys in John's class are bothering him. They call him names, grab his school bag, and will not let him play. John is sad."

Did the learners understand the story?

YES / NO

Have you heard about someone in your school who experienced the same thing or something similar in or around the school?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Have you seen a student being treated this way by other students at school?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Has anything like this ever happened to a friend or classmate of yours at school? ~~or a family member?~~

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Has anything like this ever happened to you?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Thank you very much. There will be another story, but for now, let us talk about similar experiences that may have happened to you at school or when you were walking to and from school. I will ask questions about different things that happen to learners in and near school. Please listen to each one carefully and tell me if these things happened to you.

Have you seen another learner call mean names to a younger learner at school?

Yes ☐

No ☐

Did another learner call you mean names at school last school year?

Yes ☐ If YES, did this happen: One time? ☐ More than one time? ☐

No ☐

Have you seen another learner exclude a younger learner from games or other activities at school?

Yes ☐

No ☐

Did another learner exclude you from games or other activities at school last school year?

Yes ☐ If YES, did this happen: One time? ☐ More than one time? ☐

No ☐

Have you seen an older learner throw something at a younger learner at school?

Yes ☐

No ☐

Did an older learner throw something at you at school last school year?

Yes ☐ If YES, did this happen: One time? ☐ More than one time? ☐

No ☐

Have you seen an angry older learner chase a scared younger learner at school?

Yes ☐

No ☐

Did an angry older learner chase you at school last school year?

Yes ☐ If YES, did this happen: One time? ☐ More than one time? ☐

No ☐

Physical Violence

Now we will discuss the second short story. Listen carefully to the story and after I read it we will discuss the story together and I will ask you a few questions.

Patrick has just joined P4. One day in his new class, Patrick's classmate John answered a question incorrectly and the teacher hit him on the head with his hand. This made Patrick afraid of his teacher. The next day, John and Patrick were working together and the teacher heard them talking. The teacher shouted and told them to stand in the corner for the rest of the day without any break. Patrick was embarrassed to stand in the corner in front of his new classmates in school. The next day Patrick gave the wrong answer to a question. As punishment he was required to carry heavy buckets of water from the school to the teacher's house every day for two weeks. Patrick is no longer happy to go to school.

What is happening in this story?

[ENUMERATOR: Talk about the story together. This is an icebreaker and an opportunity to build trust. You can prompt the learners about specific events in the story, ask simple questions, and read the whole story again if you believe that it is important to do so. Before going to the next questions, summarize the story.]

To summarize, you say,

“Patrick has just joined P4. His new teacher punishes learners if they give incorrect answers. Patrick had to stand in the corner all day as punishment”

Did the learners understand the story?

YES / NO

Have you heard about someone in your school who experienced the same thing or something similar in or around the school?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Has anything like this ever happened to a friend or classmate of yours at school?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Has anything like this ever happened to you?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Thank you very much. Let us talk about related experiences that may have happened to you at school. I will make some statements about different things that happen to learners. Please listen to each one carefully and tell me if these things happened to you.

Have you seen a teacher shout humiliating things at a learner at school?

Yes ☐

No ☐

Did a teacher shout humiliating things at you at school last school year?

Yes ☐ If YES, did this happen: One time? ☐ More than one time? ☐

No ☐

Have you seen a teacher push or shove another learner really hard at school?

Yes ☐

No ☐

Did a teacher push or shove you really hard at school last school year? RED FLAG FOR REFERRAL

Yes ☐ If YES, did this happen: One time? ☐ More than one time? ☐

No ☐

Have you seen a teacher slap another learner at school with a hand really hard?

Yes ☐

No ☐

Did a teacher at school slap you with a hand really hard last school year? RED FLAG FOR REFERRAL

Yes ☐ If YES, did this happen: One time? ☐ More than one time? ☐

No ☐

Have you seen a teacher hit another person with a closed fist at school?

Yes ☐

No ☐

Did a teacher at school hit you with a closed fist last school year on any part of your body including your head, face, hand, chest or leg? RED FLAG FOR REFERRAL

Yes ☐ If YES, did this happen: One time? ☐ More than one time? ☐

No ☐

Have you seen a teacher at school spank a learner?

Yes ☐

No ☐

Did a teacher at school spank you last school year? RED FLAG FOR REFERRAL

Yes ☐ If YES, did this happen: One time? ☐ More than one time? ☐

No ☐

Have you seen a teacher hit a learner with a cane at school?

Yes ☐

No ☐

Did a teacher at school hit you with a cane last school year? RED FLAG FOR REFERRAL

Yes ☐ If Yes, did this happen: One time? ☐ More than one time? ☐

No ☐

Have you seen an older learner spying on someone while they were in the toilet at your school?

Yes ☐

No ☐

Did an older learner spy on you while you were in the toilet at your school last school year?

Yes ☐ If YES, did this happen: One time? ☐ More than one time? ☐

No ☐

Have you seen an older learner force a younger learner to kiss them on the mouth?

Yes ☐

No ☐

Did an older learner force you to kiss them on the mouth when you didn't want to last school year?

Yes ☐ If YES, did this happen: One time? ☐ More than one time? ☐

No ☐

Sexual Violence

Now we will discuss the third short story. Listen carefully to the story and after I read it we will discuss the story together and I will ask you a few questions.

Helen walks to school every day with other girls in the village. Sometimes the boys yell unpleasant things at the girls. One day one of the boys came up to Helen and grabbed her blouse and pinched her bottom and ran back to the group of boys who all laughed. From then on, Helen tried to hide when she saw that boy on the way to school, but he still picked on her.

What is happening in this story?

[ENUMERATOR: Talk about the story together. This is an icebreaker and an opportunity to build trust. You can prompt the learner about specific events in the story, ask simple questions, and read the whole story again if you believe that it is important to do so. Before going to the next questions, summarize the story.]

To summarize, you say,

“Helen walks to school every day. On the way a boy bothers Helen by saying bad things and grabbing at her. Her friend Gladys stands up for her when John pulls her blouse up.”

Did the learner understand the story?

YES / NO

Have you heard about someone in your school who experienced the same thing or something similar in or around the school?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Have you seen a student being treated this way by other students at school?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Has anything like this ever happened to a friend or classmate of yours?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

It can be difficult for some children to share what happened to them. They do not want others to know about it. For this reason, I want to give you the chance to share your experience without having to say it to me. I would now like to give you a card. On this card are two pictures. The first picture is of a sad face, the second is of a happy face. I would like you to use this pen to put a mark below the sad face if a teacher has ever touched you on your private body parts, or made you touch their private body parts. Please put a mark below the happy face if this has never happened to you. Once you have marked the card, please fold it over. GIVE RESPONDENT CARD AND PEN. MAKE SURE THAT THE RESPONDENT FOLDS THE CARD; BEFORE GIVING IT BACK TO YOU. OPEN THE CARD AND SEE IF SAD FACE MARKED. A SAD FACE MARKED INDICATES A MANDATORY REFERRAL. BEFORE LEAVING THE INTERVIEW WRITE THE QUESTIONNAIRE UNIQUE CODE ON THE ENVELOPE.	MARKED SMILEY FACE.....0 MARKED SAD FACE..... 1 If child marks sad face: RED FLAG FOR REFERRAL CARD NOT GIVEN FOR COMPLETION..... 2
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Completion of Interview

Have you ever told anyone before now about an experience you've had being hurt at school?

☐ yes ☐ no

If yes, without naming any names, what type of person did you speak with about what happened? Was it...?

☐ man teacher? ☐ woman teacher? ☐ a friend that's a girl? ☐ a friend that's a boy? ☐ Head teacher? ☐ Other man staff member(s) of the school? ☐ Other woman staff member(s) of the school? ☐ Your mother/woman primary caregiver? ☐ Your father/man primary caregiver? ☐ Another family member?

Was this a hard questionnaire to answer?

☐ Yes ☐ No

Is there anything that you didn't understand?

☐ Yes ☐ No

Is there anything else you would like to say about what happened to you or about filling in the questionnaire?

REFERRAL PLAN CHECKLIST:

DID THE RESPONDENT RESPOND YES TO ANY “RED FLAG REFERRAL” QUESTIONS IN THE SURVEY?

- ☐ YES
- ☐ NO

DID THE RESPONDENT INDICATE THEY WANT HELP AT ANY POINT DURING INTERVIEW?

- ☐ YES
- ☐ NO

DID THE RESPONDENT SHOW ANY SIGNS OF BEING UPSET AT ANY POINT DURING THE INTERVIEW, E.G. BEING TEARFUL, ANGRY, SAD, SHAKING BODY, DIFFICULTY IN BREATHING ETC.?

- ☐ YES
- ☐ NO

DID THE RESPONDENT SHOW ANY VISIBLE INJURIES OR OBVIOUS SIGNS OF BEING IN PHYSICAL PAIN?

- ☐ YES
- ☐ NO

DID RESPONDENT TELL YOU ABOUT/DISCLOSE ANY SEXUAL VIOLENCE IN THE PAST 30 DAYS?

- ☐ YES
- ☐ NO

(IF UNDER AGE 18) DID THE RESPONDENT TELL YOU ABOUT TRADING SEX FOR MONEY OR GOODS IN THE PAST 12 MONTHS?

- ☐ YES
- ☐ NO

DID THE RESPONDENT TELL YOU THAT S/HE IS IN IMMEDIATE DANGER?

- ☐ YES
- ☐ NO

DID THE RESPONDENT TELL YOU ABOUT FEELING UNSAFE IN CURRENT SCHOOL OR LIVING SITUATION?

☐ YES

☐ NO

DID THE RESPONDENT SHOW SIGNS OF ACUTE MALNUTRITION OR NEGLECT?

☐ YES

☐ NO

*IF NO WAS SELECTED FOR ALL OF THE ABOVE AND THE RESPONDENT DID NOT DISCLOSE ANY SEVERE, "RED FLAG REFERRAL" VIOLENCE, CONTINUE TO FINISH **OPTION 1**.*

*IF YES WAS SELECTED FOR ANY OF THE ABOVE, CONTINUE TO FINISH **OPTION 2**.*

FINISH OPTION 1: RESPONDENT DID NOT MEET ANY REFERRAL PLAN CRITERIA

I would like to thank you very much for helping me. I appreciate the time that you have taken. I realize that these questions may have been difficult for you to answer, but it is only by listening to children and young people like you that we can really understand about the health and life experiences of children and young people in Uganda.

Sometimes the questions I have asked might remind you of times when you, or people you know, have experienced difficulties in life and you may think that you would like to talk to someone about this. This might be now or at any time in the future. There is a counselor here today whom you can speak with now if you like. I have more information on this card about where to go to for help. Please ask your caregiver or another trusted adult to help you make phone calls or visit for example a health clinic if you need assistance or wish to find out more information about what they offer. You can arrange to go to them whenever you would like to.

Do you think that you would like to talk to one of our counselors or have us arrange for a counselor to speak with you?

☐ YES (*CONTACT COUNSELOR FROM RESPONSE TEAM IF RELEVANT AND IF CHILD MAKES SERIOUS DISCLOSURE OF VIOLENCE TO COUNSELOR, ENSURE COUNSELOR COMPLETES CHILD PROTECTION REFERRAL AND SAFETY ACTION PLAN*)

☐ NO

It is fine that you do not want to speak with a counselor now. However, if you change your mind at any time in the future, please contact any of the services provided in the list if you would like to talk over your situation with someone. You can ask an adult you trust to help you use the list to contact, for example, a counselor or medical provider. You can go whenever you feel ready, either soon or later on.

Do you have any questions you would like to ask me?

FINISH OPTION 2: RESPONDENT MET ONE OR MORE REFERRAL PLAN CRITERIA

I would like to thank you very much for sharing your experiences with me. From what you have told me, I understand that you have gone through some very difficult times in your life. No one has the right to treat someone else in that way and you also have the right to receive protection and support when you need it. You are not alone.

As part of the research we are doing, we care about the welfare of the people we interview and are committed to making sure that support and help is offered and provided.

We would like you to speak with a counselor today who is specially trained to listen and support people with experiences similar to the ones you have told me about. We have a counselor whom you can speak with here today who is not related to the school in any way. The counselor works with our team only. The counselor has a list of organizations that provide various types of services that may be able to help you, as they provide support to children who have experienced different kinds of violence. The counselor can try to help you access assistance you may need.

I also understand that it may be very difficult to ask for help when you need it. Sometimes having someone listen to your thoughts and feelings can be very helpful to relieve stress and help you see what you need to do.

Do you have any questions you would like to ask me?

[INSTRUCTION: Enumerator, please silently answer the following questions yourself.]

During the interview, did anyone place themselves within hearing distance (stood nearby, listened through a window, or entered the room)?

Yes/No/No response

Did you stop the interview due to someone within earshot?

Yes/No/No response

QUALITY CONTROL COMMENTS AND OBSERVATIONS	
INTERVIEWER COMMENTS ABOUT SPECIFIC QUESTIONS: (Please list question numbers and describe the specific issue)	
INTERVIEWER GENERAL COMMENTS:	

(Respondent demeanor, comprehension issues, privacy issues, community issues, etc.)	
--	--

INTERVIEW END TIME (Auto filled)

LARA IE: SRGBV survey for GIRL learner ages 6-10

This is the instrument for girls; the instrument for boys is identical except for items with yellow highlighting where “girls” or feminine names or pronouns will be replaced with male ones.

Start Date and Time (Autofill)

Enumerator Name

District

EMIS

School Name

Student Grade

Learner Assent:

- **Let me tell you why I am here today. I work with the Centre for Social Research, and we and the Ministry of Education, & Sports are trying to understand more about how safe learners feel in school. You were picked by chance, like in a raffle or lottery. [TRANSLATION HERE]**
- **We would like your help in this. But you do not have to take part if you do not want to. [TRANSLATION HERE]**
- **We are going to ask you a series of questions about yourself, your thoughts about your school; your experiences with safety at school; and your thoughts about your safety at school. [TRANSLATION HERE]**
- **I will also ask you other questions about your family and your home. [TRANSLATION HERE]**
- **This is NOT a test and it will not affect your grade at school, or your participation in school. [TRANSLATION HERE]**
- **This assessment will take between 25 to 30 minutes. [TRANSLATION HERE]**
- **I will NOT write down your name so no one will know these are your answers. [TRANSLATION HERE]**
- **Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that’s all right. You are also free to stop the interview and leave if you wish at any time. [TRANSLATION HERE]**
- **Do you have any questions? Do you want to participate? [TRANSLATION HERE]**

Check box if verbal agreement is obtained: ☐ YES

Learner characteristics:

How old are you? ³ _____

(Note to enumerator: Please indicate whether the respondent is a boy or girl: Girl ☐ Boy ☐)

Do you live with your Mother? Yes ☐ No ☐

Do you live with your Father: Yes ☐ No ☐

Do you live with either:

Woman/women who are not related to you? Yes ☐ No ☐

³ “Don’t know” and “No Response” were additional answer options for each question. These were not read to the respondent.

Man/men who are not related to you? Yes ☐ No ☐

Disability/Functional Impairment:

Introductory phrase:

The next questions ask about difficulties you may have doing certain activities in your daily life.

Do you have difficulty seeing, even if wearing glasses?

Yes

No

Do you have difficulty hearing, even if using a hearing aid?

Yes

No

Do you have difficulty getting around, such as walking or climbing steps?

Yes

No

Do you have difficulty thinking, such as remembering or concentrating?

Yes

No

Do you have difficulty washing all over or dressing yourself?

Yes

No

Do you have difficulty being understood when you speak in the language you use at home?

Yes

No

Attitudes toward gender norms:

You are going to hear some statements about how people think girls, boys, men and women should behave. If you think that a statement is true, say “agree,” and if you don’t think the statement is true, say, “do not agree.” If you’re not sure, say “not sure.” Ok, are you ready? Let’s go on.

Boys are usually more intelligent than girls.

- D. Agree
- E. Disagree
- F. Not sure

Boys are naturally better at math and science than girls.

- D. Agree
- E. Disagree
- F. Not sure

A learner should try to fit in with friends, even if that means saying unkind things to another learner.

- D. Agree
- E. Disagree
- F. Not sure

It is more important for boys to do well in school than it is for girls.

- D. Agree
- E. Disagree
- F. Not sure

Since girls have to get married, they should not be sent for higher education.

- D. Agree
- E. Disagree
- F. Not sure

The dowry that a groom pays shows how much he values the bride..

- D. Agree
- E. Disagree
- F. Not sure

Girls like it when boys tease and make fun of them.

- D. Agree
- E. Disagree

F. Not sure

Girls provoke boys by wearing short dresses.

D. Agree

E. Disagree

F. Not sure

It is a girls' fault if a teacher sexually harasses her.

D. Agree

E. Disagree

F. Not sure

It is acceptable for a teacher to get a learner pregnant if he marries her.

D. Agree

E. Disagree

F. Not sure

It is acceptable for a woman to disagree with her husband.

D. Agree

E. Disagree

F. Not sure

Men need more care as they work harder than women.

D. Agree

E. Disagree

F. Not sure

Bathing and feeding the children are the mother's responsibility.

D. Agree

E. Disagree

F. Not sure

There are times when a man needs to beat his wife.

- D. Agree
- E. Disagree
- F. Not sure

A mother should tolerate violence from the father in order to keep the family together.

- D. Agree
- E. Disagree
- F. Not sure

Perceptions of School Climate:

You are going to hear some statements about your school. If you think that a statement is true at your school, say “yes,” and if you don’t think the statement is true, say, “no.” If you’re not sure, say “not sure.” Ok, are you ready? Let’s go on.

Learners get along with each other. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

Most girls follow the rules in class and school. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

Girls feel safe on the way to and from school. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

Girls feel safe when at school during school hours. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

In this school...

Teachers treat girls and boys the same. Yes ☐ No ☐ Not Sure ☐ No response ☐

Teachers do not give poverty-stricken girls a chance to participate in class. Yes ☐ No ☐ Not Sure ☐
No response ☐

Sometimes teachers are unkind to girls who are disabled, meaning a girl who has difficulty seeing, hearing, thinking, talking or walking Yes ☐ No ☐ Not Sure ☐ No response ☐

Girls are sometimes afraid to go to school for fear of punishment. Yes ☐ No ☐ Not Sure ☐ No response ☐

In this school...

There are places at school where it is not safe for a girl to go alone. Yes ☐ No ☐ Not Sure ☐ No response ☐

Girls usually report when another learner punches them at school. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

Girls usually fear reporting when someone older touches their private parts at school. Yes ☐ No ☐
Not Sure ☐ NO RESPONSE ☐

Girls know who to report to when they experience violence at school. Yes ☐ No ☐ Not Sure ☐ NO
RESPONSE ☐

School officials do nothing when learners physically hurt other learners. Yes ☐ No ☐ Not Sure ☐ No
response ☐

The school provides psychological counseling to girls when needed. Yes ☐ No ☐ Not Sure ☐ No
response ☐

Girls are often asked for their ideas on how to improve the school. Yes ☐ No ☐ Not Sure ☐ No
response ☐

Experiences of SRGBV:

We want to learn about what happens to students at school or traveling to and from school. This section of the interview has two parts. During the first part, I will tell you a short story about something that happened to a student. The story is not real. We will discuss the story, and then will go on to the second part of the interview. During the second part, I will ask you about experiences that are similar to the ones in the story. I will ask whether specific incidents happened to you, and I will ask how often these incidents happened.

Some questions we ask may seem strange, upsetting, or hard to answer, but try and answer them as best you can. This is not a test. There is no right or wrong answer. If at any point you feel too uncomfortable to continue, we can stop or skip a question.

If you want to get help about any of the things we ask about, talk to me or any other survey staff here today. You can also write your name or make an X mark on this piece of paper at any point and I will understand you want to talk with someone who could potentially help you. Do you have any questions? Let's continue.

Instructions:

Emotional violence

Let us begin with the first short story. Listen carefully to the story. After I read it, we will discuss the story together, and I will ask you a few questions.

Mary and Rachel are good friends.. Rachel just started P4. At first, Rachel liked her new class but now she does not like school very much.. Every day, Rachel tells Mary how mean the girls in her class are. Learners in Rachel's class sometimes call her mean names such as "stupid" and "ugly" or grab at her school bag on the school playground. Today, Rachel told Mary that the other girls would not let her play with them at break and just ignored her. Rachel cried when she told her friend Mary about this.

What is happening in this story?

[ENUMERATOR: Talk about the story together. This is an icebreaker and an opportunity to build trust. You can prompt the learners about specific events in the story, ask simple questions, and read the whole story again if you believe that it is important to do so. Before going to the next questions, summarize the story.]

To summarize, you say,

“Some girls in Rachel’s class are bothering her. They call her names, grab her school bag, and will not let her play. Rachel is sad.”

Did the learners understand the story?

YES / NO

Have you heard about someone in your school who experienced the same thing or something similar in or around the school?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Have you seen a student being treated this way by other students at school?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Has anything like this ever happened to a friend or classmate of yours at school? ~~or a family member?~~

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Has anything like this ever happened to you?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Thank you very much. There will be another story, but for now, let us talk about similar experiences that may have happened to you at school or when you were walking to and from school. I will ask questions about different things that happen to learners in and near school. Please listen to each one carefully and tell me if these things happened to you.

Have you seen another learner call mean names to a younger learner at school?

Yes ☐

No ☐

Did another learner call you mean names at school last school year?

Yes ☐ If YES, did this happen: One time? ☐ More than one time? ☐

No ☐

Have you seen another learner exclude a younger learner from games or other activities at school?

Yes ☐

No ☐

Did another learner exclude you from games or other activities at school last school year?

Yes ☐ If YES, did this happen: One time? ☐ More than one time? ☐

No ☐

Have you seen an older learner throw something at a younger learner at school?

Yes ☐

No ☐

Did an older learner throw something at you at school last school year?

Yes ☐ If YES, did this happen: One time? ☐ More than one time? ☐

No ☐

Have you seen an angry older learner chase a scared younger learner at school?

Yes ☐

No ☐

Did an angry older learner chase you at school last school year?

Yes ☐ If YES, did this happen: One time? ☐ More than one time? ☐

No ☐

Physical Violence

Now we will discuss the second short story. Listen carefully to the story and after I read it we will discuss the story together and I will ask you a few questions.

Jane has just joined P4. One day in her new class, Jane's classmate John answered a question incorrectly and the teacher hit him on the head with his hand. This made Jane afraid of her teacher. The next day, John and Jane were working together and the teacher heard them talking. The teacher at and told them to stand in the corner

for the rest of the day without any break. Jane was embarrassed to stand in the corner in front of her new classmates in school. The next day Jane gave the wrong answer to a question. As punishment she was required to carry heavy buckets of water from the school to the teachers house every day for two weeks. Jane is no longer happy to go to school.

What is happening in this story?

[ENUMERATOR: Talk about the story together. This is an icebreaker and an opportunity to build trust. You can prompt the learners about specific events in the story, ask simple questions, and read the whole story again if you believe that it is important to do so. Before going to the next questions, summarize the story.]

To summarize, you say,

“Jane has just joined P4. Her new teacher punishes learners if they give incorrect answers. Jane had to stand in the corner all day as punishment”

Did the learners understand the story?

YES / NO

Have you heard about someone in your school who experienced the same thing or something similar in or around the school?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Has anything like this ever happened to a friend or classmate of yours at school?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Has anything like this ever happened to you?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Thank you very much. Let us talk about related experiences that may have happened to you at school. I will make some statements about different things that happen to learners. Please listen to each one carefully and tell me if these things happened to you.

Have you seen a teacher shout humiliating things at a learner at school?

Yes ☐

No ☐

Did a teacher shout humiliating things at you at school last school year?

Yes ☐ If YES, did this happen: One time? ☐ More than one time? ☐

No ☐

Have you seen a teacher push or shove another learner really hard at school?

Yes ☐

No ☐

Did a teacher push or shove you really hard at school last school year? RED FLAG FOR REFERRAL

Yes ☐ If YES, did this happen: One time? ☐ More than one time? ☐

No ☐

Have you seen a teacher slap another learner at school with a hand really hard?

Yes ☐

No ☐

Did a teacher at school slap you with a hand really hard last school year? RED FLAG FOR REFERRAL

Yes ☐ If YES, did this happen: One time? ☐ More than one time? ☐

No ☐

Have you seen a teacher hit another person with a closed fist at school?

Yes ☐

No ☐

Did a teacher at school hit you with a closed fist last school year on any part of your body including your head, face, hand, chest or leg? RED FLAG FOR REFERRAL

Yes ☐ If YES, did this happen: One time? ☐ More than one time? ☐

No ☐

Have you seen a teacher at school spank a learner?

Yes ☐

No ☐

Did a teacher at school spank you last school year? RED FLAG FOR REFERRAL

Yes ☐ If YES, did this happen: One time? ☐ More than one time? ☐

No ☐

Have you seen a teacher hit a learner with a cane at school?

Yes ☐

No ☐

Did a teacher at school hit you with a cane last school year? RED FLAG FOR REFERRAL

Yes ☐ If YES, did this happen: One time? ☐ More than one time? ☐

No ☐

Have you seen an older learner spying on someone while they were in the toilet at your school?

Yes ☐

No ☐

Did an older learner spy on you while you were in the toilet at your school last school year?

Yes ☐ If YES, did this happen: One time? ☐ More than one time? ☐

No ☐

Have you seen an older learner force a younger learner to kiss them on the mouth?

Yes ☐

No ☐

Did an older learner force you to kiss them on the mouth when you didn't want to last school year?

Yes ☐ If YES, did this happen: One time? ☐ More than one time? ☐

No ☐

Sexual Violence

Now we will discuss the third short story. Listen carefully to the story and after I read it we will discuss the story together and I will ask you a few questions.

Helen walks to school every day with other girls. Sometimes boys yell unpleasant things at the girls. One day one of the boys came up to Helen and pinched her bottom and ran back to the group of boys who all laughed. From then on, Helen tried to hide when she saw that boy on the way to school, but he still picked on her.

What is happening in this story?

[ENUMERATOR: Talk about the story together. This is an icebreaker and an opportunity to build trust. You can prompt the learner about specific events in the story, ask simple questions, and read the whole story again if you believe that it is important to do so. Before going to the next questions, summarize the story.]

To summarize, you say,

“Helen walks to school every day. On the way a boy bothers Helen by saying bad things and grabbing at her. Her friend Gladys stands up for her when John pulls her blouse up.”

Did the learner understand the story?

YES / NO

Have you heard about someone in your school who experienced the same thing or something similar in or around the school?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Have you seen a student being treated this way by other students at school?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Has anything like this ever happened to a friend or classmate of yours?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

It can be difficult for some children to share what happened to them. They do not want others to know about it. For this reason, I want to give you the chance to share your experience without having to say it to me. I would now like to give you a card. On this card are two pictures. The first picture is of a sad face, the second is of a happy face. I would like you to use this pen to put a mark below the sad face if a teacher has ever touched you on your private body parts, or made you touch their private body parts. Please put a mark below the happy face if this has never happened to you. Once you have marked the card, please fold it over. GIVE RESPONDENT CARD AND PEN. MAKE SURE THAT THE RESPONDENT FOLDS THE CARD; BEFORE GIVING IT BACK TO YOU. OPEN THE CARD AND SEE IF SAD FACE MARKED. A SAD FACE MARKED INDICATES A MANDATORY REFERRAL. BEFORE LEAVING THE INTERVIEW WRITE THE QUESTIONNAIRE UNIQUE CODE ON THE ENVELOPE.	MARKED SMILEY FACE.....0 MARKED SAD FACE.....1 If child marks sad face: RED FLAG FOR REFERRAL CARD NOT GIVEN FOR COMPLETION..... 2
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Completion of Interview

Have you ever told anyone before now about an experience you've had being hurt at school?

☐ yes ☐ no

If yes, without naming any names, what type of person did you speak with about what happened? Was it...?

☐ man teacher? ☐ woman teacher? ☐ a friend that's a girl? ☐ a friend that's a boy? ☐ Head teacher? ☐ Other man staff member(s) of the school? ☐ Other woman staff member(s) of the school? ☐ Your mother/woman primary caregiver? ☐ Your father/man primary caregiver? ☐ Another family member?

Was this a hard questionnaire to answer?

☐ Yes ☐ No

Is there anything that you didn't understand?

☐ Yes ☐ No

Is there anything else you would like to say about what happened to you or about filling in the questionnaire?

REFERRAL PLAN CHECKLIST:

DID THE RESPONDENT RESPOND YES TO ANY “RED FLAG REFERRAL” QUESTIONS IN THE SURVEY?

- ☐ YES
- ☐ NO

DID THE RESPONDENT INDICATE THEY WANT HELP AT ANY POINT DURING INTERVIEW?

- ☐ YES
- ☐ NO

DID THE RESPONDENT SHOW ANY SIGNS OF BEING UPSET AT ANY POINT DURING THE INTERVIEW, E.G. BEING TEARFUL, ANGRY, SAD, SHAKING BODY, DIFFICULTY IN BREATHING ETC.?

- ☐ YES
- ☐ NO

DID THE RESPONDENT SHOW ANY VISIBLE INJURIES OR OBVIOUS SIGNS OF BEING IN PHYSICAL PAIN?

- ☐ YES
- ☐ NO

DID RESPONDENT TELL YOU ABOUT/DISCLOSE ANY SEXUAL VIOLENCE IN THE PAST 30 DAYS?

- ☐ YES
- ☐ NO

(IF UNDER AGE 18) DID THE RESPONDENT TELL YOU ABOUT TRADING SEX FOR MONEY OR GOODS IN THE PAST 12 MONTHS?

- ☐ YES
- ☐ NO

DID THE RESPONDENT TELL YOU THAT S/HE IS IN IMMEDIATE DANGER?

- ☐ YES
- ☐ NO

DID THE RESPONDENT TELL YOU ABOUT FEELING UNSAFE IN CURRENT SCHOOL OR LIVING SITUATION?

☐ YES

☐ NO

DID THE RESPONDENT SHOW SIGNS OF ACUTE MALNUTRITION OR NEGLECT?

☐ YES

☐ NO

*IF NO WAS SELECTED FOR ALL OF THE ABOVE AND THE RESPONDENT DID NOT DISCLOSE ANY SEVERE, "RED FLAG REFERRAL" VIOLENCE, CONTINUE TO FINISH **OPTION 1**.*

*IF YES WAS SELECTED FOR ANY OF THE ABOVE, CONTINUE TO FINISH **OPTION 2**.*

FINISH OPTION 1: RESPONDENT DID NOT MEET ANY REFERRAL PLAN CRITERIA

I would like to thank you very much for helping me. I appreciate the time that you have taken. I realize that these questions may have been difficult for you to answer, but it is only by listening to children and young people like you that we can really understand about the health and life experiences of children and young people in Uganda.

Sometimes the questions I have asked might remind you of times when you, or people you know, have experienced difficulties in life and you may think that you would like to talk to someone about this. This might be now or at any time in the future. There is a counselor here today whom you can speak with now if you like. I have more information on this card about where to go to for help. Please ask your caregiver or another trusted adult to help you make phone calls or visit for example a health clinic if you need assistance or wish to find out more information about what they offer. You can arrange to go to them whenever you would like to.

Do you think that you would like to talk to one of our counselors or have us arrange for a counselor to speak with you?

☐ YES (*CONTACT COUNSELOR FROM RESPONSE TEAM IF RELEVANT AND IF CHILD MAKES SERIOUS DISCLOSURE OF VIOLENCE TO COUNSELOR, ENSURE COUNSELOR COMPLETES CHILD PROTECTION REFERRAL AND SAFETY ACTION PLAN*)

☐ NO

It is fine that you do not want to speak with a counselor now. However, if you change your mind at any time in the future, please contact any of the services provided in the list if you would like to talk over your situation with someone. You can ask an adult you trust to help you use the list to contact, for example, a counselor or medical provider. You can go whenever you feel ready, either soon or later on.

Do you have any questions you would like to ask me?

FINISH OPTION 2: RESPONDENT MET ONE OR MORE REFERRAL PLAN CRITERIA

I would like to thank you very much for sharing your experiences with me. From what you have told me, I understand that you have gone through some very difficult times in your life. No one has the right to treat someone else in that way and you also have the right to receive protection and support when you need it. You are not alone.

As part of the research we are doing, we care about the welfare of the people we interview and are committed to making sure that support and help is offered and provided.

We would like you to speak with a counselor today who is specially trained to listen and support people with experiences similar to the ones you have told me about. We have a counselor whom you can speak with here today who is not related to the school in any way. The counselor works with our team only. The counselor has a list of organizations that provide various types of services that may be able to help you, as they provide support to children who have experienced different kinds of violence. The counselor can try to help you access assistance you may need.

I also understand that it may be very difficult to ask for help when you need it. Sometimes having someone listen to your thoughts and feelings can be very helpful to relieve stress and help you see what you need to do.

Do you have any questions you would like to ask me?

[INSTRUCTION: Enumerator, please silently answer the following questions yourself.]

During the interview, did anyone place themselves within hearing distance (stood nearby, listened through a window, or entered the room)?

Yes/No/No response

Did you stop the interview due to someone within earshot?

Yes/No/No response

QUALITY CONTROL COMMENTS AND OBSERVATIONS**INTERVIEWER COMMENTS ABOUT SPECIFIC QUESTIONS:**

(Please list question numbers and describe the specific issue)

INTERVIEWER GENERAL COMMENTS:

(Respondent demeanor, comprehension issues, privacy issues, community issues, etc.)	
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INTERVIEW END TIME (Auto filled)

LARA IE: SRGBV survey for BOY learner ages 11+

Start Date and Time (Autofill)

Enumerator Name

District

EMIS

School Name

Student Grade

Learner Assent:

- Let me tell you why I am here today. I work with the Centre for Social Research, and we and the Ministry of Education, & Sports are trying to understand more about how safe learners feel in school. You were picked by chance, like in a raffle or lottery. [TRANSLATION HERE]
- We would like your help in this. But you do not have to take part if you do not want to. [TRANSLATION HERE]
- We are going to ask you a series of questions about yourself, your thoughts about your school; your experiences with safety at school; and your thoughts about your safety at school. [TRANSLATION HERE]
- I will also ask you other questions about your family and your home. [TRANSLATION HERE]
- This is NOT a test and it will not affect your grade at school, or your participation in school. [TRANSLATION HERE]
- This assessment will take between 25 to 30 minutes. [TRANSLATION HERE]
- I will NOT write down your name so no one will know these are your answers. [TRANSLATION HERE]
- Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that's all right. You are also free to stop the interview and leave if you wish at any time. [TRANSLATION HERE]
- Do you have any questions? Do you want to participate? [TRANSLATION HERE]

Check box if verbal agreement is obtained: ☐ YES

Learner characteristics:

How old are you? ⁴ _____

(Note to enumerator: Please indicate whether the respondent is a boy or girl): Girl ☐ Boy ☐

Do you live with your Mother ? Yes ☐ No ☐

Do you live with either:

Woman/women who are not related to you? Yes ☐ No ☐

Man/men who are not related to you? Yes ☐ No ☐

Disability/Functional Impairment:

The next questions ask about difficulties you may have doing certain activities in your daily life.

Do you have difficulty seeing, even if wearing glasses?

Yes

No

Do you have difficulty hearing, even if using a hearing aid?

Yes

No

Do you have difficulty getting around, such as walking or climbing steps?

Yes

No

Do you have difficulty thinking, such as remembering or concentrating?

Yes

No

Do you have difficulty washing all over or dressing yourself?

Yes

No

^{4 4} Don't know and No Response were also answer options for each question

Do you have difficulty being understood when you speak in the language you use at home?

Yes

No

Attitudes toward gender norms:

You are going to hear some statements about how people think girls, boys, men and women should behave. If you think that a statement is true, say “agree,” and if you don’t think the statement is true, say, “do not agree.” If you’re not sure, say “not sure.” Ok, are you ready? Let’s go on.

Boys are usually more intelligent than girls.

G. Agree

H. Disagree

I. Not sure

Boys are naturally better at math and science than girls.

G. Agree

H. Disagree

I. Not sure

A learner should try to fit in with friends, even if that means saying unkind things to another learner.

G. Agree

H. Disagree

I. Not sure

It is more important for boys to do well in school than it is for girls.

G. Agree

H. Disagree

I. Not sure

Since girls have to get married, they should not be sent for higher education.

G. Agree

H. Disagree

I. Not sure

The dowry that a groom pays shows how much he values the bride.

- G. Agree
- H. Disagree
- I. Not sure

Girls like it when boys tease and make fun of them.

- G. Agree
- H. Disagree
- I. Not sure

Girls provoke boys by wearing short dresses.

- G. Agree
- H. Disagree
- I. Not sure

It is a girls' fault if a teacher sexually harasses her.

- G. Agree
- H. Disagree
- I. Not sure

It is acceptable for a teacher to get a learner pregnant if he marries her.

- G. Agree
- H. Disagree
- I. Not sure

It is acceptable for a woman to disagree with her husband.

- G. Agree
- H. Disagree
- I. Not sure

Men need more care as they work harder than women.

- G. Agree

H. Disagree

I. Not sure

Bathing and feeding the children are the mother's responsibility.

G. Agree

H. Disagree

I. Not sure

There are times when a man needs to beat his wife.

G. Agree

H. Disagree

I. Not sure

A mother should tolerate violence from the father in order to keep the family together.

G. Agree

H. Disagree

I. Not sure

Perceptions of School Climate:

You are going to hear some statements about your school. If you think that a statement is true at your school, say "yes," and if you don't think the statement is true, say, "no." If you're not sure, say "not sure." Ok, are you ready? Let's go on.

Learners get along with each other. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

Most boys follow the rules in class and school. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

Boys feel safe on the way to and from school. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

Boys feel safe when at school during school hours. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

In this school...

Teachers treat girls and boys the same. Yes ☐ No ☐ Not Sure ☐ No response ☐

Teachers do not give poverty-stricken boys a chance to participate in class. Yes ☐ No ☐ Not Sure ☐
No response ☐

Sometimes teachers are unkind to boys who are disabled, meaning a boy who has difficulty seeing, hearing, thinking, talking or walking Yes ☐ No ☐ Not Sure ☐ No response ☐

Boys are sometimes afraid to go to school for fear of punishment. Yes ☐ No ☐ Not Sure ☐ No response ☐

In this school...

There are places at school where it is not safe for a boy to go alone. Yes ☐ No ☐ Not Sure ☐ No response ☐

Boys usually report when another learner punches them at school. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

Boys usually fear reporting when someone older touches their private parts at school. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

Boys know who to report to when they experience violence at school. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

In this school...

School officials do nothing when boys hurt other learners. Yes ☐ No ☐ Not Sure ☐ No response ☐

The school provides psychological counseling to boys when needed. Yes ☐ No ☐ Not Sure ☐ No response ☐

Boys are often asked for their ideas on how to improve the school. Yes ☐ No ☐ Not Sure ☐ No response ☐

Learner experiences of SRGBV:

We want to learn about what happens to students at school or traveling to and from school. This section of the interview has two parts. During the first part, I will tell you a short story about something that happened to a student. The story is not real. We will discuss the story, and then will go on to the second part of the interview. During the second part, I will ask you about experiences that are similar to the ones in the story. I will ask whether specific incidents happened to you, and I will ask how often these incidents happened.

Some questions we ask may seem strange, upsetting, or hard to answer, but try and answer them as best you can. This is not a test. There is no right or wrong answer. If at any point you feel too uncomfortable to continue, we can stop or skip a question.

If you want to get help about any of the things we ask about, talk to me or any other survey staff here today. You can also write your name or make an X mark on this piece of paper at any point and I will

understand you want to talk with someone who could potentially help you. Do you have any questions? Let's continue.

Instructions:

Emotional Violence

Let us begin with the first short story. Listen carefully to the story. After I read it, we will discuss the story together, and I will ask a few questions to you.

John and Richard are good friends. John just started P4. At first, John liked his new class but now he does not like school very much. Every day John tells Richard how mean the boys in his class are. Learners in John's class sometimes call him mean names such as "stupid" and "ugly" or grab at his school bag on the playground. Today, John told Richard that the other boys will not let him play with them at break and just ignored him. John cried when he told his friend Richard about this.

What is happening in this story?

[ENUMERATOR: Talk about the story together. This is an icebreaker and an opportunity to build trust. You can prompt the learners about specific events in the story, ask simple questions, and read the whole story again if you believe that it is important to do so. Before going to the next questions, summarize the story.]

To summarize, you say,

"Some boys in Jon's class are bothering him. They call him names, grab his school bag, and will not let him play. John is sad."

Did the learner understand the story?

YES / NO

Have you heard about someone in your school who experienced the same thing or something similar in or around the school?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Have you seen a student being treated this way by other students at school?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Has anything like this ever happened to a friend or classmate of yours?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Has anything like this ever happened to you?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Thinking about yourself over the last school year, did anyone around school call you rude or hurtful names?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school swear at you?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school shout humiliating things at you?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school refer to your being a boy in a hurtful way?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school refer to any health problems you might have in a hurtful way?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school embarrass you because you were an orphan or without a parent?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school embarrass you because you were unable to buy things for school?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school leave you out of your group of friends, games, or activities?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school break or ruin something of yours on purpose?

☐ YES

☐ NO

FOR EACH 'YES' RESPONSE ABOVE, ASK THE FOLLOWING QUESTIONS OF EACH REPORTED INCIDENT:

You said that someone around school [INCIDENT] ...

In the past school year, did this happen once, a few times, or many times?

☐ Once ☐ A few times ☐ Many times

ENUMERATOR: READ THE FOLLOWING SENTENCE IN ITS ENTIRETY, IMMEDIATELY READING OUT LOUD EACH RESPONSE OPTION AND CHECKING ALL THAT APPLY

If this ever happened, without naming any names, what type of person did it? Was it...?
[Check all that apply]

☐ male teacher(s)? ☐ female teacher(s)? ☐ older girl(s)? ☐ older boy(s)? ☐ boy(s) your age? ☐ girl(s) your age? ☐ male staff member(s) of the school? ☐ female staff member(s) of the school? ☐ male stranger(s) ? ☐ female stranger(s) ?

Did this happen at school? Yes ☐ No ☐

Did this happen on your way to or from school? Yes ☐ No ☐

Thank you very much.

Physical Violence

Now we will discuss a second short story. Just like the first story, listen carefully and after I read it we will discuss the story together and I will ask you a few questions.

Patrick has just joined P4.. One day in his new class, Patrick's classmate John answered a question incorrectly and the teacher hit him on the head with his hand. This made Patrick afraid of his teacher. The next day, John and Patrick were working together and the teacher heard them talking. The teacher shouted at and told them to stand in the corner for the rest of the day without any break. Patrick was embarrassed to stand in the corner in front of his new classmates in school. The next day Patrick gave the wrong answer to a question. As punishment he was required to carry heavy buckets of water from the school the teachers house every day for two weeks. Patrick is no longer happy to go to school.

What is happening in this story?

[ENUMERATOR: Talk about the story together. This is an icebreaker and an opportunity to build trust. You can prompt the learners about specific events in the story, ask simple questions, and read the whole story again if you believe that it is important to do so. Before going to the next questions, summarize the story.]

To summarize, you say,

“Patrick has just joined P4. His new teacher punishes learners if they give incorrect answers. Patrick had to stand in the corner all day as punishment”

Did the learner understand the story?

YES / NO

Have you heard about someone in your school who experienced the same thing or something similar in or around the school?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Has anything like this ever happened to a friend or classmate of yours?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Has anything like this ever happened to you?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Now, let us talk about related experiences that may have happened to you at school or when you were walking to and from school. I will make some statements about different things that happen to learners. Please listen to each one carefully and tell me if these things happened to you.

Thinking about yourself over the last school year, did anyone around school hurt you or cause pain to you physically?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school hurt you or caused pain to you physically on your way to or from school?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school slap you with a hand really hard?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school hit you with a closed fist on any part of your body, including your head, face, hand, chest or leg?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school push or shove you really hard?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school kick you?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school chase you angrily?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school throw something at you?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school spank you as punishment?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school hit you with any type of object such as a cane, stick, belt or book?

☐ YES

☐ NO

FOR EACH 'YES' RESPONSE ABOVE, ASK THE FOLLOWING QUESTIONS OF EACH REPORTED INCIDENT:

You said that someone around school [INCIDENT] ...

In the past school year, did this happen once, a few times, or many times?

☐ Once ☐ A few times ☐ Many times

ENUMERATOR: READ THE FOLLOWING SENTENCE IN ITS ENTIRETY, IMMEDIATELY READING OUT LOUD EACH RESPONSE OPTION AND CHECKING ALL THAT APPLY

If this ever happened, without naming any names, what type of person did it? Was it...?
[Check all that apply]

☐ male teacher(s)? ☐ female teacher(s)? ☐ older girl(s)? ☐ older boy(s)? ☐ boy(s) your age? ☐ girl(s) your age? ☐ male staff member(s) of the school? ☐ female staff member(s) of the school? ☐ male stranger(s) ? ☐ female stranger(s) ?

Did this happen at school? Yes ☐ No ☐

Did this happen on your way to or from school? Yes ☐ No ☐

Sexual Violence

Now we will discuss the third short story. Listen carefully to the story and after I read it we will discuss the story together and I will ask you a few questions.

Helen walks to school every day with other girls. . One day one of the boys came up to Helen and grabbed her blouse and pinched her bottom. All the boys laughed. From then on, Helen tried to hide when she saw that boy, but he still picked on her.

What is happening in this story?

[ENUMERATOR: Talk about the story together. This is an icebreaker and an opportunity to build trust. You can prompt the learner about specific events in the story, ask simple questions, and read the whole story again if you believe that it is important to do so. Before going to the next questions, summarize the story.]

To summarize, you say,

“Helen walks to school every day. On the way a boy bothers Helen by saying bad things and grabbing at her. Her friend stands up for her when John pulls her blouse up.”

Did the learner understand the story?

YES / NO

Have you heard about someone in your school who experienced the same thing or something similar in or around the school?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Have you seen a student being treated this way by other students at school?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Has anything like this ever happened to a friend or classmate of yours?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Has anything like this ever happened to you?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Thinking about yourself over the last school year, did anyone around school make sexual comments about you, your body or your clothes?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school spread sexual rumors about you?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school send you a message with sexual comments you did not want?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school threaten you with bad marks if you did not do something sexual with them?

☐ YES

☐ NO

Sometimes adults or older children at school do sexual things or show sexual things to children.

Thinking about yourself, over the last school year, did anyone around school show you pictures or videos of children doing sexual things ?

☐ YES

☐ NO

Thinking about yourself, over the last school year, did anyone around school make you take your clothes off when it was not for a medical reason?

☐ YES

☐ NO

Thinking about yourself, over the last school year, did anyone around school involve you in making sexual pictures or videos?

☐ YES RED FLAG FOR REFERRAL

☐ NO

Thinking about yourself, over the last school year, did anyone around school force you to kiss them on the mouth when you didn't want to?

☐ YES

☐ NO

Thinking about yourself, over the last school year, did anyone around school force you to touch their private parts?

☐ YES RED FLAG FOR REFERRAL

☐ NO

Thinking about yourself, over the last school year, did anyone around school touch your private parts when you didn't want them to?

☐ YES RED FLAG FOR REFERRAL

☐ NO

Thinking about yourself, over the last school year, did anyone around school give you money/food/ clothes or something else to do sexual things with them?

☐ YES RED FLAG FOR REFERRAL

☐ NO

Thinking about yourself, over the last school year, did anyone around school threaten you to make you have sex with them?

☐ YES RED FLAG FOR REFERRAL

☐ NO

Thinking about yourself, over the last school year, did anyone around school physically force you to have sex with them?

☐ YES RED FLAG FOR REFERRAL

☐ NO

FOR EACH 'YES' RESPONSE ABOVE, ASK THE FOLLOWING QUESTIONS OF EACH REPORTED INCIDENT:

You said that someone around school [INCIDENT] ...

In the past school year, did this happen once, a few times, or many times?

☐ Once ☐ A few times ☐ Many times

ENUMERATOR: READ THE FOLLOWING SENTENCE IN ITS ENTIRETY, IMMEDIATELY READING OUT LOUD EACH RESPONSE OPTION AND CHECKING ALL THAT APPLY

If this ever happened, without naming any names, what type of person did it? Was it...?
[Check all that apply]

☐ male teacher(s)? ☐ female teacher(s)? ☐ older girl(s)? ☐ older boy(s)? ☐ boy(s) your age? ☐ girl(s) your age? ☐ male staff member(s) of the school? ☐ female staff member(s) of the school? ☐ male stranger(s) ? ☐ female stranger(s) ?

Did this happen at school? Yes ☐ No ☐

Did this happen on your way to or from school? Yes ☐ No ☐

Completion of Interview

It can be difficult for some children to share what happened to them. They do not want others to know about it. For this reason, I want to give you the chance to share your experience without having to say it to me. I would now like to give you a card. On this card are two pictures. The first picture is of a sad face, the second is of a happy face. I would like you to use this pen to put a mark below the sad face if a teacher has ever touched you on your private body parts, or made you touch their private body parts. Please put a mark below the happy face if this has never happened to you. Once you have marked the card, please fold it over. GIVE RESPONDENT CARD AND PEN. MAKE SURE THAT THE RESPONDENT FOLDS THE CARD; BEFORE GIVING IT BACK TO YOU. OPEN THE CARD AND SEE IF SAD FACE MARKED. A SAD FACE MARKED INDICATES A MANDATORY REFERRAL. BEFORE LEAVING THE INTERVIEW WRITE THE QUESTIONNAIRE UNIQUE CODE ON THE ENVELOPE.	MARKED SMILEY FACE.....0 MARKED SAD FACE..... 1 If child marks sad face: RED FLAG FOR REFERRAL CARD NOT GIVEN FOR COMPLETION..... 2
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Have you ever told anyone before now about an experience you've had being hurt at school?

☐ yes ☐ no

If yes, without naming any names, what type of person did you speak with about what happened?
Was it...?

☐ man teacher? ☐ woman teacher? ☐ a friend that's a girl? ☐ a friend that's a boy? ☐
Head teacher? ☐ Other man staff member(s) of the school? ☐ Other woman staff member(s)
of the school? ☐ Your mother/woman primary caregiver? ☐ Your father/man primary
caregiver? ☐ Another family member?

Was this a hard questionnaire to answer?

☐ Yes ☐ No

Is there anything that you didn't understand?

☐ Yes ☐ No

If yes, what was it? _____

*Is there anything else you would like to say about what happened to you or about filling in the questionnaire?
[PROGRAMMING: Do not include a data field here. This is only an enumerator script to build rapport. NOT a
survey question]*

REFERRAL PLAN CHECKLIST (Only for the enumerators to fill):

DID THE RESPONDENT RESPOND YES TO ANY "RED FLAG REFERRAL" QUESTIONS IN THE SURVEY?

☐ YES

☐ NO

DID THE RESPONDENT INDICATE THEY WANT HELP AT ANY POINT DURING INTERVIEW?

☐ YES

☐ NO

DID THE RESPONDENT SHOW ANY SIGNS OF BEING UPSET AT ANY POINT DURING THE INTERVIEW, E.G. BEING TEARFUL, ANGRY, SAD, SHAKING BODY, AND DIFFICULTY IN BREATHING ETC.?

☐ YES

☐ NO

DID THE RESPONDENT SHOW ANY VISIBLE INJURIES OR OBVIOUS UNTREATED INJURIES?

☐ YES

☐ NO

DID RESPONDENT TALK TO YOU ABOUT BEING THREATENED OR PRESSURED INTO SEX, OR PHYSICALLY FORCED INTO SEX WITHIN THE PAST 30 DAYS?

☐ YES

☐ NO

DID THE RESPONDENT TRADE SEX FOR MONEY OR GOODS IN THE PAST 12 MONTHS?

☐ YES

☐ NO

DID THE RESPONDENT TELL YOU THAT S/HE IS IN IMMEDIATE DANGER?

☐ YES

☐ NO

DID THE RESPONDENT TELL YOU ABOUT FEELING UNSAFE IN CURRENT LIVING SITUATION?

☐ YES

☐ NO

IF NO WAS SELECTED FOR ALL OF THE ABOVE AND THE RESPONDENT DID NOT DISCLOSE ANY SEVERE, "RED FLAG REFERRAL" VIOLENCE, CONTINUE TO FINISH **OPTION 1.**

IF "YES" WAS SELECTED FOR ANY OF THE ABOVE, CONTINUE TO FINISH **OPTION 2.**

FINISH OPTION 1: RESPONDENT DID NOT MEET ANY REFERRAL CRITERIA

I would like to thank you very much for helping me. I appreciate the time that you have taken. I realize that these questions may have been difficult for you to answer, but it is only by listening to children and young people like you that we can really understand about the health and life experiences of children and young people in Uganda.

Sometimes the questions I have asked might remind you of times when you, or people you know, have experienced difficulties in life and you may think that you would like to talk to someone about this. This might be now or at any time in the future. There is a counselor here today whom you can speak with now if you like. I have more information on this card about where to go to for help. Please ask your caregiver or another trusted adult to help you make phone calls or visit for example a health

clinic if you need assistance or wish to find out more information about what they offer. You can arrange to go to them whenever you would like to.

Do you have any questions you would like to ask me?

FINISH OPTION 2: RESPONDENT MET ONE OR MORE REFERRAL PLAN CRITERIA

I would like to thank you very much for sharing your experiences with me. From what you have told me, I understand that you have gone through some very difficult times in your life. No one has the right to treat someone else in that way and you also have the right to receive protection and support when you need it. You are not alone.

As part of the research we are doing, we care about the welfare of the people we interview and are committed to making sure that support and help is offered and provided.

We would like you to speak with a counselor today who is specially trained to listen and support people with experiences similar to the ones you have told me about. We have a counselor whom you can speak with here today who is not related to the school in any way. The counselor works with our team only. The counselor has a list of organizations that provide various types of services that may be able to help you, as they provide support to children who have experienced different kinds of violence. The counselor can try to help you access assistance you may need.

I also understand that it may be very difficult to ask for help when you need it. Sometimes having someone listen to your thoughts and feelings can be very helpful to relieve stress and help you see what you need to do.

Do you have any questions you would like to ask me?

[INSTRUCTION: Enumerator, please silently answer the following questions yourself.]

During the interview, did anyone place themselves within hearing distance (stood nearby, listened through a window, or entered the room)?

Yes/No/No response

Did you stop the interview due to someone within earshot?

Yes/No/No response

QUALITY CONTROL COMMENTS AND OBSERVATIONS

INTERVIEWER COMMENTS ABOUT SPECIFIC QUESTIONS:

(Please list question numbers and describe the specific issue)	
INTERVIEWER GENERAL COMMENTS: (Respondent demeanor, comprehension issues, privacy issues, community issues, etc.)	

INTERVIEW END TIME

LARA IE: SRGBV survey for GIRL learner ages 11+

Start Date and Time (Autofill)

Enumerator Name

District

EMIS

School Name

Student Grade

Learner Assent:

- Let me tell you why I am here today. I work with the Centre for Social Research, and we and the Ministry of Education, & Sports are trying to understand more about how safe learners feel in school. You were picked by chance, like in a raffle or lottery. [TRANSLATION HERE]
- We would like your help in this. But you do not have to take part if you do not want to. [TRANSLATION HERE]
- We are going to ask you a series of questions about yourself, your thoughts about your school; your experiences with safety at school; and your thoughts about your safety at school. [TRANSLATION HERE]
- I will also ask you other questions about your family and your home. [TRANSLATION HERE]
- This is NOT a test and it will not affect your grade at school, or your participation in school. [TRANSLATION HERE]
- This assessment will take between 25 to 30 minutes. [TRANSLATION HERE]
- I will NOT write down your name so no one will know these are your answers. [TRANSLATION HERE]
- Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that's all right. You are also free to stop the interview and leave if you wish at any time. [TRANSLATION HERE]
- Do you have any questions? Do you want to participate? [TRANSLATION HERE]

Check box if verbal agreement is obtained: ☐ YES

Learner characteristics:

How old are you? ⁵ _____

(Note to enumerator: Please indicate whether the respondent is a boy or girl): Girl ☐ Boy ☐

Do you live with your Mother? Yes ☐ No ☐

Do you live with your Father? Yes ☐ No ☐

Disability/Functional Impairment:

The next questions ask about difficulties you may have doing certain activities in your daily life.

Do you have difficulty seeing, even if wearing glasses?

Yes

No

Do you have difficulty hearing, even if using a hearing aid?

Yes

No

Do you have difficulty getting around, such as walking or climbing steps?

Yes

No

Do you have difficulty thinking, such as remembering or concentrating?

Yes

No

Do you have difficulty washing all over or dressing yourself?

Yes

No

Do you have difficulty being understood when you speak in the language you use at home?

Yes

^{5 5} “Don’t know” and “No Response” were additional answer options for each question. These were not read to the respondent.

No

Attitudes toward gender norms:

You are going to hear some statements about how people think girls, boys, men and women should behave. If you think that a statement is true, say “agree,” and if you don’t think the statement is true, say, “do not agree.” If you’re not sure, say “not sure.” Ok, are you ready? Let’s go on.

Boys are usually more intelligent than girls.

- J. Agree
- K. Disagree
- L. Not sure

Boys are naturally better at math and science than girls.

- J. Agree
- K. Disagree
- L. Not sure

A learner should try to fit in with friends, even if that means saying unkind things to another learner.

- J. Agree
- K. Disagree
- L. Not sure

It is more important for boys to do well in school than it is for girls.

- J. Agree
- K. Disagree
- L. Not sure

Since girls have to get married, they should not be sent for higher education.

- J. Agree
- K. Disagree
- L. Not sure

The dowry that a groom pays shows how much he values the bride.

- J. Agree

K. Disagree

L. Not sure

Girls like it when boys tease and make fun of them.

J. Agree

K. Disagree

L. Not sure

Girls provoke boys by wearing short dresses.

J. Agree

K. Disagree

L. Not sure

It is a girls' fault if a teacher sexually harasses her.

J. Agree

K. Disagree

L. Not sure

It is acceptable for a teacher to get a learner pregnant if he marries her.

J. Agree

K. Disagree

L. Not sure

It is acceptable for a woman to disagree with her husband.

J. Agree

K. Disagree

L. Not sure

Men need more care as they work harder than women.

J. Agree

K. Disagree

L. Not sure

Bathing and feeding the children are the mother's responsibility.

J. Agree

K. Disagree

L. Not sure

There are times when a man needs to beat his wife.

J. Agree

K. Disagree

L. Not sure

A mother should tolerate violence from the father in order to keep the family together.

J. Agree

K. Disagree

L. Not sure

Perceptions of School Climate:

You are going to hear some statements about your school. If you think that a statement is true at your school, say "yes," and if you don't think the statement is true, say, "no." If you're not sure, say "not sure." Ok, are you ready? Let's go on.

Learners get along with each other. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

Most girls follow the rules in class and school. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

Girls feel safe on the way to and from school. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

Girls feel safe when at school during school hours. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

In this school...

Teachers treat girls and boys the same. Yes ☐ No ☐ Not Sure ☐ No response ☐

Teachers do not give poverty-stricken girls a chance to participate in class. Yes ☐ No ☐ Not Sure ☐
No response ☐

Sometimes teachers are unkind to girls who are disabled, meaning a girl who has difficulty seeing, hearing, thinking, talking or walking Yes ☐ No ☐ Not Sure ☐ No response ☐

Girls are sometimes afraid to go to school for fear of punishment. Yes ☐ No ☐ Not Sure ☐ No response ☐

In this school...

There are places at school where it is not safe for a girl to go alone. Yes ☐ No ☐ Not Sure ☐ No response ☐

Girls usually report when another learner punches them at school. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

Girls usually fear reporting when someone older touches their private parts at school. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

Girls know who to report to when they experience violence at school. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

In this school...

School officials do nothing when girls hurt other learners. Yes ☐ No ☐ Not Sure ☐ No response ☐

The school provides psychological counseling to girls when needed. Yes ☐ No ☐ Not Sure ☐ No response ☐

Girls are often asked for their ideas on how to improve the school. Yes ☐ No ☐ Not Sure ☐ No response ☐

Learner experiences of SRGBV:

We want to learn about what happens to students at school or traveling to and from school. This section of the interview has two parts. During the first part, I will tell you a short story about something that happened to a student. The story is not real. We will discuss the story, and then will go on to the second part of the interview. During the second part, I will ask you about experiences that are similar to the ones in the story. I will ask whether specific incidents happened to you, and I will ask how often these incidents happened.

Some questions we ask may seem strange, upsetting, or hard to answer, but try and answer them as best you can. This is not a test. There is no right or wrong answer. If at any point you feel too uncomfortable to continue, we can stop or skip a question.

If you want to get help about any of the things we ask about, talk to me or any other survey staff here today. You can also write your name or make an X mark on this piece of paper at any point and I will

understand you want to talk with someone who could potentially help you. Do you have any questions? Let's continue.

Instructions:

Emotional Violence

Let us begin with the first short story. Listen carefully to the story. After I read it, we will discuss the story together, and I will ask a few questions to you.

Mary and Rachel are good friends Rachel just started P4. At first, Rachel liked her new class but now she does not like school very much. Every day Rachel tells Mary how mean the girls in her class are. Learners in Rachel's class sometimes call her mean names such as "stupid" and "ugly" or grab her school bag on the playground. Today, Rachel told Mary that the other girls will not let her play with them at break and just ignored her. Rachel cried when she told her friend Mary about this.

What is happening in this story?

[ENUMERATOR: Talk about the story together. This is an icebreaker and an opportunity to build trust. You can prompt the learner about specific events in the story, ask simple questions, and read the whole story again if you believe that it is important to do so. Before going to the next questions, summarize the story.]

To summarize, you say,

"Some girls in Rachel's class Rac are bothering her. They call her names, grab herschool bag, and will not let her play. Rachel is sad."

Did the learner understand the story?

YES / NO

Have you heard about someone in your school who experienced the same thing or something similar in or around the school?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Have you seen a student being treated this way by other students at school?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Has anything like this ever happened to a friend or classmate of yours?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Has anything like this ever happened to you?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Thinking about yourself over the last school year, did anyone around school call you rude or hurtful names?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school swear at you?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school shout humiliating things at you?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school refer to your being a girl in a hurtful way?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school refer to any health problems you might have in a hurtful way?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school embarrass you because you were an orphan or without a parent?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school embarrass you because you were unable to buy things for school?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school leave you out of your group of friends, games, or activities?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school break or ruin something of yours on purpose?

☐ YES

☐ NO

FOR EACH 'YES' RESPONSE ABOVE, ASK THE FOLLOWING QUESTIONS OF EACH REPORTED INCIDENT:

You said that someone around school [INCIDENT] ...

In the past school year, did this happen once, a few times, or many times?

☐ Once ☐ A few times ☐ Many times

ENUMERATOR: READ THE FOLLOWING SENTENCE IN ITS ENTIRETY, IMMEDIATELY READING OUT LOUD EACH RESPONSE OPTION AND CHECKING ALL THAT APPLY

If this ever happened, without naming any names, what type of person did it? Was it...?
[Check all that apply]

☐ male teacher(s)? ☐ female teacher(s)? ☐ older girl(s)? ☐ older boy(s)? ☐ boy(s) your age? ☐ girl(s) your age? ☐ male staff member(s) of the school? ☐ female staff member(s) of the school? ☐ male stranger(s) ? ☐ female stranger(s) ?

Did this happen at school? Yes ☐ No ☐

Did this happen on your way to or from school? Yes ☐ No ☐

Thank you very much.

Physical Violence

Now we will discuss a second short story. Just like the first story, listen carefully and after I read it we will discuss the story together and I will ask you a few questions.

Jane has just joined P4. One day in her new class, Jane's classmate John answered a question incorrect and the teacher hit him on the head with his hand. This made Jane afraid of her teacher. The next day, John and Jane were working together and the teacher heard them talking. The teacher shouted at them and told them to stand in the corner for the rest of the day without any break. Jane was embarrassed to stand in the corner in front of her new classmates in school. The next day Jane gave the wrong answer to a question. As punishment she was required to carry heavy buckets of water from the school to the teachers house every day for two weeks. Jane is no longer happy to go to school.

What is happening in this story?

[ENUMERATOR: Talk about the story together. This is an icebreaker and an opportunity to build trust. You can prompt the learner about specific events in the story, ask simple questions, and read the whole story again if you believe that it is important to do so. Before going to the next questions, summarize the story.]

To summarize, you say,

“Jane has just joined P4. Her new teacher punishes learners if they give incorrect answers. Jane had to stand in the corner all day as punishment”

Did the learner understand the story?

YES / NO

Have you heard about someone in your school who experienced the same thing or something similar in or around the school?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Has anything like this ever happened to a friend or classmate of yours?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Has anything like this ever happened to you?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Now, let us talk about related experiences that may have happened to you at school or when you were walking to and from school. I will make some statements about different things that happen to learners. Please listen to each one carefully and tell me if these things happened to you.

Thinking about yourself over the last school year, did anyone around school hurt you or cause pain to you physically?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school hurt you or caused pain to you physically on your way to or from school?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school slap you with a hand really hard?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school hit you with a closed fist on any part of your body, including your head, face, hand, chest or leg?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school push or shove you really hard?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school kick you?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school chase you angrily?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school throw something at you?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school spank you as punishment?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school hit you with any type of object such as a cane, stick, belt or book?

☐ YES

☐ NO

FOR EACH 'YES' RESPONSE ABOVE, ASK THE FOLLOWING QUESTIONS OF EACH REPORTED INCIDENT:

You said that someone around school [INCIDENT] ...

In the past school year, did this happen once, a few times, or many times?

☐ Once ☐ A few times ☐ Many times

ENUMERATOR: READ THE FOLLOWING SENTENCE IN ITS ENTIRETY, IMMEDIATELY READING OUT LOUD EACH RESPONSE OPTION AND CHECKING ALL THAT APPLY

If this ever happened, without naming any names, what type of person did it? Was it...?
[Check all that apply]

☐ male teacher(s)? ☐ female teacher(s)? ☐ older girl(s)? ☐ older boy(s)? ☐ boy(s) your age? ☐ girl(s) your age? ☐ male staff member(s) of the school? ☐ female staff member(s) of the school? ☐ male stranger(s) ? ☐ female stranger(s) ?

Did this happen at school? Yes ☐ No ☐

Did this happen on your way to or from school? Yes ☐ No ☐

Sexual Violence

Now we will discuss the third short story. Listen carefully to the story and after I read it we will discuss the story together and I will ask you a few questions.

Helen walks to school every day with other girls.. One day one of the boys came up to Helen and grabbed her blouse and pinched her bottom. All the boys who all laughed. From then on, Helen tried to hide when she saw that boy, but he still picked on her.

What is happening in this story?

[ENUMERATOR: Talk about the story together. This is an icebreaker and an opportunity to build trust. You can prompt the learner about specific events in the story, ask simple questions, and read the whole story again if you believe that it is important to do so. Before going to the next questions, summarize the story.]

To summarize, you say,

“Helen walks to school every day. On the way a boy named John bothers Helen by saying bad things and grabbing at her. Her friend stands up for her when John pulls her blouse up.”

Did the learner understand the story?

YES / NO

Have you heard about someone in your school who experienced the same thing or something similar in or around the school?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Have you seen a student being treated this way by other students at school?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Has anything like this ever happened to a friend or classmate of yours?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Has anything like this ever happened to you?

YES / NO / NO RESPONSE

If YES: Please tell me more about this. ENUMERATOR: GENUINELY LISTEN BUT DO NOT WRITE DOWN RESPONSE.

Thinking about yourself over the last school year, did anyone around school make sexual comments about you, your body or your clothes?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school spread sexual rumors about you?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school send you a message with sexual comments you did not want?

☐ YES

☐ NO

Thinking about yourself over the last school year, did anyone around school threaten you with bad marks if you did not do something sexual with them?

☐ YES

☐ NO

Sometimes adults or older children at school do sexual things or show sexual things to children.

Thinking about yourself, over the last school year, did anyone around school show you pictures or videos of children doing sexual things ?

☐ YES

☐ NO

Thinking about yourself, over the last school year, did anyone around school make you take your clothes off when it was not for a medical reason?

☐ YES

☐ NO

Thinking about yourself, over the last school year, did anyone around school involve you in making sexual pictures or videos?

☐ YES RED FLAG FOR REFERRAL

☐ NO

Thinking about yourself, over the last school year, did anyone around school force you to kiss them on the mouth when you didn't want to?

☐ YES

☐ NO

Thinking about yourself, over the last school year, did anyone around school force you to touch their private parts?

☐ YES RED FLAG FOR REFERRAL

☐ NO

Thinking about yourself, over the last school year, did anyone around school touch your private parts when you didn't want them to?

☐ YES RED FLAG FOR REFERRAL

☐ NO

Thinking about yourself, over the last school year, did anyone around school give you money/food/clothes or something else to do sexual things with them?

☐ YES RED FLAG FOR REFERRAL

☐ NO

Thinking about yourself, over the last school year, did anyone around school threaten you to make you have sex with them?

☐ YES RED FLAG FOR REFERRAL

☐ NO

Thinking about yourself, over the last school year, did anyone around school physically force you to have sex with them?

☐ YES RED FLAG FOR REFERRAL

☐ NO

FOR EACH 'YES' RESPONSE ABOVE, ASK THE FOLLOWING QUESTIONS OF EACH REPORTED INCIDENT:

You said that someone around school [INCIDENT] ...

In the past school year, did this happen once, a few times, or many times?

☐ Once ☐ A few times ☐ Many times

ENUMERATOR: READ THE FOLLOWING SENTENCE IN ITS ENTIRETY, IMMEDIATELY READING OUT LOUD EACH RESPONSE OPTION AND CHECKING ALL THAT APPLY

If this ever happened, without naming any names, what type of person did it? Was it...?
[Check all that apply]

☐ male teacher(s)? ☐ female teacher(s)? ☐ older girl(s)? ☐ older boy(s)? ☐ boy(s) your age? ☐ girl(s) your age? ☐ male staff member(s) of the school? ☐ female staff member(s) of the school? ☐ male stranger(s) ? ☐ female stranger(s) ?

Did this happen at school? Yes ☐ No ☐

Did this happen on your way to or from school? Yes ☐ No ☐

Completion of Interview

It can be difficult for some children to share what happened to them. They do not want others to know about it. For this reason, I want to give you the chance to share your experience without having to say it to me. I would now like to give you a card. On this card are two pictures. The first picture is of a sad face, the second is of a happy face. I would like you to use this pen to put a mark below the sad face if a teacher has ever touched you on your private body parts, or made you touch their private body parts. Please put a mark below the happy face if this has never happened to you. Once you have marked the card, please fold it over. GIVE RESPONDENT CARD AND PEN. MAKE SURE THAT THE RESPONDENT FOLDS THE CARD; BEFORE GIVING IT BACK TO YOU. OPEN THE CARD AND SEE IF SAD FACE MARKED. A SAD FACE MARKED INDICATES A MANDATORY REFERRAL. BEFORE LEAVING THE INTERVIEW WRITE THE QUESTIONNAIRE UNIQUE CODE ON THE ENVELOPE.	MARKED SMILEY FACE.....0 MARKED SAD FACE..... 1 If child marks sad face: RED FLAG FOR REFERRAL CARD NOT GIVEN FOR COMPLETION..... 2
---	--

Have you ever told anyone before now about an experience you've had being hurt at school?

☐ yes ☐ no

If yes, without naming any names, what type of person did you speak with about what happened?
Was it...?

☐ man teacher? ☐ woman teacher? ☐ a friend that's a girl? ☐ a friend that's a boy? ☐ Head teacher? ☐ Other man staff member(s) of the school? ☐ Other woman staff member(s) of the school? ☐ Your mother/woman primary caregiver? ☐ Your father/man primary caregiver? ☐ Another family member?

Was this a hard questionnaire to answer?

☐ Yes ☐ No

Is there anything that you didn't understand?

☐ Yes ☐ No

If yes, what was it? _____

*Is there anything else you would like to say about what happened to you or about filling in the questionnaire?
[PROGRAMMING: Do not include a data field here. This is only an enumerator script to build rapport. NOT a survey question]*

REFERRAL PLAN CHECKLIST (Only for the enumerators to fill):

DID THE RESPONDENT RESPOND YES TO ANY "RED FLAG REFERRAL" QUESTIONS IN THE SURVEY?

☐ YES

☐ NO

DID THE RESPONDENT INDICATE THEY WANT HELP AT ANY POINT DURING INTERVIEW?

☐ YES

☐ NO

DID THE RESPONDENT SHOW ANY SIGNS OF BEING UPSET AT ANY POINT DURING THE INTERVIEW, E.G. BEING TEARFUL, ANGRY, SAD, SHAKING BODY, AND DIFFICULTY IN BREATHING ETC.?

☐ YES

☐ NO

DID THE RESPONDENT SHOW ANY VISIBLE INJURIES OR OBVIOUS UNTREATED INJURIES?

☐ YES

☐ NO

DID RESPONDENT TALK TO YOU ABOUT BEING THREATENED OR PRESSURED INTO SEX, OR PHYSICALLY FORCED INTO SEX WITHIN THE PAST 30 DAYS?

☐ YES

☐ NO

DID THE RESPONDENT TRADE SEX FOR MONEY OR GOODS IN THE PAST 12 MONTHS?

☐ YES

☐ NO

DID THE RESPONDENT TELL YOU THAT S/HE IS IN IMMEDIATE DANGER?

☐ YES

☐ NO

DID THE RESPONDENT TELL YOU ABOUT FEELING UNSAFE IN CURRENT LIVING SITUATION?

☐ YES

☐ NO

IF NO WAS SELECTED FOR ALL OF THE ABOVE AND THE RESPONDENT DID NOT DISCLOSE ANY SEVERE, "RED FLAG REFERRAL" VIOLENCE, CONTINUE TO FINISH **OPTION 1**.

IF "YES" WAS SELECTED FOR ANY OF THE ABOVE, CONTINUE TO FINISH **OPTION 2**.

FINISH OPTION 1: RESPONDENT DID NOT MEET ANY REFERRAL CRITERIA

I would like to thank you very much for helping me. I appreciate the time that you have taken. I realize that these questions may have been difficult for you to answer, but it is only by listening to children and young people like you that we can really understand about the health and life experiences of children and young people in Uganda.

Sometimes the questions I have asked might remind you of times when you, or people you know, have experienced difficulties in life and you may think that you would like to talk to someone about this. This might be now or at any time in the future. There is a counselor here today whom you can speak with now if you like. I have more information on this card about where to go to for help. Please ask your caregiver or another trusted adult to help you make phone calls or visit for example a health clinic if you need assistance or wish to find out more information about what they offer. You can arrange to go to them whenever you would like to.

Do you have any questions you would like to ask me?

FINISH OPTION 2: RESPONDENT MET ONE OR MORE REFERRAL PLAN CRITERIA

I would like to thank you very much for sharing your experiences with me. From what you have told me, I understand that you have gone through some very difficult times in your life. No one has the right to treat someone else in that way and you also have the right to receive protection and support when you need it. You are not alone.

As part of the research we are doing, we care about the welfare of the people we interview and are committed to making sure that support and help is offered and provided.

We would like you to speak with a counselor today who is specially trained to listen and support people with experiences similar to the ones you have told me about. We have a counselor whom you can speak with here today who is not related to the school in any way. The counselor works with our team only. The counselor has a list of organizations that provide various types of services that may be able to help you, as they provide support to children who have experienced different kinds of violence. The counselor can try to help you access assistance you may need.

I also understand that it may be very difficult to ask for help when you need it. Sometimes having someone listen to your thoughts and feelings can be very helpful to relieve stress and help you see what you need to do.

Do you have any questions you would like to ask me?

[INSTRUCTION: Enumerator, please silently answer the following questions yourself.]

During the interview, did anyone place themselves within hearing distance (stood nearby, listened through a window, or entered the room)?

Yes/No/No response

Did you stop the interview due to someone within earshot?

Yes/No/No response

QUALITY CONTROL COMMENTS AND OBSERVATIONS

INTERVIEWER COMMENTS ABOUT SPECIFIC QUESTIONS:

(Please list question numbers and describe the specific issue)

INTERVIEWER GENERAL COMMENTS:	
--------------------------------------	--

(Respondent demeanor, comprehension issues, privacy issues, community issues, etc.)	
--	--

INTERVIEW END TIME

LARE P&IE

Information Sheet and Consent Form for Adults regarding Participation in SRGBV Survey

Part I: Information Sheet

Hello, my name is [say name], and I work with the Center for Social Research, a research organization based in Kampala. We are working with NORC at the University of Chicago on an evaluation of the Literacy Achievement and Retention Activity (LARA) program in collaboration with the Ministry of Education and Sports. The LARA program aims to improve the reading skills of primary-grade learners in government schools through early grade reading and creating a safe school environment to improve retention and attendance. The program and the evaluation are funded by USAID.

I am here with a team to assess if classrooms and schools are safe places for learners. You have been selected to complete a survey either as a head teacher, teacher or primary caregiver of a learner in this school. You can choose to refuse to consent doing this survey. This is your right and we will respect it.

If there is anything you do not understand, please let me know. I will take time to clarify and explain.

Purpose and Type of assessment

In this assessment we will be doing a survey of adults to determine how safe boys and girls feel in their schools and classrooms. The information you provide will be used to improve this and future programs that seek to make schools a safe place to learn.

Voluntary Participation

Participation is voluntary. You can choose to say no and any services that you or your family receive from this school will not change. Thus you will be affected neither positively nor negatively by choosing to participate or not participate in the survey.

Survey Procedure

You will be interviewed one on one with an interviewer who asks you questions.

Duration of the Survey

The survey will take 10-15 minutes to complete for a head teacher, 20 minutes for a teacher and 30-40 minutes for a caregiver. You will NOT be asked to stay back after school to complete the survey.

Risks and Discomforts and stopping the Survey

The survey will include questions about instigating gender based violence in school. Since we will be asking about some personal and confidential information you may choose to not answer some of the questions included in the

questionnaire. You may skip some questions and move on to the next question, or stop the survey at any time without providing any reason.

Benefits of participating in the Survey

There will be no immediate and direct benefit to you from participating in the survey. However, your participation is likely to help us find out more information about the safety of schools in Uganda and help this school and other schools in Uganda become safer for learners.

Reimbursements and Referrals

You will not be provided with any payment to take part in the survey.

Confidentiality:

Your responses will be kept anonymous and not linked to your name – each adult will be given a unique identification number. Your identity will be kept confidential and not shared with anyone outside the evaluation team.

Who to Contact

If you have any questions you may ask them now or later, even after the survey has started. If you wish to ask questions later, you may contact any of the following: [name, address/telephone number/e-mail]

This proposal has been reviewed and approved by TASO Research Ethics Committee, which is a committee whose task it is to make sure that research participants are protected from harm. If you wish to find out more about the REC, contact Mr. Bakanda Celestin, P.O. Box 10443 Mulago, 0752 774178.

Do you have any questions about the information I just shared?

Part II: Certificate of Consent

Please check if you are a caregiver, teacher or a head teacher.

- ☐ Caregiver
- ☐ Teacher
- ☐ Head Teacher

I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and all questions I asked have been answered to my satisfaction. I consent voluntarily to participate as a participant in this research.

Print Name of Participant _____

Signature of Participant _____ **or Thumb print of Caregiver**

Date _____

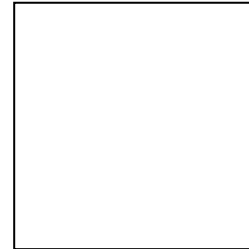
Day/month/year

Print Name of Researcher _____

Signature of Researcher _____

Date _____

Day/month/year



LARA IE: SRGBV Head Teacher survey

Start Date and Time (Auto-fill)

Enumerator Name

District

EMIS

School Name

Informed Consent

[INSTRUCTION FOR ENUMERATOR: Conduct informed consent process using **Informed Consent Form**. Hand each respondent an information sheet in local language with contact information for local psychological and child protection services.]

Does the head teacher consent?

Yes

No

[ENUMERATOR: Hand the tablet over to the head teacher to self-administer the remainder of the instrument]

This tool is be self-administered by the Head Teachers of the sampled schools for the SRGBV survey. The Head Teachers are requested to honestly complete all items contained in this survey tool—by checking the most appropriate response to each of the survey items.

Part I.

38) Please indicate if you are a man or a woman:

☐ Man

☐ Woman

39a) What is your first language or mother tongue?

Luganda

Runyoro/Rutooro

Runyankore/Rukiga

English

Other (*specify in 3b*)

3b) If other, please specify:

40a) What is the language of instruction in PI -P3 in this school?

Luganda

Runyoro/Rutooro

Runyankore/Rukiga

English

Other (*specify in 4b*)

4b) If other, please specify:

41) Do you speak this language? (read options)

Yes, very well

Yes, but not fluently

No

No response

42) Have you received any instruction on teaching in this language?

Yes

No

No response

43a) Is this the same language that you use in your school most of the time?

Yes →*skip to 7a*

No

No response

7b) If no, what language do you use most of the time at school?

Luganda

Runyoro/Rutooro

Runyankore Rukiga

English Other (please specify)

7c) If other, please specify.

44a) What is your highest level of academic or professional qualification?

Ordinary level certificate

Advanced level certificate

Diploma

Degree

Phd

Other (please specify)

Don't Know / Refuse

8b) If other, please specify:

45) What is your highest professional qualification in **teaching**?

4. Grade III Teaching certificate

5. Grade V teaching certificate/ Diploma in primary education

6. Degree in primary education

7. Other: _____

-7 Don't know / no response

46) How many years have you been teaching overall?

|_ _| YEARS: **Enter a number from 0 to 99.**

47) How many years have you been teaching as a trained teacher?

|_ _| YEARS: **Enter a number from 0 to 99.**

48) How many years have you been head teacher? ([Please enter a number])

|_ _| YEARS: **Enter a number from 0 to 99.**

If zero, or if this is the first year, skip question 12 and continue with Part II of the survey..

49) Did you serve as head teacher in this school last year?

Yes

No

No response

Part II.

Now you will see some statements about your school. If you think that a statement is true at your school, say “yes,” and if you don’t think the statement is true, say, “no.” If you’re not sure, say “not sure.”

Girls feel safe on the way to and from school. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

Boys feel safe on the way to and from school. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

Girls feel safe when at school during school hours. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

Boys feel safe when at school during school hours. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

In this school...

Teachers treat girls and boys the same. Yes ☐ No ☐ Not Sure ☐ No response ☐

Teachers do not give very poor pupils a chance to participate in class. Yes ☐ No ☐ Not Sure ☐ No response ☐

Pupils are sometimes afraid to go to school for fear of punishment. Yes ☐ No ☐ Not Sure ☐ No response ☐

In this school...

Girls usually report when another learner punches them at school. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

Boys usually report when another learner punches them at school. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

Girls fear reporting when someone older touches their private parts at school. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

Boys fear reporting when someone older touches their private parts at school. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

District school officials do nothing when pupils hurt other pupils. Yes ☐ No ☐ Not Sure ☐ No response ☐

In this school...

There are sufficient opportunities for teachers to learn new instructional methods on school-related gender-based violence. Yes ☐ No ☐ Not Sure ☐ No response ☐

This school has a Reporting, Referral and Response Mechanism for following up on child protection cases. Yes ☐ No ☐ Not Sure ☐ Not applicable ☐ No response ☐

I am currently pursuing training for teachers to improve the quality of the Reporting, Tracking, Referral and Response to child protection cases at this school Yes ☐ No ☐ Not Sure ☐ Not applicable ☐ No response ☐

In your experience, do you agree or disagree with the following statements about this school...?

Survey items	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
The school building needs repair					
Classrooms are overcrowded					
Teachers have too many teaching hours					
Teachers do not have adequate workspace (e.g., for preparation, collaboration, or meeting with students)					
Teachers do not have adequate instructional materials and supplies					
Teachers are not paid their salary on time					

Survey items	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Teacher salary is insufficient for daily costs of living					
Teachers engage in “love” relationships with learners					

Part III.

Do you think that corporal punishment is effective as a method of discipline at school?

- ☐ No, it is never effective
- ☐ Most of the times it is not effective
- ☐ Most of the times it is effective
- ☐ Yes, it is always effective

Do you feel it is the responsibility of the teacher to take action to eliminate sexual violence in your schools?

- ☐ Yes
- ☐ No
- ☐ Not sure
- ☐ No response

Is there a teacher Code of Conduct?

- ☐ Yes
- ☐ No
- ☐ Not sure
- ☐ No response

Have you ever had training in how teachers can address learner behavior problems?

- ☐ Yes
- ☐ No (Skip to END)
- ☐ Not sure
- ☐ No response (Skip to END)

Have you ever had training on how to prevent or respond to:

“Bullying,” or cruel, insulting, threatening behavior toward those who are weaker, smaller or in some way vulnerable

- ☐ Yes
- ☐ No
- ☐ Not sure
- ☐ No response

Physical violence

- ☐ Yes
- ☐ No
- ☐ Not sure
- ☐ No response

Sexual violence

- ☐ Yes
- ☐ No
- ☐ Not sure
- ☐ No response

Part IV.

Have you heard about the Literacy Achievement and Retention Activity (LARA) program?

Yes ☐ No ☐ Not Sure ☐ No response ☐

When did LARA program activities on school-related gender-based violence begin in this school?

_____ month _____ year

No LARA activity in this school

Are there other programs operating in this school apart from LARA?

Yes ☐ No ☐ Not Sure ☐ No response ☐

If yes, do any of those programs work either to prevent or respond to school-related gender-based violence?

Yes ☐

No ☐ (SKIP to END)

Not Sure ☐

No response ☐ (SKIP to END)

[IF 'YES' TO PREVIOUS QUESTION]

In what year did the program start in this school? _____(year)

[IF 'YES' TO PREVIOUS QUESTION]

What is the name of the organization implementing the program? -

[IF 'YES' TO PREVIOUS QUESTION]

What is the name of the program being implemented in this school? -

Thank you very much for helping with this research by sharing your experience as a Head Teacher.

Please find the interviewer and return the tablet to him or her.

QUALITY CONTROL COMMENTS AND OBSERVATIONS	
INTERVIEWER COMMENTS ABOUT SPECIFIC QUESTIONS:	

(Please list question numbers and describe the specific issue)	
INTERVIEWER GENERAL COMMENTS: (Respondent demeanor, comprehension issues, privacy issues, community issues, etc.)	

INTERVIEW END TIME

(autofill)

LARA P&IE: SRGBV teacher survey

Start Date and Time (Autofill)

Enumerator Name

District

EMIS

School Name

Informed Consent

[INSTRUCTION FOR ENUMERATOR: Conduct informed consent process using **Informed Consent Form**. Hand each respondent an information sheet in local language with contact information for local psychological and child protection services.]

Does the teacher consent?

Yes

No

Teacher Interview - Part I

50) What grades do you teach this school year? [Enumerator: If more than one grade, probe which one the teacher spends the most time with]

P1

P2

P3

P4

P5

P6

51) [Is the teacher a man or a woman?]

Man

Woman

52a) What is your first language or mother tongue?

Luganda

Runyoro/Rutooro

Runyankore/Rukiga

English

Other (*specify in 3b*)

3b) If other, please specify:

53a) What is the language of instruction in PI -P3 in this school?

Luganda

Runyoro/Rutooro

Runyankore/Rukiga

English

Other (*specify in 4b*)

4b) If other, please specify:

54) Do you speak this language? (read options)

Yes, very well

Yes, but not fluently

No

NO RESPONSE (do not read)

55) Have you received any instruction on teaching in this language?

Yes

No

No response

56a) Is this the same language that you use in your class for teaching most of the time?

Yes →*skip to 8a*

No

No response

7b) What language do you use for teaching most of the time?

Luganda

Runyoro/Rutooro

Runyankore Rukiga

English

Other (please specify)

7c) If other, please specify.

57a) What is your highest level of academic or professional qualification?

Ordinary level certificate

Advanced level certificate

Diploma

Bachelor Degree

Masters Degree

Phd

Other (please specify)

Don't Know / Refuse

8b) If other, please specify:

58) What is your highest professional qualification in **teaching**?

8. No formal training

9. Grade III Teaching certificate

10. Grade V teaching certificate/ Diploma in primary education

11. Degree in primary education

12. Other: _____

-7 Don't know / no response

59) How many years have you been teaching overall?

|_| YEARS **INTERVIEWER: Enter a number from 0 to 99.**

60) How many years have you been teaching as a trained teacher?

|_| YEARS **INTERVIEWER: Enter a number from 0 to 99.**

61) How many years have you been teaching this grade level? ([Please enter a number])

|_| YEARS **INTERVIEWER: Enter a number from 0 to 99.**

If zero, or if this is the first year, skip question 13 and continue with Part II of the survey..

62) Did you teach in this school last year?

Yes

No

No response

Teacher Interview Part II

You are going to read some statements about your school. If you think that a statement is true at your school, choose “yes,” and if you don’t think the statement is true, choose “no.” If you’re not sure, choose “not sure.”

In this school...

Teachers treat girls and boys the same. Yes ☐ No ☐ Not Sure ☐ No response ☐

Teachers do not give very poverty-stricken learners a chance to participate in class. Yes ☐ No ☐ Not Sure ☐ No response ☐

In this school...

Learners are sometimes afraid to go to school for fear of punishment. Yes ☐ No ☐ Not Sure ☐ No response ☐

Girls usually report when another learner punches them at school. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

Boys usually report when another learner punches them at school. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

Girls fear reporting when someone older touches their private parts at school. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

Boys fear reporting when someone older touches their private parts at school. Yes ☐ No ☐ Not Sure ☐
☐ NO RESPONSE ☐

In this school...

School officials do nothing when learners hurt other learners. Yes ☐ No ☐ Not Sure ☐ No response ☐

Teacher Interview Part III

The first two question of this section are practice questions to be sure you are used to the response options.

Do you agree, do not agree or are not sure with the following statement?

Practice item 1:

It is acceptable for a woman to ride a bicycle.

- A. Agree
- B. Do not agree
- C. Not sure

Practice item 2:

Girls like shopping for clothes more than boys.

- A. Agree
- B. Do not agree
- C. Not sure

Ok, are you ready? Let's go on...

Boys are usually more intelligent than girls.

- M. Agree
- N. Do not agree
- O. Not sure

Boys are naturally better at math and science than girls.

- M. Agree

N. Do not agree

O. Not sure

A learner should try to fit in with friends, even if that means saying unkind things to another learner.

M. Agree

N. Do not agree

O. Not sure

It is more important for boys than girls to do well in school.

M. Agree

N. Do not agree

O. Not sure

Since girls have to get married, they should not be sent for higher education.

M. Agree

N. Do not agree

O. Not sure

The dowry that a groom pays shows how much he values the bride.

M. Agree

N. Do not agree

O. Not sure

Girls like it when boys tease and make fun of them.

M. Agree

N. Do not agree

O. Not sure

Girls provoke boys by wearing short dresses.

M. Agree

N. Do not agree

O. Not sure

It is a girls' fault if a teacher sexually harasses her.

- M. Agree
- N. Do not agree
- O. Not sure

It is acceptable for a teacher to get a learner pregnant if he marries her.

- M. Agree
- N. Do not agree
- O. Not sure

It is acceptable for a woman to disagree with her husband.

- M. Agree
- N. Do not agree
- O. Not sure

Men need more care as they work harder than women.

- M. Agree
- N. Do not agree
- O. Not sure

Giving the children a bath and feeding them are the mother's responsibility.

- M. Agree
- N. Do not agree
- O. Not sure

There are times when a man needs to beat his wife.

- M. Agree
- N. Do not agree
- O. Not sure

A mother should tolerate violence from the father in order to keep the family together.

- M. Agree

N. Do not agree

O. Not sure

Teacher Interview Part IV:

All teachers use certain methods to teach learners the right behavior or to address a behavior problem. You will read various methods that might be used and you should respond with how often you used this method with learners in the last school year. Indicate if you have done this to any learner: Never; once; a few times; or many times.

Some questions may seem inappropriate to you. Please answer best you can, as this is a questionnaire used all over the world with adults.

	Many times	A few times	Once	Never in the past school year	No answer
Explained to a learner why something s/he did was wrong					
Gave a learner a reward for behaving well					
Told a learner to start or stop doing something					
Hit a learner on the buttocks with an object (such as a stick, broom, cane, or belt)					
Hit elsewhere “not buttocks” with an object (such as a stick, broom, cane, or belt)					
Gave a learner something else to do (in order to stop or change behavior)					

	Many times	A few times	Once	Never in the past school year	No answer
Threatened to expel a learner					
Shouted, yelled, or screamed at a learner					
Threatened to invoke harmful people, ghosts, or evil spirits against a learner					
Cursed at a learner					
Spanked a learner with bare hand					
Locked a learner out of school					
Took away a learner's privileges					
Forbade a learner from going out during break time					
Insulted a learner by calling him/her dumb, lazy or other names like that					
Refused to speak to a learner					

	Many times	A few times	Once	Never in the past school year	No answer
Blamed a learner for bad things that happened in your life					
Locked a learner up or tied him/her to restrict movement					
Withheld a school meal as a punishment					
Used public humiliation to discipline a learner					

Teacher Interview Part V.

The last questions refers to your opinion on discipline.

Do you think that corporal punishment is effective as a method of discipline at school?

- ☐ No, it is never effective
 ☐ Most of the times it is not effective
☐ Most of the times it is effective
 ☐ Yes, it is always effective

Do you feel it is the responsibility of the teacher to take action to eliminate sexual violence in your schools?

- ☐ Yes
☐ No

- ☐ Not sure
- ☐ No response

Is there a teacher Code of Conduct?

- ☐ Yes
- ☐ No
- ☐ Not sure
- ☐ No response

Have you ever had training in how teachers can address learner behavior problems?

- ☐ Yes
- ☐ No (Skip to END)
- ☐ Not sure
- ☐ No response (Skip to END)

Have you ever had training on how to prevent or respond to:

“Bullying,” or cruel, insulting, threatening behavior toward those who are weaker, smaller or in some way vulnerable

- ☐ Yes
- ☐ No
- ☐ Not sure
- ☐ No response

Physical violence

- ☐ Yes
- ☐ No
- ☐ Not sure
- ☐ No response

Sexual violence

☐ Yes

☐ No

☐ Not sure

☐ No response

Thank you very much for helping with this research by sharing your experience as a teacher.

Please find the interviewer and return the tablet to him or her.

QUALITY CONTROL COMMENTS AND OBSERVATIONS	
INTERVIEWER COMMENTS ABOUT SPECIFIC QUESTIONS: (Please list question numbers and describe the specific issue)	
INTERVIEWER GENERAL COMMENTS: (Respondent demeanor, comprehension issues, privacy issues, community issues, etc.)	

INTERVIEW END TIME

LARA IE: SRGBV School Safety Observation Tool

Start Date and Time (Autofill)

Enumerator Name

District

EMIS

School Name

4.ABOUT SCHOOL SAFETY...				
Are the following statements true for this school?	5.RATING			
	True	False	Not sure	No information available
1. Learner books or notebooks have been safe from theft in the past school year.				
2. The water point (s) is located near the school.				
3. There is enough water for washing in the school today.				
4. There is clean drinking water in the school today.				
5. School latrines are functioning today.				
6. Boys' and girls' school latrines are separate.				
7. Adults' and children's school latrines are separate.				
8. School latrines have working locks on the doors today.				

4.ABOUT SCHOOL SAFETY...

9. School latrines are near to the compound.				
10. Strangers are not permitted on the school grounds during classes or recess.				

Do you have any further comments regarding safety in this school?

LARA IE: SRGBV primary caregiver survey

Start Date and Time (Autofill)

Enumerator Name

District

EMIS

School Name

[INSTRUCTION FOR ENUMERATOR: Conduct informed consent process using **Informed Consent Form**. Hand each respondent an information sheet in local language with contact information for local psychological and child protection services.]

Does the primary caregiver consent?

Yes

No

For this survey, please focus on your child who is participating in LARA program activities and who brought you to school to participate in this survey today.

What is the name of the child who brought you here today? <name of sample child>.

If you have more than one child who brought you to school today to complete a survey, please tell me the first names of those children. What are their names? I will now randomly choose one name, then ask you to answer questions with this child alone in mind.

Ok, let's focus on <name of sample child> for the survey today.

Primary Caregiver Interview Part I

We will begin by asking you about the background of <name of sample child>.

Is <name of sample child>.a girl or a boy?

☐ Girl

☐ Boy

How old is <name of sample child>.: _____ years or _____ year of birth
INSTRUCTION FOR ENUMERATOR: Fill out one box, leave the other blank

What is the relationship that YOU have to <sample child>? (Please, check ONLY one)

- | | | |
|--------------------------------------|--|--|
| ☐ Mother | ☐ Father | ☐ Stepmother |
| ☐ Stepfather | ☐ Foster mother | ☐ Foster father |
| ☐ Grandmother | ☐ Grandfather | ☐ Other (Please specify-----) |

Who else lives in the same house with <sample child> (on the basis of their relationship to the child)? (Please, check all that apply)

- | | | |
|---|---|---|
| ☐ Mother | ☐ Father | ☐ Stepmother |
| ☐ Stepfather | ☐ Foster mother | ☐ Foster father |
| ☐ Mother's partner | ☐ Father's partner | ☐ Grandmother |
| ☐ Grandfather | ☐ Brother(s)
(Number:_____) | ☐ Sister(s) (Number:_____) |
| ☐ Others (Please specify: _____) | | |

Primary Caregiver Interview Part II.

Sometimes children face difficult experiences at a young age. I would like to ask you about some of [SAMPLE CHILD]'s experiences so far in life:

- Did [SAMPLE CHILD] ever live with a parent or guardian who got divorced or separated after [SAMPLE CHILD] was born? (Yes/No)
- Did [SAMPLE CHILD] ever live with a parent or guardian who died? (Yes/No)
- Did [SAMPLE CHILD] ever live with a parent or guardian who served time in jail or prison after [SAMPLE CHILD] was born? (Yes/No)
- Did [SAMPLE CHILD] ever see or hear any parents, guardians, or any other adults in [his/her] home slap, hit, kick, punch, or beat each other up? (Yes/No)
- Was [SAMPLE CHILD] ever the victim of violence or witnessed anyone hitting another person hard [his/her] neighborhood? (Yes/No)

- Did [SAMPLE CHILD] ever live with anyone who was mentally ill or suicidal, or severely depressed for more than a couple of weeks? (Yes/No)
- Did [SAMPLE CHILD] ever live with anyone who had a problem with alcohol or drugs? (Yes/No)
- Since [SAMPLE CHILD] was born, how often has it been very hard to get by on your household income, for example, it was hard to cover the basics like food or housing? (1: Very Often, 2: Somewhat Often, 3: Not Very Often, 4: Never)

Primary Caregiver Interview Part III

These questions refer to how you have raised <Name of sample child>.

All adults use certain methods to teach children the right behavior or to address a behavior problem. I will read various methods that might be used and I want you to tell me how often you have used this with <sample child's name> in the last school year. Tell me if you have done this to <Sample child's name>: Never; once; a few times; or many times in the past school year.

Some questions may seem inappropriate for a very young or older child. Please answer as best as you can as this is a standard questionnaire used all over the world.

	Many times	A few times	Once	Never in the past school year	No answer
Explained to the child why something s/he did was wrong					
Gave the child a reward for behaving well					
Hit the child with an object (such as a stick, broom, cane, or belt)					
Gave the child something else to do (in order to stop or change behavior)					

Shouted, yelled, or screamed at the child					
Cursed at the child					
Spanked the child with bare hand					
Took away the child's privileges					

This question asks for your opinion on discipline.

How often do you think that corporal punishment is effective as a method of children's discipline?

- ☐ No, it is never effective
 ☐ Most of the times it is not effective
☐ Most of the times it is effective
 ☐ Yes, it is always effective

Primary Caregiver Interview Part IV

Next, you are going to hear some statements about <sample child's name>'s school. If you think that a statement is true at <sample child's name>'s school, say "yes," and if you don't think the statement is true, say, "no." If you're not sure, say "not sure." Ok, are you ready? Let's go on.

In <sample child's name> 's school...

Girls feel safe on the way to and from school. Yes ☐ No ☐ Not Sure ☐ No response ☐

Boys feel safe on the way to and from school. Yes ☐ No ☐ Not Sure ☐ No response ☐

Girls feel safe when they are at school. Yes ☐ No ☐ Not Sure ☐ No response ☐

Boys feel safe when they are at school. Yes ☐ No ☐ Not Sure ☐ No response ☐

Teachers treat girls and boys the same. Yes ☐ No ☐ Not Sure ☐ No response ☐

Teachers do not give very poor pupils a chance to participate in class. Yes ☐ No ☐ Not Sure ☐ No response ☐

Pupils are sometimes afraid to go to school for fear of punishment. Yes ☐ No ☐ Not Sure ☐ No response ☐

Girls usually report when another learner punches them at school. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

Boys usually report when another learner punches them at school. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

Girls fear reporting when someone older touches their private parts at school. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

Boys fear reporting when someone older touches their private parts at school. Yes ☐ No ☐ Not Sure ☐ NO RESPONSE ☐

School officials do nothing when pupils hurt other pupils. Yes ☐ No ☐ Not Sure ☐ No response ☐

Primary Caregiver Interview Part V

Please tell me, do you agree, somewhat agree or disagree with the following statement?

Boys are usually more intelligent than girls.

P. Agree

Q. Somewhat agree

R. Do not agree

Boys are naturally better at math and science than girls.

P. Agree

Q. Somewhat agree

R. Do not agree

A learner should try to fit in with friends, even if that means saying unkind things to another learner.

P. Agree

Q. Somewhat agree

R. Do not agree

It is more important for boys to do well in school than it is for girls to.

- P. Agree
- Q. Somewhat agree
- R. Do not agree

Since girls have to get married, they should not be sent for higher education.

- P. Agree
- Q. Somewhat agree
- R. Do not agree

~~It is necessary to give dowry.~~ The dowry that a groom pays shows how much he values the bride.

- P. Agree
- Q. Somewhat agree
- R. Do not agree

Girls like it when boys tease and make fun of them.

- P. Agree
- Q. Somewhat agree
- R. Do not agree

Girls provoke boys by wearing short dresses.

- P. Agree
- Q. Somewhat agree
- R. Do not agree

It is a girls' fault if a teacher sexually harasses her.

- P. Agree
- Q. Somewhat agree
- R. Do not agree

It is acceptable for a teacher to get a pupil pregnant if he marries her.

- P. Agree

Q. Somewhat agree

R. Do not agree

It is acceptable for a woman to disagree with her husband.

P. Agree

Q. Somewhat agree

R. Do not agree

Men need more care as they work harder than women.

P. Agree

Q. Somewhat agree

R. Do not agree

Giving the children a bath and feeding them are the mother's responsibility.

P. Agree

Q. Somewhat agree

R. Do not agree

There are times when a man needs to beat his wife.

P. Agree

Q. Somewhat agree

R. Do not agree

A mother should tolerate violence from the father in order to keep the family together.

P. Agree

Q. Somewhat agree

R. Do not agree

Primary Caregiver Interview Part VI

These questions refer to information about you.

How old are you? _____ years or _____ year of birth

Would you consider your household to be located in a...?

- ☐ A big city ☐ A town or small city
- ☐ On a farm, or in a small village ☐ Other(*please specify*): _____

What is the highest level of education that you have achieved?

	<u>You</u>	<u>Your partner</u>	<u>No Spouse</u>
Didn't finish primary school	☐	☐	☐
Primary school graduate	☐	☐	☐
Middle school graduate	☐	☐	☐
High school graduate	☐	☐	☐
University graduate	☐	☐	☐
Post-graduate studies	☐	☐	☐
No formal education	☐	☐	☐

Does your household have:

YES

NO

a) Electricity?

a) ELECTRICITY .

1

2

b) A radio?

b) RADIO .

1

2

c) A television?

c) TELEVISION .

1

2

d) A mobile telephone?

d) MOBILE TELEPHONE .

1

2

e) A computer?

e) COMPUTER . I 2

f) A refrigerator?

f) REFRIGERATOR . I 2

What is the main material of the floor of your dwelling?

NATURAL FLOOR

EARTH/SAND . II

DUNG . 12

RUDIMENTARY FLOOR

WOOD PLANKS . 21

PALM/BAMBOO . 22

FINISHED FLOOR

PARQUET OR POLISHED WOOD . 31

VINYL OR ASPHALT STRIPS . 32

CERAMIC TILES . 33

CEMENT . 34

CARPET . 35

OTHER 96

(SPECIFY)

What is the main material of the roof of your dwelling?

NATURAL ROOFING

NO
ROOF . 11

THATCH/PALM LEAF . 12

SOD . 13

RUDIMENTARY ROOFING

RUSTIC MAT . 21

PALM/BAMBOO . 22

WOOD PLANKS . 23

CARDBOARD . 24

FINISHED ROOFING

METAL . 31

WOOD . 32

CALAMINE/CEMENT FIBER . 33

CERAMIC TILES . 34

CEMENT . 35

What is the main material of the exterior walls of your dwelling?

ROOFING SHINGLES .	36
OTHER	96

(SPECIFY)

NATURAL WALLS

NO WALLS .	11
CANE/PALM/TRUNKS .	12
DIRT .	13

RUDIMENTARY WALLS

BAMBOO WITH MUD .	21
STONE WITH MUD .	22
UNCOVERED ADOBE .	23
PLYWOOD .	24
CARDBOARD .	25
REUSED WOOD .	26

FINISHED WALLS

CEMENT .	31
STONE WITH LIME/CEMENT .	32
BRICKS .	33
CEMENT BLOCKS .	34
COVERED ADOBE .	35
WOOD PLANKS/SHINGLES .	36
OTHER	96

(SPECIFY)	

Thank you very much for helping with this research by sharing your experience as a primary caregiver. If this questionnaire raised difficult or upsetting issues we encourage you to call one of the local psychological support or child protection services listed on this local information sheet that I gave you for information or help. [Hand local information sheet to primary caregiver if not done during earlier during the informed consent process.] If you need assistance contacting one of these services, or you have questions about this survey, please feel free to ask one of the survey staff today, or call one the researchers later: _____.

End time (Autofill)

ANNEX C: RESULTS 1 AND 2 FOCUS GROUP DISCUSSION PROTOCOLS AND CONSENT FORMS

1. EGRA FGD Informed Primary Caregiver Consent
2. EGRA FGD Guide Caregivers
3. SRGBV FGD Information and Consent Sheet for Adults
4. SRGBV FGD Guide Primary Caregivers
5. SRGBV FGD Guide Teachers
6. SRGBV FGD Informed Primary Caregiver Consent for Learners
7. SRGBV FGD Guide for Learners II+

Informed Consent Form for Caregivers, participating in EGR Focus Group Discussions

Part I: Information Sheet

Hello, my name is [say name], and I work with the Centre for Social Research, a research organization based in Kampala. We are working with NORC at the University of Chicago on an evaluation of the Literacy Achievement and Retention Activity (LARA) program in collaboration with the Ministry of Education and Sports. The LARA program aims to improve the reading skills of primary-grade learners in government schools through early grade reading and creating a safe school environment to improve retention and attendance. The program and the evaluation are funded by USAID.

I am here with a team to assess caregivers' perceptions of the reading environments in their children's schools, and to better understand your reading environment at home. You have been selected to participate in a Focus Group Discussion as a caregiver of a child at the school. You can choose to refuse to consent to participate in this focus group discuss. This is your right and we will respect it.

If there is anything you do not understand, please let me know. I will take time to clarify and explain.

Purpose of the assessment

In this discussion, we will ask parents about the reading environment for their children in their homes, and how parents and teachers support children in learning how to read. You will be part of a group discussion with other caregivers, and the discussion will be conducted in school on [insert date or date range] and will take 60 to 90 minutes. The information you provide will be used to improve this and future programs that seek to improve early-grade reading in Uganda.

Voluntary Participation

Participation is voluntary. You do not have to agree to take part in the discussion. You can choose to say no and there will be no positive or negative consequences for you or your child. You will not be provided with any payment to take part in the discussion. However, your participation is likely to help us find out more information about the reading environment in schools and homes in Uganda and use that information to improve future services and programs.

Stopping the Discussion

Since we will be asking about some personal and confidential information you may choose to not answer some of the questions asked. You may skip some questions or leave the discussion at any time without providing any reason.

Confidentiality:

Your responses will be kept anonymous and nothing that you say will be linked to you by name. We would like to record the discussion to make sure that we get the right answers, and we will remove all names

from the transcripts of the recordings. Your identity will always be kept confidential and not shared with anyone outside the evaluation team.

Who to Contact

If you have any questions you may ask them now or later, even after the discussion has been completed. If you wish to ask questions later, you may contact any of the following: [name, address/telephone number/e-mail]

This proposal has been reviewed and approved by TASO Research Ethics Committee, which is a committee whose task it is to make sure that research participants are protected from harm. If you wish to find out more about the REC, contact Mr. Bakanda Celestin, P.O. Box 10443 Mulago, 0752 774178

Do you have any questions about the information I just shared?

PART II: Certificate of Consent

Certificate of Consent

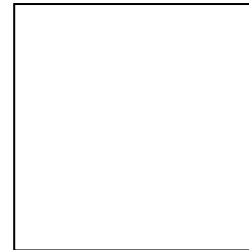
I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and all questions I asked have been answered to my satisfaction. I consent voluntarily to participate in this research.

Print Name of Parent or Caregiver _____

Signature of Parent of Caregiver _____ **or Thumb print of Caregiver**

Date _____

Day/month/year



LARA Evaluation – EGRA Caregivers FGD Guide

Introductory Questions

1. Do you think it is important for your children to learn how to read? Why? By the end of what grade do you expect your child will be able to read?
2. Does your child struggle in learning to read? Does he/she try to read at home? Does he/she read at home regularly?

Key Questions

3. Who do you think is primarily responsible for teaching your child to learn how to read? Why do you feel this way?
 - a. What role do you think the teacher plays in teaching your child how to read?
 - b. Could teachers do more to support the children's learning? What could they do?
 - c. What are teachers already doing that you feel is successful in supporting the children to learn how to read?
 - d. What role do you feel that you or the family should play in teaching your child how to read?
 - e. To what extent is teaching your child how to read a shared responsibility between families and teachers?
4. Do you feel that teachers assign your child the right amount of homework to help him or her progress in his or her reading?
 - a. Does the teacher ever invite you to come to school to update you or discuss your child's performance? How often? Do you attend those meetings?
 - b. Does the teacher ever send you reports about your child so you know how she/he is doing in school? How often?
 - c. Do you ever go to school to check how your child is doing?
5. Do you feel confident or unconfident that you can help your child to learn how to read?
 - a. Is it difficult for you to help your child learn how to read? How difficult? Why?
 - b. What kinds of challenges do you face when helping your child learn how to read?
 - c. What about the home environment makes it easier or more difficult to help your child learn how to read, if anything?
6. What kinds of things do you do to promote your child's reading at home? What is most effective?
 - a. How important do you feel it is to help children with their schoolwork at home?
 - b. How important do you feel it is for parents to read to the child or with the child?
 - c. Does anyone at home read to the child or with the child? Or listens to the child reading?
 - d. Does anyone at home ever tell the children stories, sing songs, or play talking games with the children? If yes, please elaborate. If no, why not?

7. Does your child have reading materials from school (e.g. reader's book, reading cards, or reading passages)? Does he/she bring those materials home?
8. Does your child have any materials to read at home (e.g. children books, other books, bible, newspaper, magazines? A few? Some? Lots?
9. What do you feel are the main factors that contribute to children's absence from class?
 - a. Are there any reasons besides illness that your child may not be in class on a weekday?
 - b. How often is your child absent from school? What are the main factors contributing to his or her absence?
10. Is teacher absenteeism a big factor affecting your child's reading skills?
 - a. If the teacher is absent from school, what usually happens to your child? Is the child sent home? Are there substitute classes?
 - b. How often is your child's teacher absent? Is this common or uncommon?

Closing Question

11. Is there anything else you would like to discuss about your child's reading habits, home, or school-environment?

Information Sheet and Consent Form for Adults regarding Participation in SRGBV Focus Group Discussions

Part I: Information Sheet

Hello, my name is [say name], and I work with the Centre for Social Research, a research organization based in Kampala. We are working with NORC at the University of Chicago on an evaluation of the Literacy Achievement and Retention Activity (LARA) program in collaboration with the Ministry of Education and Sports. The LARA program aims to improve the reading skills of primary-grade learners in government schools through early grade reading and creating a safe school environment to improve retention and attendance. The program and the evaluation are funded by USAID.

I am here with a team to assess if classrooms and schools are safe places for learners. We will talk with some learners, teachers, and caregivers, in schools that we have selected for this evaluation. You have been selected to participate in a focus group discussion as either the teacher or the primary caregiver of a child in this school. We are seeking your permission for your participation in the discussion. You can refuse to give us permission. This is your right and we will respect it.

If there is anything you do not understand, please let me know. I will take time to clarify and explain.

Purpose of the assessment

In this assessment we will talk to caregivers and teachers of learners 6 years and older about learner safety and discipline in schools like yours. You will be part of a group discussion that will take 60 to 90 minutes, and will be conducted in school. There will be separate discussions with the teachers group and the parents group. The information provided by you will be used to improve this and future programs that seek to make schools a safe place to learn.

Voluntary Participation

Participation is voluntary. You do not have to agree to take part in the discussion. You can choose to say no and there will be no positive or negative consequences for you or if you are a parent your child.

Risks and Discomforts and stopping the Discussion

The discussion will include questions about your perception on school safety and discipline. If you do not wish to answer some of the questions included in the discussion, you may choose not to answer them. You may leave the discussion at any time if you choose.

Benefits of participating in the Survey

There will be no immediate and direct benefit to you for participating in the discussion, but your participation will give us more information about safety and discipline in schools.

Confidentiality:

Your responses will be kept anonymous and nothing that you say will be linked to your name. We would like to record the discussion to make sure that we get the right answers, and we will remove all names from the transcripts of the recordings. Your identity will always be kept confidential and not shared with anyone outside the evaluation team.

Who to Contact

If you have any questions you may ask them now or later, even after the discussion has been completed. If you wish to ask questions later, you may contact any of the following: [name, address/telephone number/e-mail]

This proposal has been reviewed and approved by TASO Research Ethics Committee, which is a committee whose task it is to make sure that research participants are protected from harm. If you wish to find out more about the REC, contact Mr. Bakanda Celestin, P.O. Box 10443 Mulago, 0752 774178

Do you have any questions about the information I just shared?

PART II: Certificate of Consent

Please check if you are a teacher or a primary caregiver.

☐ Teacher

☐ Primary Caregiver

Certificate of Consent

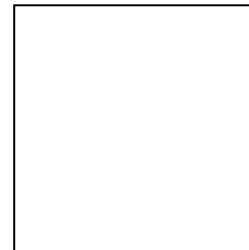
I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and all questions I asked have been answered to my satisfaction. I consent voluntarily to participate in this research.

Print Name of Parent or Caregiver _____

Signature of Parent of Caregiver _____ **or Thumb print of Caregiver**

Date _____

Day/month/year



Literacy Achievement and Retention Activity (LARA) - Performance and Impact Evaluation (P&IE)

SRGBV FOCUS GROUP QUESTION GUIDE FOR PRIMARY CAREGIVERS

Introductory Questions

1. What do you understand by school safety? Can you describe situations that you would consider beneficial or harmful to children's safety or well-being in or around school? [**Moderator: Prompt to ask about both beneficial and harmful situations**]
 - a. What are your main concerns for your children's safety? As your children get older, how will these concerns and strategies change?
 - b. Who is involved in making sure that all children are safe in and around school?
 - c. Can you describe any times/situations where you found it difficult to make sure a child is safe on the way to, from or at school?

Key Questions

2. In your opinion what methods may a teacher use to teach learners the right behavior or to address a behavior problem?
 - a. What types of disciplinary methods do you think teachers should use in school?
 - b. What types of disciplinary methods are used in your children's school? [**Moderator: Prompt to ask about both positive/non-violent and negative/violent disciplinary practices**]
 - c. What do you think about these methods? How often do you think they are effective or not effective?
3. What do you understand to be violence in any school context?
 - a. Can you describe situations that you would consider to be violent in any school context?
 - b. What are different types of violence in any school context? [**Moderator: Prompt to ask about types of violence—psychological, physical, sexual.**]
4. What do you know about violence and mistreatment towards girls and boys in or around this school? [**Moderator: Ask separately the leading question and questions 4.a, 4.b, and 4.c about three types of violence—psychological, physical, sexual.**]
 - a. Are some children more at risk of violence and mistreatment than others? In what ways? Why? Do girls and boys face the same violence and mistreatment or is it different? Why?
 - b. What do you think causes violence and mistreatment towards children in or around school?
 - c. Is violence and mistreatment socially acceptable or unacceptable in your child(ren)'s school?
5. Have you ever had a discussion with teachers or head teacher in your child's school regarding safety and violence in school? [**Moderator: Ask separately the leading question and questions 5.a, and 5.b about three types of violence—psychological, physical, sexual.**]
 - a. If yes, please describe. Did this discussion help or did not help to improve safety and decrease violence in school?
 - b. If no, do you think a discussion about violence and safety in school with the teachers and head teachers would help? If you could what would you discuss with the teacher and head teacher?
6. What do you know about people, organizations or groups responsible for making sure children are safe in your area [**Moderator: list some available child protection resources**]?

- a. What do these people, organizations or groups do in order to protect children against harmful situations at or around school?
 - b. Are some children protected more than others through these people, organizations or groups? In what ways?
 - c. To your knowledge do these child protection resources work?
 - d. How could they be improved?
7. Would your child(ren) be able to access help from these child protection resources on their own?
OR could you access them on their behalf?
- a. Are there any challenges you or your children might face in accessing help from child protection resources when facing violence/mistreatment at or around school?
 - b. Are these challenges different for some children at school over others?
 - c. What could be done to overcoming these challenges regarding child protection resources at or around school?
8. What other interventions/services/programs do you think would be helpful for preventing violence against children at or around school?
9. What else do you think caregivers can do?
- a. What forms of support might be useful to you or your children?

Closing Question

10. We have talked about many things regarding safety and child protection today. Is there anything that we haven't discussed that you would like to share with us?

Literacy Achievement and Retention Activity (LARA) Performance and Impact Evaluation (P&IE).

SRGBV: FOCUS GROUP QUESTION GUIDE FOR TEACHERS

Introductory Questions

1. What do you understand by school safety?
 - a. Can you describe situations that you would consider beneficial or harmful to learners safety or well-being in and around schools like yours? [**Moderator: Prompt to ask about both beneficial and harmful situations**]

Key Questions

2. Can you tell us a little about teachers' relationships with their students?
 - a. What systems of evaluation and reward do teachers like you have?
 - b. How do teachers like you work with "difficult" students?
 - c. What methods can teachers use to teach learners the right behavior or to address a behavior problem? [**Moderator: Prompt to ask about both positive/non-violent and negative/violent disciplinary practices**]
 - d. What do you think about these methods? How often do you think they are effective or not effective?
3. What do you know about violence and mistreatment towards girls and boys in schools like yours?
 - a. Are some learners more at risk of violence and mistreatment at or around school than others? In what ways? Why do you think that is?
 - b. Do girls and boys face the same violence and mistreatment or is it different? Why?
 - c. What do you think causes violence and mistreatment towards learners at or around primary schools?
 - d. Is violence and mistreatment socially accepted here or not accepted?
4. What are your main concerns for learners' safety?
 - a. Are these concerns different for some learners than others?
 - b. Can you describe any times/situations where a teacher found it difficult to make sure a learner is safe in or around school?
 - c. Who is involved in making sure those learners are safe in and around school?
5. Has there ever been a discussion among teachers or with the head teacher regarding improving learners' safety and decreasing violence in school?
 - a. If yes, please describe. Did this discussion help or did not help to improve safety and decrease violence in school?
 - b. If no, do you think a discussion and an action plan about decreasing violence and improving safety in school would help? What would be the elements of this discussion and action plan?
6. What do you know about people, organizations or groups responsible for making sure children are safe in your area [list some available child protection resources]?
 - a. What do these people, organizations or groups do in order to protect children against violence or to address other harmful situations toward children at or around school?
 - b. Are some children protected more than others at your child's school? In what ways?
 - c. To your knowledge do these child protection resources work?
 - d. How could they be improved?
7. Would learners here be able to access help from child protection resources on their own? OR could a teacher access them on their behalf?

- a. Are there any challenges learners' might face in accessing help from child protection resources when facing violence/mistreatment at or around school?
 - b. Are these challenges different for some children at school over others?
 - c. What could be done to overcoming these challenges regarding child protection resources at or around school?
- 8. What other interventions/services/programs do you think would be helpful for preventing violence against children at or around school?
- 9. What else do you think teachers can do?
 - a. What forms of support might be useful to teachers like you?

Closing Question

- 10. We have talked about many things regarding learners' safety and child protection resources today. Are there any other important issues which we haven't covered which you would like to comment on or that you feel are important to addressing learners' safety at school, and their access to child protection support and services?

Informed Consent Form for Caregivers, for Learner Participation in SRGBV Focus Group Discussions

Part I: Information Sheet

Hello, my name is [say name], and I work with the Centre for Social Research, a research organization based in Kampala. We are working with NORC at the University of Chicago on an evaluation of the Literacy Achievement and Retention Activity (LARA) program in collaboration with the Ministry of Education and Sports. The LARA program aims to improve the reading skills of primary-grade learners in government schools through early grade reading and creating a safe school environment to improve retention and attendance. The program and the evaluation are funded by USAID.

I am here with a team to assess if classrooms and schools are safe places for learners. We will talk with some learners, in schools that we have selected for this evaluation. Your child has been selected to participate in a focus group discussion as part of this study, and as the primary caregiver we are seeking your permission first before we interview your child. You can refuse to give us permission to interview your child. This is your right and we will respect it. We will also ask your child for permission or assent separately, before we carry out the focus group discussion.

If there is anything you do not understand, please let me know. I will take time to clarify and explain.

Purpose of the assessment

In this assessment we will talk to learners 11 years and older to understand better how safe learners like them typically feel in schools and classrooms. There will be separate discussions with only boys and only girls in each group. The focus group discussion will be conducted in school and will take about 45 minutes. The information provide by your child will be used to improve this and future programs that seek to make schools a safe place to learn for all learners.

Voluntary Participation

Participation is voluntary. You do not have to agree to have your child take part in the focus group discussion. You can choose to say no and there will be no positive or negative consequences for your or your child.

Risks and Discomforts and stopping the Discussion

The focus group discussion will include questions about what learners similar to your child think about safety in and around school. If your child does not wish to answer some of the questions included in the discussion, she/he may choose not to answer them, or to exit the discussion at any time without providing any reason. We will let your child know about this before we get assent and start the discussion.

Benefits of participating in the Discussion

There will be no immediate and direct benefit to your child or to you for participating in the discussion, but your child's participation will give us more information about safety in school.

Reimbursements and Referrals

Your child will not be provided any payment to take part in the discussion. However, s/he may be referred to a child protection professional counselor if we identify a need for help based on the information s/he may share with us. We will not ask children directly about their own experiences, but rather in general what girls or boys like them tend to think about safety in and around school.

Confidentiality:

Responses from your child will be kept anonymous and nothing that he/she says will be linked to his or her name. We would like to record the discussion to make sure that we understand the right answers, and we will remove all names from the transcripts of the recordings. Your child's identity will always be kept confidential and not shared with anyone outside the evaluation team.

Who to Contact

If you have any questions you may ask them now or later, even after the focus group discussion has been completed. If you wish to ask questions later, you may contact any of the following: [name, address/telephone number/e-mail]

This proposal has been reviewed and approved by TASO Research Ethics Committee, which is a committee whose task it is to make sure that research participants are protected from harm. If you wish to find out more about the REC, contact Mr. Bakanda Celestin, P.O. Box 10443 Mulago, 0752 774178

Do you have any questions about the information I just shared?

PART II: Certificate of Consent

Certificate of Consent

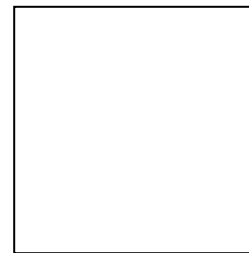
I have been asked to give consent for my child to participate in this research study which will involve him/her participating in a focus group discussion. I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate in this study.

Print Name of Parent or Caregiver _____

Signature _____ **of** _____ **Parent** _____ **of**
Caregiver _____ **or Thumb print of**
Caregiver

Date _____

Day/month/year



LARA P&IE: FGD Guide Learners Girls/Boys ages 11+

Learner Assent:

- Let me tell you why I am here today. I work with the Centre for Social Research, and we and the Ministry of Education, & Sports are trying to understand more about how safe learners feel in school. You were picked by chance, like in a raffle or lottery, to participate in a group discussion about school safety. [TRANSLATION HERE]
- We would like your help in this. But you do not have to take part if you do not want to. You can stop at any time. [TRANSLATION HERE]
- We are going to ask you to participate in a group discussion with other learners at your school, to understand more about what learners think about safety in and around school generally for girls [or boys] like yourselves. We will not ask specifically about personal experience. We want to hear what you think as a group about how girls who are similar to you [or boys similar to you] feel about safety in and around school. [TRANSLATION HERE]
- If you want to share a specific story or comment concerning safety in or around school for learners like you, we don't need to know any names or that the story concerned you or someone you know. You could say, for example, "I heard of a story where a girl (or boy) faced this safety issue at school..." and share what you think about that story.
- If you feel uncomfortable or unwell at any point, we have a counsellor here who can talk with you separately from the group.
- This discussion will not affect your grade at school, or your participation in school. [TRANSLATION HERE]
- This discussion will take between 45 to 60 minutes. [TRANSLATION HERE]
- I will NOT write down your name so no one will know these are your answers. We would like to record the discussion to make sure that we understand the right answers, and we will remove all names from the transcripts of the recordings. [TRANSLATION HERE]
- Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that's all right. [TRANSLATION HERE]
- Do you have any questions? Does everyone here agree to participate? [TRANSLATION HERE]

If any learner declines to participate, excuse them him/her/them from the discussion. Once the learner(s) has left the room ask again: Does everyone here agree to participate? [TRANSLATION HERE]

Check box if verbal agreement is obtained: ☐ YES

Turn on the recorder and note for the record that verbal agreement has been obtained from all discussants.

Preparation:

- Show and explain to the group the cards for the different emotions, e.g. Happy, Sad, Afraid, Angry, etc.
- Test that the learners understand how to use the emotion cards, e.g., “When you see a good friend how do you feel?” (or another suitable relevant question) “Which card?” “Why?”
[TRANSLATION HERE]
- Prepare two flipchart papers with two sets of multi-colored markers or crayons for learners to draw and map out their school grounds. Organize the group into in two smaller groups with 3-4 learners each. Ask learners to make one drawing for their smaller group.
- For learners with an intellectual disability, where you are unclear whether they fully understand the question/s or if communication is a real issue, also check opportunistically if possible with: 1) siblings; or 2) friends (if around) to help triangulate the information.
- For learners who are blind use the same questions and prompts but without the emotion cards.
- Also check one last time to be sure that the group understands we are interested in general stories about girls (or boys) like them, not revealing personal stories. They do not need to say the names of people in a story that they share about safety at school.

Learners’ knowledge and understanding of available child protection mechanism

Journey to School/Community Context: (10-15 minutes)

Ask the learners to tell you about typical journeys to school for girls (or boys) similar to them. In groups of three or four, ask them to use flipchart paper and markers to draw quickly a simple map showing girls (or boys): a) different journeys to school and b) the school grounds. Referring to the drawings, ask the group:

0. Please describe how different girls (or boys) get to school, who goes with them, who do they meet along the way. [TRANSLATE HERE]

Ask them to pick out the relevant emotion cards and ask them why they chose that card for the particular situation.

1. How do girls [or boys if a boys FGD] feel most of the time when on their way to or from school? (Have learner’s select emotion cards to facilitate their response.)
 - a) If a girl [or boy if a boy FGD] needs help when walking to school or out in the community, where do they go, whom do they go to for help?
 - b) Why do they go to that place or that person?
 - c) When they go to them for help, what do they hope will happen?

School Context (30-40 minutes):

We want to talk about girls (or boys if a boys’ group) experiences at school, both in the classroom and around the school, play and latrine areas.

Continue to use the emotion cards and learner’s drawings to facilitate discussion.

2. How do girls [or boys if a boys FGD] feel most of the time when they are at school? *(Have learner's select emotion cards to facilitate their response.)*
3. What activities and/or people make girls [or boys if a boys FGD] like you happy while in the classroom at school?
 - a) Why does this make you happy?
4. What things make or have made girls [or boys if a boys FGD] like you **sad** while in the classroom at school?
 - a) What things make or have made girls [or boys if a boys FGD] like you **angry** while in the classroom at school? Why?
 - b) What things make or have made girls [or boys if a boys FGD] like you **afraid** while in the classroom at school? Why? *(Invite learners to mark red Xs in places where girls [or boys if a boys FGD] have felt afraid at school.)*
5. How do girls [or boys if a boys FGD] usually feel when outside the classroom in the play areas around the school? *(Invite learner's to select emotion cards to facilitate their response.)*
 - a) What activities or people make girls [or boys if a boys FGD] **happy** when outside the classroom and in the play areas? Why?
 - b) What activities or people make girls [or boys if a boys FGD] **afraid** when outside the classroom and in the play areas? Why? *Invite learners also to mark red Xs if there are places where girls [or boys if a boys FGD] have felt afraid outside the classroom.)*
 - c) What activities or people make girls [or boys if a boys FGD] **angry** when outside the classroom and in the play areas? Why?
6. How do girls [or boys if a boys FGD] usually feel when using the latrines at school? *(Have learner's select emotion cards to facilitate their response.)*
7. If girls [or boys if a boys FGD] need help when at school, where do they go, or whom do they go to for help?
 - a) Why do girls [or boys if a boys FGD] go to that place or that person?
 - b) When they go to them for help, what do they hope will happen?
8. Have you ever had a class discussion about learner's safety at school?
 - a) If yes, what did you think of this discussion? Did learners take it seriously (what was their reaction)?
 - b) If no, do you think this kind of discussion would make a difference in making school safer for girls/boys? If yes, why? If no, why not?
9. What do you think would make school safer for girls/boys?

Thank you:

Thank you for helping me understand more about how you spend your school day and about safety in school. We have talked about many things today, is there anything else that we haven't discussed that you would like to share with me?

Emotion cards used in interviews with learners

1. Worried
2. Unhappy/Sad
3. Happy
4. Angry
5. Content



1. Worried



2. Unhappy/Sad



3. Happy



4. Angry



5. Content

ANNEX D: CHILD PROTECTION PROTOCOL FOR SRGBV DATA COLLECTION



CHILD PROTECTION PROTOCOL FOR DATA COLLECTION: USAID/UGANDA PERFORMANCE AND IMPACT EVALUATION FOR LITERACY ACHIEVEMENT AND RETENTION ACTIVITY (LARA)

January 2018

Contract No. AID-617-C-16-00003

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NORC at the University of Chicago and Panagora Group

**Performance and Impact Evaluation (P&IE) of the Literacy
Achievement and Retention Activity (LARA)**

**Child Protection Protocol for SRGBV Data
Collection**

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Glossary of terms and definitions

Child: Any person below the age of 18 years. The LARA P&IE adopts the definition of a child, consistent with Article 1 of the United Nations Convention on the Rights of the Child, as “every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier”. The term youth is not defined in international law; however, working definitions from the United Nations use the term youth for a young person aged 15 through to 24 years. We are aware that the age-based definition of a child incorporates a wide range of children and young people/youth, who have very different life experiences. See also, “**minor**.”

Child abuse: All forms of physical abuse, emotional ill treatment, sexual abuse and exploitation, neglect or negligent treatment, commercial or other exploitation of a child, including any actions that result in actual or potential harm to a child. Child abuse may be a deliberate act or it may be failing to act to prevent harm. Child abuse consists of anything that individuals, institutions, or processes do or fail to do, intentionally or unintentionally, which harms a child or damages his or her prospect of safe and healthy development into adulthood.

Child protection: The responsibilities, measures, and activities that the external evaluation team, the LARA implementing organization, and referral service providers (e.g., mental and physical health care, legal aid, safe house, hotline) undertake to safeguard children from intentional and unintentional harm.

Child sexual exploitation: A form of sexual abuse that involves children being engaged in any sexual activity in exchange for money, gifts, food, accommodation, affection, status, or anything else that they or their family needs. It usually involves a child being manipulated or coerced, which may involve befriending children, gaining their trust, and subjecting them to drugs and alcohol. The abusive relationship between victim and perpetrator involves an imbalance of power where the victim’s options are limited. It is a form of abuse that can be misunderstood by children and adults as consensual. Child sexual exploitation manifests in different ways. It can involve an older perpetrator exercising financial, emotional or physical control over a young person. It can involve peers manipulating or forcing victims into sexual activity, sometimes within gangs and in gang-affected neighborhoods. It may also involve opportunistic or organized networks of perpetrators who profit financially from trafficking young victims between different locations to engage in sexual activity with multiple men.

Commercial exploitation: Exploiting a child in work or other activities for the benefit of others and to the detriment of the child’s physical or mental health, education, moral or social-emotional development. It includes, but is not limited to, child labor.

Emotional abuse: Persistent emotional maltreatment that impacts on a child's emotional development. Emotionally abusive acts include restriction of movement, degrading, humiliating, bullying (including cyber bullying), and threatening, scaring, discriminating, ridiculing or other non-physical forms of hostile or rejecting treatment. See also "**psychological violence**."

Gender: Refers to socially ascribed identities, roles and responsibilities between men and women, boys and girls that are learned, and though deeply rooted in every culture, are changeable over time, and have wide variations both within and between cultures.

Gender-based Violence: Gender-based violence is an umbrella term for any harm that is perpetrated against a person's will, and that results from power inequities that are based on gender roles. Around the world, gender-based violence almost always has a greater negative impact on women and girls. For this reason the term "gender-based violence" is often used interchangeably with the term "violence against women." One reason the term "gender-based violence" is often considered preferable to other terms that describe violence against women is that it highlights the relationship between women's subordinate status in society and their increased vulnerability to violence. However, it is important to remember that in some cases men and boys may also be victims of gender-based violence. Violence may be **physical, sexual, psychological**, economic, or socio-cultural. Categories of perpetrators may include family members, community members, and/or those acting on behalf of cultural, religious, or state institutions.

Minor: Person under the age of 18 (according to the United Nations Convention on the Rights of the Child). See also, "**child**."

Neglect and negligent treatment: Allowing for context, resources and circumstances, neglect and negligent treatment refers to a persistent failure to meet a child's basic physical and/or psychological needs, which is likely to result in serious impairment of a child's healthy physical, spiritual, moral and mental development. It includes the failure to properly supervise and protect children from harm and provide for nutrition, shelter and safe living/working conditions. It may also involve maternal neglect during pregnancy as a result of drug or alcohol misuse and the neglect and ill treatment of a disabled child.

Perpetrator: Person, group, or institution that directly inflicts or otherwise supports violence or other abuse inflicted on another against her/his will.

Physical violence in and around school: Girls and boys experience physical violence or abuse by an adult or another child through corporal punishment, forced labor, fighting and bullying. Corporal punishment is any punishment in which physical force is used to cause some degree of pain or discomfort, however minimal. This type of violence involves hitting children with the hand or an implement (e.g., whip, stick, belt,

shoe, wooden spoon). It can also involve kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scalding or forced ingestion (e.g., washing children's mouths out with soap or forcing them to swallow hot spices). In general, teachers apply corporal punishment differently to girls than they do to boys. In many cases, boys experience more frequent and severe physical punishment at school than girls as a way to "make them men." Corporal punishment has negative physical and psychological effects on students, which include pain, injury, humiliation, guilt, helplessness, anxiety and low self-esteem. Teachers can physically abuse children through forced labor during and outside school hours. Teachers may force students either to fetch water or work in their fields, with children running the risk of physical injury from heavy manual labor and educational failure from missing class time. Physical violence and abuse among students takes the form of bullying, beating and fighting. Physical violence can have devastating, long-lasting effects on students, including increased risk of social, emotional and psychological damage, increased risk of substance abuse, physical, mental health and social problems, memory disturbances and aggressive behavior, and can negatively affect educational attainment.

Psychological violence in and around school: Girls and boys experience psychological violence and abuse from both peers and teachers through verbal harassment, bullying, teasing or degrading and cruel punishment. Teachers may use nonphysical punishment that belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules children. Constant criticisms of an unjustified nature, refusal to praise, unclear boundaries and unpredictable behavior eventually take their toll on young people. Psychological violence and abuse among students takes the form of verbal taunting used toward boys and girls whose behavior does not fit into society's image of what is "masculine" or "feminine" as a way to make them conform. Bullying can range from teasing to physical violence perpetrated by both students and teachers. Other forms of bullying include threats, name-calling, sarcasm, spreading rumors, exclusion from a group, humiliation and abusive remarks. Bullying is also a pattern of behavior rather than an isolated incident. Psychological abuse can have devastating, long-lasting effects on students, including increased risk of social, emotional and psychological damage and mental health and social problems such as anxiety and depression, and can negatively affect educational attainment.

School-related gender-based violence: The first ever United Nations resolution on SRGBV signed by 58 countries in April 2015 defined SRGBV in that it:

- (a) is an expression of gender stereotyping and gender inequality at work in all of our societies, the reproduction of which is sustained through that violence;
- (b) includes all forms of violence and threats of violence directed specifically against a pupil because of gender and/or that affects girls and boys disproportionately, as the case may be;

- (c) can be of physical, sexual or psychological nature and take the form of intimidation, punishment, ostracism, corporal punishment, bullying, humiliation and degrading treatments, harassment, sexual abuses and exploitation;
- (d) can be inflicted by pupils, teachers or members of the educational community;
- (e) can occur: within the school; in its outbuildings; on the way to or from school; during extracurricular activities or through the increasingly widespread use of information and communication technology (ICT) (cyberbullying, sexual harassment through mobile phones);
- (f) can have serious and long-term consequences such as: loss of confidence and self-esteem, impaired physical and psychological health, early and unintended pregnancies, depressions, reduced learning achievement, absenteeism and drop-out, aggressive behaviors, etc.

Secondary Survivor: Person impacted by the experience of gender-based violence inflicted upon the survivor. May include family members or others close to the survivor.

Sexual violence in and around school: Girls and boys experience sexual violence or abuse by an adult or another child through any form of forced or unwanted sexual activity where there is no consent, consent is not possible or power or intimidation is used to coerce a sexual act. Sexual violence and abuse include direct physical contact, such as unwanted touching of any kind, or rape, which is also known as “defilement” for young people under the legal age of consent. Regardless of the legal age of consent, sexual activity between a teacher and a student is considered abuse because of the age and power differentials between the two. Activities such as making a child watch sexual acts or pornography, using a child to make pornography, or making a child look at an adult’s genitals is also abuse. Sexual violence can be perpetrated verbally. For example, sexually explicit language aimed at children or any repetitive, unwanted and uninvited sexual attention through teasing or taunting about dress or personal appearance is also sexual abuse. Sexual violence or abuse can have devastating, long-lasting effects on students, including increased risk of social, emotional and psychological damage, increased risk of substance abuse, health and social problems such as unwanted pregnancy, sexually transmitted infections including HIV/AIDS, depressive disorders, memory disturbances, and aggressive behavior, and can negatively affect educational attainment.

Survivor: Any person who has experienced violence, abuse or exploitation.

Violent episode: An act or series of acts of violence or abuse by one perpetrator or group of perpetrators. May involve multiple types of violence (physical, sexual, emotional, economic, socio-cultural); and may involve repetition of violence over a period of minutes, hours, or days.

Purpose and Overview

The purpose of this Child Protection Protocol (hereafter “the Protocol”) is to define procedures, roles and responsibilities of NORC at the University of Chicago, Panagora Group, the survey firm CSR, agents of the Ugandan Child Protection system, counselors, health and legal aid service providers, and RTI in working together to protect children from harm during and up to a two months immediately following each School-related Gender-based Violence (SRGBV) data collection period for the external Performance and Impact Evaluation (P&IE) of the Literacy Achievement and Retention Activity (LARA) program from 2017 through 2020. The Protocol will help to minimize potential risks of harm resulting from SRGBV data collection to child respondents, evaluation professionals and others, as well as ensure that any remaining risks are mitigated and outweighed by the potential benefits. This Protocol provides information for LARA P&IE staff and consultants; partners; and child protective services to take appropriate action when it is believed that a child has suffered harm recently, or is likely to suffer harm during or following participation in a SRGBV interview for the LARA P&IE. Responsibility for implementation of child protection standards and procedures set forth in the Protocol beyond two months immediately following SRGBV data collection are the responsibility of the LARA implementing organization RTI International, during LARA program implementation, and RTI monitoring and evaluation activities. At two months following SRGBV data collection, the LARA P&IE external team will transition responsibility to the implementing organization RTI for any ongoing need for follow-up on child protection cases reported during P&IE SRGBV data collection in “Cluster Two” schools.

Relevant international ethics frameworks, as well as national research ethics guidelines in Uganda, inform the Protocol on good practice for involving children in research on violence. Because we will be asking children questions about experiences of violence which may be severe, and in some cases, pose immediate risk of further violence and/or acute health difficulties (for example, physical injuries or feeling suicidal), interviewers and facilitators will be equipped with practical guidance on psychosocial “first aid” for children who participate, and a more serious child protection protocol for those who disclose severe abuse requiring urgent follow-up action, as well as less-urgent, but serious abuse disclosures that require nonetheless timely referrals and support. All of these procedures have been previously developed, piloted and adopted in Uganda as part of the Good Schools Study, led by one of the LARA P&IE SRGBV experts. NORC at the University of Chicago and Panagora Group have adapted these procedures keeping in mind the LARA project and the reality that Ugandan child protection referral and support structures may be weak or under-resourced in some school districts.

The Protocol was developed in consultation with local child protection professionals to ensure its integration with local legal, service provider and practical environments of the

LARA intervention. The Protocol is the result of the following steps taken to develop referral pathways, and a reporting and tracking procedures for two months after LARA P&IE data collection:

- Coordinated with Ugandan government District Probation and Social Welfare Officers and Community Development Officers (who are officially responsible for Child Protection) to engage with and map local referral networks consisting of counselors, health centers, local NGOs, safe houses, police and legal aid services, assessed for their capacities to respond in a child-friendly, non-discriminatory manner to children who disclose SRGBV and require follow-up within the same day or other time period specified according to the severity of each child protection case and services needed.
- Reviewed child protection ethics guidance resources, as well as documentation of child protection follow-up in Uganda, including on research with children to explore their experiences of support following violence disclosures during SRGBV data collection within Ugandan primary schools during the Good Schools Toolkit program.
- Prepared information sheets and referral contingencies for areas where available child protection services under the formal government system may be insufficient to support a child who disclosed severe violence. In all cases, LARA P&IE will provide respondents with information to support access to psychosocial and health services if local child protection services are found to be untimely or unresponsive.
- Identified a cadre of psychosocial counselor professionals to be trained by the LARA SRGBV specialists who will accompany all data collection teams in all districts. Study counselors will be prepared to provide psychological first aid, child protection reporting, referral support and monitoring of local child protective services response to each case up to two months following data collection, and to transition these responsibilities to RTI International after the two month period.
- Coordination with RTI International to take over responsibility for following up on child protection cases with district-level child protective services after two months following P&IE SRGBV data collection periods.

The LARA P&IE Child Protection Protocol includes precise definitions and concrete, detailed reporting and referral pathways (see Figures 5 and 6); and has been developed taking into consideration local Ugandan government child protection system and service provider capacities. This comprehensive Protocol to handle child violence disclosures builds on past experience and expertise, and was developed with child protection and gender-based violence prevention and response expertise. The Protocol specifies pathways of action depending on the severity and time frame of what a child disclosed into three main categories:

1. Referral Level 1: Urgent action needed for severe sexual violence or obvious physical injuries
2. Referral Level 2: Less urgent, but serious notification
3. Referral Level 3: Non-urgent, but serious notification (past month)
4. Referral Level 4: Non-urgent, but serious notification (before past year)

0. Voluntary notification

Decisions on child violence disclosures that would necessitate referral and to where they would be referred have been specified in accordance with Ugandan child protection systems in the LARA Cluster Two school districts in the P&IE sample. Documentation of reporting and referral follow-up will help inform and contribute to strengthening child protective systems following the LARA program.

It is every child's right to be heard, counted and their needs addressed on risks and experiences of School-related Gender-based Violence (SRGBV). Few studies have found evidence of psychological trauma from child participation in research on violence against children⁶. The UN Secretary General's study on Violence against Children specifically calls for more investigation to provide accurate and up-to-date prevalence, prevention and intervention evaluation data. This Child Protection Protocol builds on research on how to minimize underreporting to ensure that results benefit children through providing accurate prevalence, incidence, prevention and intervention evaluation information on SRGBV in context of the external P&IE of the LARA 5-year program in Ugandan primary schools. It articulates clear coordination with local child protection professionals, engaging directly with District Probation and Social Welfare Officers, who are officially responsible for child protection, and Community Development Officers, for referrals to a local counselors, health centers, relevant NGOs, safehouses, and legal support services, assessed for their capacities to respond in a child-friendly, non-discriminatory manner to children who report SRGBV.

The P&IE SRGBV survey instruments and focus group discussion guides⁷ to be implemented with children in Primary Levels 2, 4 and 6 (aged about 6 – 15 years) will provide multiple opportunities for child disclosures of experiences of violence at school in order to ensure accurate prevalence and incidence estimates in and around school as a site of gender-based violence against children. This Protocol lays out a proactive plan for referrals and response to child disclosures during and following baseline, midline and endline data collection.

⁶ DePrince AP, Freyd JJ. Costs and Benefits of Being Asked About Trauma History. *Journal of Trauma Practice*. 2004;3(4):23–35.

⁷ Please note that while SRGBV surveys will be implemented with children ages 6 to 10, and ages 11+, focus group discussions will only be held with children ages 11+.

The Protocol is underpinned by both human subjects research ethics general principles of respect for persons, beneficence, and justice, as well as the Convention on the Rights of the Child, outlining children's rights to be heard and their needs for safety addressed. Institutional Review Board (IRB) approval is to be sought through NORC at the University of Chicago (IRB) and the Uganda National Council for Science and Technology Research Ethics Committee. The Council for International Organizations of Medical Sciences (CIOMS) 2002 also provides guidance on ethical biomedical research involving human subjects, with particular aim on conditions and needs of low-resource countries, and with guidelines (Guideline 14) on research involving children stipulating that the primary investigator must ensure that:

- Research with children will only address questions that cannot be carried out with adults
- The purpose of the research is to obtain knowledge relevant to health needs of children
- A parent or guardian of each child has given permission (informed consent)
- The agreement (assent) of each child has been obtained to the extent of the children's capabilities
- A child's refusal to participate or continue in the research will be respected.

The overall consent process for interviewing primary school children will secure permissions from the:

- Chief Administrative Officer of the Uganda Ministry of Education and Sports, providing a signed, stamped letter for survey teams to carry into the districts and schools;
- Town clerks in districts of P&IE Cluster Two SRGBV data collection who will receive forms informing them about the data collection;
- Primary caregivers for each child who participates in a survey; and
- Child respondents who assent to participate in a survey.

Informed primary caregiver consent form and child assent language have been adapted from the World Health Organization templates for research involving children:

http://www.who.int/ethics/review-committee/informed_consent/en/ Survey and focus group participation will be voluntary at all times.

This Protocol further sets out strategies to uphold privacy and confidentiality in school settings. It clearly sets expectations for reporting criteria, with specific decision-making protocol for reporting and referrals following child protection disclosures. All decisions concerning reporting and referral will be made with the "best interests of the child" as the top priority. Rare cases may emerge where a child does not wish to report, and yet it may be necessary to report formally to the District Probation and Social Welfare Office. Mandatory reporting of child protection cases to local services are to be considered following criteria and referral decision-making pathways articulated in Figures 5 and 6 of this Protocol.

LARA P&IE psychosocial counselor(s) trained by NORC at the University of Chicago and Panagora Group will report child disclosures to and follow-up with District Probation and Social Welfare Officers and Community Development Officers on child protection cases within agreed criteria and response time frames (per Figures 5 and 6) to ensure study compliance on child protection referral, tracking and response, and fulfill ethical obligations to child respondents. Using a Child Protection Safety Information and Referral Form, P&IE survey team supervisors and counselors will document child protection reports with a unique case number. The P&IE Evaluation Manager and local SRGBV Specialist will carry out monitoring checks during and up to two month following SRGBV data collection to ensure compliance with the Child Protection Protocol and to make adjustments to the protocol itself if needed to prevent harm to children. The P&IE Evaluation Manager and local SRGBV Specialist will further work to ensure a smooth handover of responsibilities from the external evaluation team and its counselors to RTI, the LARA program implementing organization.

Throughout all data collection on SRGBV, the LARA P&IE team will document steps taken to mitigate risks to children and respond with their confidentiality, safety and best interests prioritized as to uphold children's rights to both protection and participation, and as a contribution to the field of SRGBV intervention evaluation.

Guiding ethical frameworks and principles

While the UN Convention on the Rights of the Child first and foremost informs the ethical principles underpinning the LARA P&IE Child Protection Protocol, the Protocol is further shaped by frameworks for research involving children generally, and specifically by ethics for researching sexual and gender-based violence against children. As no single ethic guidance framework to date addresses all of the issues concerning sexual and gender-based violence against children in and around schools, this Protocol draws upon and synthesizes several relevant and intersecting guidance frameworks.

The 2007 “Uganda National Council for Science and Technology National Guidelines for Research Involving Humans as Research Participants”⁸ state that if there is greater than minimal risk and the study entails no prospect of direct benefit to the individual child participant, it may not be conducted unless:

- the risk is only a minor increase over minimal risk;
- the intervention or procedure presents experiences that are commensurate with those inherent in their actual or expected medical, dental, psychological, social, or educational situations;
- the intervention or procedure is likely to yield generalizable knowledge about the child's disorder or condition that is of vital importance for the understanding

⁸ Uganda National Council for Science and Technology (2007) National guidelines for research involving humans as research participants. Kampala, Uganda: UNCST.

- or amelioration of that disorder or condition; and
- adequate provisions have been made for the solicitation of the child's assent and their parents'/guardians' permission.

The Ugandan guidelines are supported by and reflected in current international norms for ethics in research involving children set out across multiple countries. These include:

Figure 1 Norms for child research from across multiple national ethics guidelines

The participation of children is indispensable for the research
The research problem is of relevance to children
Taking part would not be contrary to the best interests of the child [new]
The research presents acceptable standards of risk for child participants
The research will take into account children's privacy interests [new]
The research will ensure abuse and neglect are reported [new]
The research will ensure thoughtful reporting of underage sex [new]
The research will seek appropriate permission for the research (consent from parent or guardian, or from a substitute; or from children themselves are possible approaches depending on various factors)
The research will be reviewed by a research ethics review board with appropriate child expertise

Source: Strode AE, and Slack CM (2015) *Child research in South Africa: How do the new regulations help?* SAMJ: South African Medical Journal 105(11): 899-900.

Seven ethical principles articulated by the International Charter for Ethical Research Involving Children⁹ further guide all aspects of LARA P&IE work on SRGBV. These are:

Figure 2 International Charter for Ethical Research Involving Children

International Charter for Ethical Research Involving Children

“As a research community working with children, we are committed to undertaking and supporting high quality ethical research that is respectful of children’s human dignity, rights and wellbeing. The following seven commitments guide our work:

1. Ethics in research involving children is everyone’s responsibility

We, the research community, including all who participate in undertaking, commissioning, funding and reviewing research, are responsible for ensuring that the highest ethical standards are met in all research involving children, regardless of research approach, focus or context.

2. Respecting the dignity of children is core to ethical research

Ethical research is conducted with integrity and is respectful of children, their views and their cultures. Involving children respectfully requires that researchers recognize children’s status and evolving capacities and value their diverse contributions.

3. Research involving children must be just and equitable

Children involved in research are entitled to justice. This requires that all children are treated equally, the benefits and burdens of participating are distributed fairly, children are not unfairly excluded and that barriers to involvement based on discrimination are challenged.

4. Ethical research benefits children

Researchers must ensure that research maximizes benefits to children, individually and/or as a social group. The researcher bears primary responsibility for considering whether the research should be undertaken and for assessing whether research will benefit children, during and as a consequence of the research process.

5. Children should never be harmed by their participation in research

Researchers must work to prevent any potential risks of harm and assess whether the need to involve the individual child is justified.

⁹ See the full International Charter for Ethical Research Involving Children at: <http://childethics.com/charter/>

6. Research must always obtain children's informed and ongoing consent

Children's consent must always be sought, alongside parental consent and any other requirements that are necessary for the research to proceed ethically. Consent needs to be based on a balanced and fair understanding of what is involved throughout and after the research process. Indications of children's dissent or withdrawal must always be respected.

7. Ethical research requires ongoing reflection

Undertaking research involving children is important. Ethical research demands that researchers continually reflect on their practice, well beyond any formal ethical review requirements. It requires ongoing attention to the assumptions, values, beliefs and practices that influence the research process and impact on children.”

The WHO Ethical and safety recommendations for interviewing trafficked women¹⁰ further holds relevance and may be adapted for research with children, particularly concerning adolescent girls, who are disproportionately affected by all form of sexual and gender-based violence in schools, homes and communities. The recommendations discuss ten guiding principles for research on sexual and gender-based violence. These are:

- Do no harm;
- Know your subject and assess the risks;
- Prepare referral information;
- Adequately select and prepare interpreters and co-workers;
- Ensure anonymity and confidentiality;
- Get informed consent;
- Respect each respondent's assessment of their situation and risks to their safety;
- Do not re-traumatize a respondent;
- Be prepared for emergency intervention; and
- Put information collected to good use.

The most comprehensive ethics guidance for research on violence comes from recommendations of the World Health Organization ethical and safety recommendations for domestic violence research. This Protocol adapts those ethical and safety recommendations for LARA P&IE SRGBV evaluation with children:

¹⁰ Zimmerman, C., and C. Watts (2003) WHO Ethical and Safety Recommendations for Interviewing Trafficked Women. London: London School of Hygiene and Tropical Medicine (LSHTM). Geneva: World Health Organization.

Figure 3 Ethical and Safety Recommendations for SRGBV Evaluation with Children

- The safety of all respondents, especially children, and of the external evaluation team is paramount, and should guide all LARA P&IE decisions.
- Prevalence studies need to be methodologically sound and to build upon current research experience about how to minimize the under-reporting of SRGBV against children.
- Protecting confidentiality is essential to ensure both respondents' safety and data quality.
- All external evaluation team members should be carefully selected and receive specialized training and on-going support.
- The evaluation design must include actions aimed at reducing any possible distress caused to the participants by the research.
- Fieldworkers should be trained to refer respondents, especially children, requesting assistance to available local services and sources of support. Where few resources exist, it may be necessary for the study to create short-term support mechanisms.
- Evaluators and donors have an ethical obligation to help ensure that evaluation findings are properly interpreted and used to advance policy and intervention development.
- Violence questions should only be incorporated into surveys designed for other purposes when ethical and methodological requirements can be met.

Source: Adapted from Moreno, C., L. Heise, M. Ellsberg and C. Watts (2001) Putting Women First: Ethical and Safety Recommendations for Research on Domestic Violence Against Women. World Health Organization, Geneva

Protecting children is everyone's business

In short, protecting children is everyone's responsibility: Civil society organizations, parents and caregivers, teachers, communities and governments all have a role to play. This The Protocol provides a foundation for improving children's rights to both protection and participation in research on violence in and around schools that can bring beneficial results for preventing and responding to SRGBV and improving learner retention and educational attainment.

Best interests of the child principle

The "best interests of the child" promotes the right of every child participating in P&IE SRGBV data collection to live a full and productive life in an environment that builds confidence, friendships, security and happiness irrespective of their family circumstances, background or school they attend. The UN Convention on the Rights of the Child provides key building blocks to promote children's safety, wellbeing and development during and following SRGBV data collection. This Protocol forwards a unifying set of "best interests" principles that require the P&IE staff, consultants and associates, as

well as child protection professionals and service providers to protect children's rights to both protection and participation in evaluating issues of violence that affect their health and well-being, and to promote their longer-term development in gender, age and culturally equitable ways.

For the purposes of this protocol, acting in the best interests of the child includes:

- Reporting a child protection case for all disclosures of serious physical, sexual or psychological abuse requiring urgent assistance and follow up per the referral and response criteria of this Protocol;
- Reporting a child protection case when a concern is formed that a child has been harmed or is at risk of being harmed;
- Making the child's ongoing safety and wellbeing the primary focus of decision-making;
- Sharing appropriate information with child protection service providers supporting the child through referral forms;
- Protecting and promoting the cultural and spiritual identity of a child and maintaining their connection to their family or community of origin where possible; and
- Enabling the child and the child's family to access appropriate services in order to reduce the long-term effects of violence against children.

Duty of care

From a child rights-based perspective, external evaluators have a duty of care to ensure that no harm is done to individual children participating in data collection, as well as attend to the intermediate-term in ways that contribute to the greater good for diverse children as social groups over the long term. External evaluators are responsible for protecting child SRGBV data collection participants from any physical, emotional or social harm that might result from evaluation activities, and must do everything possible to anticipate strategies to respond to any potential adverse consequences. Potential harm, distress or discomfort must be minimized or eliminated where possible through ensuring that ethical issues are reflected on from the outset of the project and throughout implementation of the external evaluation, as well as through practical measures underpinned by the ethical guidance provided in this Protocol.

Staff, consultants or other associates working on the LARA P&IE have an ethical obligation to protect the children and young people with whom they professionally interact. When P&IE staff, consultants or other associates form a reasonable concern that a child or

young person has been harmed per referral and response criteria in this Protocol, or is at imminent risk of harm, they are ethically bound to take action following procedures laid out in this Protocol to protect the safety and wellbeing of that child. For some staff members, consultants or other associates this obligation may be legally mandated under Ugandan law.

Duty of care is breached if a person:

- Does something that a reasonable person in that person's position would not do in a particular situation;
- Fails to do something that a reasonable person in that person's position would do in the circumstances; or
- Acts or fails to act in a way that causes harm to a child to whom the person owes a duty of care.

A critical question for LARA P&IE staff and contractors is where does the obligation of the external evaluation team end following SRGBV data collection activities. This is especially important to consider in school districts where SRGBV data will be collected yet health and social service infrastructure may have weak capacity for receiving referrals and responding to child protection cases. Typically, the duty of care in research and evaluation with children would obligate evaluator staff and consultants to refer children to, or directly provide any services or health care required for participating safely in evaluation activities *during data collection*. However, given recent experience implementing the child protection protocol of the Good Schools Toolkit¹¹ in Uganda, and based on the most up-to-date ethical guidance for research and evaluation with children on violence issues, the duty of care can place obligations on external evaluators to refer to or provide directly services beyond those immediately required for the LARA P&IE when the evaluation team possesses “expertise sufficient to meet the need safely and effectively, ability to apply that expertise without incurring inordinate costs, absence of other individuals or organizations able to meet the need, and freedom from competing obligations that preclude taking the action otherwise called for.”¹²

Although the fundamental obligation will be to refer children to existing child protection services, when these prove inadequate, the external evaluation team must be prepared to take it upon itself to ensure appropriate psychosocial support to children who disclose violence and require assistance by deploying immediately a dedicated SRGBV/child protection counselor for this purpose. Working to address a child

¹¹ Devries, K et al (2015) I never expected that it would happen, coming to ask me such questions”: Ethical aspects of asking children about violence in resource poor settings. *Trials* 16:516.

¹² Merritt MW, Taylor H, Mullany LC. (2010) Ancillary care in community-based public health intervention research. *American Journal of Public Health*. 100(2):211—6, cited in Devries, K et al (2015) I never expected that it would happen, coming to ask me such questions”: Ethical aspects of asking children about violence in resource poor settings. *Trials* 16:516. p. 10.

survivor's health and emotional needs arising from SRGBV, rather than from participating in SRGBV data collection, may be considered care that is “ancillary” or outside of the obligations of the external evaluation team. However, given foreseeable contexts where the team finds an absence of individuals or institutions to meet this need to at least a minimum acceptable standard, then the duty of care will obligate the external evaluation team to attend to the immediate psychosocial and if urgent, the physical health needs of children who make serious and urgent SRGBV disclosures during data collection and require assistance.

This Protocol seeks to respect the sovereignty of and integrate with local child protection services where they exist, and to operate in a way that does no harm to and strengthens local systems. The external evaluators will seek to work with local agencies. However, where these agencies are weak or unresponsive, the team will provide information to facilitate contacting local para-social workers and NGOs providing relevant services when the well being of a child survivor may be seriously at stake. To this end, the team has identified SRGBV child protection counselors and will train them in this Protocol, and its related Child Safety Information and Referral Form. Additionally, counselors will be trained in the fundamentals of gender and gender-based violence, in child rights and in psychological first aid.

The external evaluation team and associates have carefully mapped and considered the balance between existing, on-the-ground availability and capacity of local SRGBV child protection services—and—the team's duty of care. The P&IE team's duty of care will be focused on data collection periods and for a period of two months thereafter. It is essential therefore, that SRGBV/child protection counselors and RTI, the LARA program implementing organization, prepare necessary resources (human and technical resources, time, budget) to transition over responsibility for child protection case monitoring with the District Probation and Social Welfare Officers in LARA Cluster 2.

Consent procedures

To give their consent, potential caregivers and child participants must know and understand the purpose of the research. The quality of the explanation given either enables or disables caregivers and children to give informed consent and informed child assent. In planning for the LARA P&IE SRGBV data collection, survey supervisors will conduct advance trips to schools in the SRGBV Cluster Two evaluation sample. Over two-day advance trips to each school, the supervisors will on the first day meet with the head teacher and LARA coordinators to explain the study, and give selected students letters of invitations for parents to come to the school the next day. On the second day, the supervisors will meet with approximately 75 parents to explain the study and obtain signed **Informed Primary Caregiver Informed Consent (See Annex B)** forms. A subset of parents, approximately 15 from each school, will be asked to return to school on the day of the SRGBV survey with learners to complete the caregiver survey. On the day of the survey, all children will be lead by an interviewer through an **Informed**

Child Assent (See Annex C) process and will provide verbal assent if they agree to participate in the survey or focus group discussion. Both the informed caregiver consent and the informed child assent processes provide information covering seven basic elements in research consent documents with application in research on violence against children. These elements include:

1. An explanation of the purpose of the research, the expected duration and a description of the process.
2. A description of any foreseeable risk or discomfort. In research on violence against children this may include distress, anxiety, embarrassment and loss of self-esteem, and the risk of revealing information that could lead to child abuse being suspected and subsequently reported.
3. A description of any benefits to the subject that can be expected. Alongside the risks, the opportunity to discuss the abuse or neglect that has occurred in one's life can have helpful or useful consequences, including being referred to services that may help. Note: Children will be informed before an interview begins that writing their name or marking an X on an envelope provided to them would be understood by researchers as a request to access follow-up support.
4. A description of how confidentiality and anonymity will be assured and any limits to such assurances. This could include those imposed by mandatory reporting procedures in this Protocol on disclosed child maltreatment or abuse.
5. For research involving more than minimal risk, a statement of whether treatment for emotional harm or injury is available. Harm such as emotional upset and disturbance is possible in social research on VAC, and immediate counseling or provision of contact with appropriate services should be available. Note: Children will be given contact information for the sub-district Community Development Officer or Para-Social Worker, a health clinic, etc. to report any retaliation after being seen speaking to a counselor on the school grounds.
6. Contact information for answers to questions about the research, the rights of the subject, and research related injury to the subject.
7. Indication that (a) participation is voluntary, (b) refusal to participate will involve no penalty or loss of benefits to which the subject would otherwise be entitled, and (c) the subject may discontinue participation at any time.

How much information to provide primary caregivers and children

Parents and children will be told before they agree to or decline the interview that the survey will be about child safety. A card listing the topics covered in local language, including sensitive issues such as physical abuse, may be shown to participants when negotiating informed child assent. Child participants will also be told that their answers will be anonymous unless they give information that suggests they are in immediate danger. Children and young people will be reminded that they can choose not to answer and skip questions if they choose. This reminder may appear on screen during tablet-administered surveys with children. Also, parents and children will be informed about the potential limits of confidentiality if the need for a child safety referral to a counselor, health or other services becomes apparent during an interview.

Some researchers in child maltreatment studies have decided to avoid the use of terms such as ‘child abuse’, ‘child maltreatment’ and ‘child neglect’ in the information provided to potential participants, on the grounds that their use would decrease the likelihood of people participating in the study, or allowing their children to do so.¹³ However, lack of full disclosure challenges the ethical principles of honesty and autonomy, which underpin the requirements for informed caregiver consent and informed child assent. Individual children may be best placed to assess any risks to themselves, which is why informed child assent becomes very important. Child abuse and maltreatment tend to occur in secret and the argument can be made that being explicit about it helps to expose harmful practices and advocate for children.

Privacy and Confidentiality

Protecting confidentiality is essential to ensuring both children’s and adults’ safety and data quality, as revealing violent details can provoke further violent episodes for survivors. Confidentiality must be upheld throughout and following data collection, and selectively throughout reporting and referral processes. Multiple mechanisms will be required to protect confidentiality of information collected and reported, such as:

- No names written on surveys, only unique codes to distinguish questionnaires, which should be destroyed after data entry;
- No questionnaires will be linked to a child’s assent and caregiver consent forms;
- Participants will be informed of confidentiality procedures during informed consent and assent;
- Interviewers must be pre-selected and trained well on steps to ensure privacy and confidentiality of respondent identities and information;
- Child Safety Information and Referral Forms will not state the child’s name, but instead a unique case number. A separate code list with children’s names will be made available exclusively to the relevant Community Development Officer and District Probation and Social Welfare Officer.

¹³ Kotch, J. (2000) Ethical Issues in Longitudinal Child Maltreatment Research. *Journal of Interpersonal Violence* 15(7): 696-709. July 2000.

There are **limits of confidentiality** in the light of a child participant's disclosure of abuse or risk of harm. The confidentiality of children must be protected except where there is risk of significant harm to the participant or others. SRGBV survey interviewers must specify clearly before the interview that they may breach confidentiality to report and refer the child to protective services if necessary per criteria for reporting and referral in this Protocol. Choosing to breach confidentiality without discussing the potential for doing so in advance with child respondents and their caregivers during the informed consent process could damage the trust between children and evaluation staff and consultants with impacts on the situation of trust for other children.

Privacy is a key ethical issue closely related to confidentiality with direct relevance to research on SRGBV. Privacy considerations in the LARA P&IE include both the need to have a safe, private physical location at school where interviews can take place, and ensuring child participants' privacy through confidentiality. Privacy and confidentiality can be compromised in school locations through difficulties in finding a private space, peer and staff curiosity, adult concerns over children's well-being, or a perpetrator's awareness and anxiety that a child seen to be participating in a survey may disclose violence. Enumerators must be vigilant about ensuring privacy and confidentiality as an ethical imperative in data collection with children on SRGBV in order to protect them from potential stigma, retaliation and reprisals from an abusive peer or older child, teacher, parent or other school or community member.

SRGBV interviewers must consider multiple requests, pressures and potential lapses that might breach confidentiality across a range of primary school contexts. These may include: teachers or parents wanting to know what the child has said; evaluation professionals feeling the need to discuss data as a result of the emotional impact; shared datasets in the project, which increase the risk of privacy violations; individuals involved in legal proceedings who want to access information for their legal cases; and evaluators feeling legally or ethically obligated to report information disclosed in the study related to suspected child maltreatment.

It is important, therefore, that practical measures are taken to ensure that privacy and confidentiality are maintained during and after research participation. Care should be taken that research activities take place in private spaces where participants will not be overheard and that their identity is protected. The protection of their identity includes consideration of data storage. It also includes ensuring anonymity in the dissemination of research findings, such as research reports and presentations, so that participants, families and communities cannot be identified.

RISKS AND BENEFITS

Best practice to minimize harm and optimize benefits requires that the LARA P&IE team:

- Be able to justify why data collection is being done and why children or a specific group of children are being included in or excluded from the research.
- Work to ensure that children are not harmed as a consequence of their participation in data collection from the outset of the project through to its completion.
- Consider, as widely as possible, any potential harms and/or benefits for child participants, their families or wider community groups.
- Employ strategies to minimize distress for children participating in data collection.
- Have a child protection protocol in place to safeguard children from abusive or incompetent staff, consultants, associates or other persons.
- Have an agreed-upon plan for responding to child safety concerns.
- Consult locally when planning the research and developing protocols, without jeopardizing children's safety or well-being.
- Ensure that support for children, if needed during and after data collection processes, has been planned for.

Source: Graham, A., Powell, M., Taylor, N., Anderson, D. & Fitzgerald, R. (2013). *Ethical Research Involving Children*. Florence: UNICEF Office of Research - Innocenti.

Forms of potential risks

Actions aimed at reducing or alleviating possible risks of distress, discomfort or reprisals caused to child participants by LARA P&IE SRGBV data collection include:¹⁴

- Limited disclosure of the P&IE SRGBV external evaluation purpose to reduce possibility of retaliation by teachers or caregivers who may be abusing a respondent;
- A non-judgmental environment created for conducting interviews, supported through interviewer training, role play practice, and cognitive testing during piloting of the survey instruments;
- Interviewers will be matched with respondents by the same sex;
- Girl and boy respondents are to be interviewed simultaneously in separate enumeration areas to reduce the possibility that a perpetrator in the same school as a respondent would learn of the nature of the survey;
- Lists of services on a small, laminated card in local language are to be provided to all respondents so that they are aware of where they can call or go to seek help if needed;
- A response plan is to be established that links service agencies and/or counselors with respondents who may become upset or expressed a desire to get help;
- A simple and easy to understand informed child assent process is to be provided after informed caregiver consent is obtained;

¹⁴ Adapted from Graham, A., Powell, M., Taylor, N., Anderson, D. & Fitzgerald, R. (2013). *Ethical Research Involving Children*. Florence: UNICEF Office of Research - Innocenti. pp. 125-127.

- Respondents will be allowed every opportunity to decline to answer questions or stop the interview process;
- All survey instruments are to be translated into local language and tested to for age- and cultural appropriateness for younger versus older children in the SRGBV data collection sample;
- Cognitive testing of the survey instruments will be carried out to investigate how well questions perform when asked of younger and of older child respondents. This is to ensure respondents understand each question correctly and that they can provide accurate answers. Cognitive testing will further help ensure that each survey question successfully captures the scientific intent of the question, and makes sense to respondents. Questions that respondents do not understand, or that are difficult to answer can be improved prior to fielding the survey, thereby increasing the overall quality of SRGBV survey data.

“From a public health perspective, the question is not whether to ask but how to ask about participants’ experience with violence and abuse.”¹⁵ All told, a further question should be asked of what are the risks of NOT collecting data with children on SRGBV and inaction on violence in schools. Girls and boys might suffer worse mental and physical poor health because of not being asked their views or provided with avenues of assistance if needed.

Potential risks, management strategies and responsibilities

The following is a table of the potential child protection risks and management strategies to mitigate those risks. It cites who is responsible for follow up of each risk and risk management strategy. The strategies are to be put in place and coordinated by the LARA P&IE implementing organizations before, during and after data collection. The strategies will be:

- 1) Planned in advance by NORC at the University of Chicago and Panagora Group in consultation with local child protection professionals;
- 2) Carried out by CSR, the survey implementing partner, and P&IE psychosocial counselors during data collection in coordination with NORC at the University of Chicago and Panagora Group; and

¹⁵ Black, M. & Black, R. (2007). A public health perspective on ‘The ethics of asking and not asking about abuse. *American Psychologist*, 328-329. Cited in Child Protection Monitoring and Evaluation Reference Group (2012). *Ethical principles, dilemmas and risks in collecting data on violence against children: A review of available literature*. Statistics and Monitoring Section/Division of Policy and Strategy. New York: UNICEF.

3) Transitioned over to RTI after two month following SRGBV data collection to monitor child protection cases between P&IE data collection periods.

Figure 4 Potential risks, management strategies and responsibilities

Risk	Risk Management Strategy	Responsibility
Child respondent has grave and obvious health concerns	Child Protection Protocol criteria and referral decision pathways determine when and what action needs to be taken, and in what time frame Interviewers / Moderators to provide information sheet with details of relevant local health facilities provided to participants evidencing acute conditions	• Interviewers or Moderators, • Supervisors/Survey Manager • CDO/DPSWO • P&IE Psychosocial Counselor
Communities, or adult or child respondents, have complaints or concerns about the survey	Establish complaints focal point from survey implementing partner for addressing issue In the first instance, concerns will, if possible be addressed by interviewers / moderators and supervisors, then the survey manager Information to be provided to participants and communities regarding contact details of concerns or complaints focal point	• Interviewers or Moderators • Supervisors/Survey manager
Respondent becomes visibly distressed by certain questions	If necessary, interviewer / moderator asks participant if they want to stop for a few minutes and return to the question afterward. A second option may be to	• Interviewers / Moderators • Supervisors/Survey manager

Risk	Risk Management Strategy	Responsibility
	ask the respondent if he/she wants to skip the particular question. If respondent continues to be distressed, interviewer / moderator may stop the interview and offer that the respondent can speak with a counselor on-site. Ask the child where they would feel safest speaking with a counselor. The child may not feel safe being seen speaking with a counselor on school grounds. In this case, an alternate arrangement should be made with the child for follow up.	• P&IE Psychosocial Counselors
Presence or sight of school or other authority figure(s) are potentially intimidating for respondents	Survey supervisor negotiates presence with authority figure(s) in such a way that will minimize any potential intimidation. These figures should be best kept out of sight and listening range during the survey.	Survey supervisor
Limited or no privacy (e.g. an adult or peer in direct proximity)	Interviewer / moderator can ask for a place in or around the school where they and the respondents will not be in hearing distance of any adults If privacy is limited before certain parts of the questionnaire (e.g. violence experiences questions), interviewer / moderator	Interviewer / Moderator

Risk	Risk Management Strategy	Responsibility
	may explain the sensitive nature of questions about learners' health, and again ask for privacy. dx	
Data on respondents are shared breaching confidentiality Any hard copies of informed consent or assent forms, or questionnaires are not in a secure, confidential location Identified data not anonymized and secured by unique codes and a file passphrase	Survey manager discusses individual cases with the field teams only privately to ensure the Child Protection Protocol is applied correctly. Re-training on confidentiality may be necessary. Any and all paper informed consent, assent forms, tablets with the questionnaires are provided to supervisor at end of day and kept in a secure, confidential location. Identified data (data identifying location and names of respondents are kept in a passphrase protected file). Data are de-identified before sharing of data (as per usual procedures)	Survey manager
Interviewer / moderator know respondents	The supervisor assigns a different interviewer to the respondent	Survey Manager
Interviewer's / moderators beliefs in conflict with that of the community	Interviewers and moderators are trained not to provide any information regarding their gender attitudes, religious or	Supervisor/Survey manager

Risk	Risk Management Strategy	Responsibility
	political affiliations or other beliefs	
Disclosure of events that are in conflict with local laws Where no legislation exists	Clear articulation to participants before individual surveys and focus group discussion that the interviewer / moderator cannot report information disclosed to law enforcement, only the victim or their primary caregiver can report a crime allegedly committed against them to law enforcement. However, evidence of a child at risk of harm will be referred for consultation with a Counselor to discuss child protection services follow up. No measures will be taken unless the respondent asks for legal help. Interviewer / moderator will provide information to all respondents on relevant legal health and psychosocial support services and help lines (determined in advance and provided to interviewers as a list in local language of local or relevant health and social support services that are available and willing to provide support as necessary).	• Interviewer / Moderator • Supervisors • P&IE Psychosocial Counselors • Relevant government and service providers • Interviewers / Moderators • P&IE Psychosocial Counselors

Risks in the Field

In instances where risks actually occur, it is important that they be noted and collected by supervisors at the end of fieldwork discussions. These should be documented by supervisors and submitted to the survey manager.

Benefits to asking children about violence

Rather than a barrier, being asked about violence, if done with a functioning Child Protection Protocol in place, can enhance children's rights and provide opportunities to be heard and even possibly bring healing to children. This table below describes reasons for encouraging greater participation by children in researching violence against them: Benefits to children themselves, to the research, and to society. Supporting children without discrimination to talk about difficult topics can be empowering for them.

Assertion of children's right to participate to participate in research:

- Perhaps the principal argument for children being more actively involved research concerning them is that it is their right. Boys and girls have the right to decide if they wish to get involved, to what degree and how. They will be able to identify the most important concerns related to violence against children.
- Active participation by children will also help to challenge the silence surrounding much violence against children, and the stigma that can attach to those who have experienced it.

Participation can help protect children:

- Children are most vulnerable to abuse in situations where they have little opportunity to voice their views. A participative approach helps overcome fear and build skills to resist exploitation.
- Through developing their critical thinking abilities, children are helped to discern and discriminate what information is important.
- Participation in research teaches children how to access information—and this can be of crucial importance to their very survival. Increased self-confidence is also protective.

Children's participation can help to heal the past:

- In relation to traumatic events, the process of involvement, if undertaken in a supportive and understanding environment, can help children to explore past experiences and regain confidence for the future. At its best, participation can be an important tool out of victimization, passivity, and silence.

Source: Save the Children (2004) So you want to involve children in research? A toolkit supporting children's meaningful and ethical participation in research relating to violence against children. Stockholm: Sweden.

Risks/Benefits ratio

There is a consensus evident in documentation of research ethics with children on the need to include children directly in research and evaluation on issues that affect them, such as SRGBV, while offering them appropriate protection. The analysis of risks and benefits are therefore assessed in accordance with varying levels of risk and against benefits to individual children, their longer-term development and the wider society.

Therefore, P&IE responsibilities stress balancing the risks and benefits of children's participation in SRGBV evaluation data collection. It is essential that children are not left feeling exposed or vulnerable without follow-up support, and that the evaluation team is able to deal appropriately with any distress that is expressed. To this end, interviewers, supervisors and managers must be trained to refer children per this Protocol requesting assistance to available local services and sources of support. Where few resources exist, the evaluation team will provide short-term support mechanisms. It is important that the interviewers, supervisors, and managers anticipate and prepare to respond appropriately to children who may need additional assistance during or following an interview. Prior to conducting the SRGBV data collection, evaluation managers are required to have spoken with and ideally met in person with potential providers of support, which may include existing health, legal and social services resources in the community, and less formal providers of support (including community representatives, traditional healers and women's organizations). Discussions must be held to obtain providers' agreement to assist and to identify the forms of support that each is able to provide.

A list of resources was then be developed to be offered to all respondents, irrespective of whether they have disclosed experiencing SRGBV or not. The resource list should either be small enough to be hidden or include a range of other services so as not to alert a potential perpetrator to the nature of the information supplied. **An example of an information sheet** provided to a child respondent during LARA P&IE SRGBV baseline data collection is located in **Annex E**.

Where few resources exist, it is necessary to have a trained counselor paired with each interview team to provide support on an "as needed" basis at out of earshot location on the school grounds. At the start of each interview after the informed child assent process, each respondent can be instructed by each interviewer to either write their name on a sheet of paper provided separately from the survey or mark that paper with an X to signify that they are requesting psychosocial assistance and possible referral to medical or other services during or after the interview. The interview may be interrupted to clarify the child's request and then resume if the child wishes, or stopped altogether if the child requires an immediate response to a serious and urgent child protection issue. Interviews should proceed at the child's pace and under the child's control.

SRGBV interviewers should have sufficient training, skills, knowledge and supervisory support to be able to recognize and respond per procedures laid out in this Protocol to

children's distress. SRGBV interviewers should invest time ensuring that children are informed about, and understand, the concept of dissent and their right to withdraw from participation in the research and they can also actively encourage children to practice stopping the interview. They should also be vigilant in attending to children's visual, verbal and non-verbal cues to monitor unspoken expressions of unease or dissent, and be prepared to make reports and referrals following the criteria provided by this Protocol.

SRGBV interviewer and counselor recruitment and training

Given the need for data collection supervisors and interviewers to make on-the-spot decisions in the field, awareness raising and training on SRGBV and this Child Protection Protocol will be of the utmost importance.

Drawing on past experience, our SRGBV specialists will train survey enumerators and focus group moderators on how to handle ethical and child protection issues that may emerge during data collection. They will discuss with enumerators/moderators complex ethical considerations such as the developmental and legal ability of children to provide informed consent, their ability to understand questions, this Protocol to be followed in case of abuse disclosure, the tradeoff between children's confidentiality and obligations to report cases of disclosed abuse. The NORC at the University of Chicago and Panagora Group team may additionally hire child protection counselors who will be further trained prior to data collection. All enumerators, moderators and counselors will be trained on this comprehensive Protocol to handle, report and refer child violence disclosures.

All research team members will be carefully selected and receive specialized training and on-going support over and above that normally provided to enumerators on the fundamentals of survey administration. This will include a basic introduction to SRGBV issues, child protection, and an overall orientation to the concepts of gender, gender-discrimination and inequality, and how this affects younger and older girls and boys. The training will provide mechanisms for fieldworkers to confront and overcome their own biases, fears and stereotypes regarding sexual and gender-based violence against children in all settings, including in and around school. Some fieldworkers will have internalized the "victim-blaming" attitudes that permeate the culture at large—a reality that is likely to undermine their ability to get full and honest disclosure from the girls, boys, women and men they interview. Rates of reported violence have been shown to be very sensitive to intimation of judgment or blame on the part of interviewers.

All members of the P&IE evaluation team working on SRGBV data collection will be further trained in strategies to prevent and respond to vicarious trauma and burnout, with guidance on how to facilitate regular debriefings and on self-care during and after SRGBV data collection. Training will include opportunities for research staff to come to terms with their own experiences of abuse. The high prevalence of sexual and gender-based violence against children worldwide means that it is very likely that one or more

research staff will have been a direct target, or have familial experiences of sexual and gender-based violence. While this may improve interviewers' skills and empathy, the process of being involved in a study (either as an interviewer, supervisor, data processor, statistician, counselor, manager or other role related to data collection on SGBV) may awaken images, emotions, confusion and conflict. These reactions may affect their ability to work, may have a negative impact on their health, and may create tension in the home. Even where a researcher or fieldworker her or himself has not experienced violence, listening to stories of violence and abuse, not unlike research in the fields of death and dying, may be draining and even overwhelming. Experience has shown that unless this reality is confronted directly, research projects can experience high rates of attrition among staff.

Further, interviewers will be trained on a range of practical steps they can take to help uphold the ethical principle of confidentiality. This will include:

Interviewer practical strategies to uphold confidentiality and minimize risk of harm to respondents:

- All interviewers should receive strict instructions about the importance of maintaining confidentiality. This must also be addressed in their training. No interviewers should conduct interviews in their own community.
- No names should be written on questionnaires. Instead, unique codes should be used to distinguish questionnaires. Where identifiers are needed to link a questionnaire with the household location or respondent, they should be kept separately from the questionnaires, and upon completion of the research, destroyed. In all further analysis, the codes should be used to distinguish questionnaires. Participants should be informed of confidentiality procedures as part of the consent process.
- Where tapes are made of in-depth interviews with all respondents, including survivors of SRGBV, these should be kept in a locked cabinet with limited access, and erased following transcription. The permission of the respondents should be sought before taping. Again, no record of the name of the person interviewed should be kept and respondents should be informed of who will have access to the tapes and for how long they will be kept.
- Particular care should be taken during the presentation of the research findings that the information presented is sufficiently aggregated to ensure that no one community or individual can be identified. Where case-study findings are presented, sufficient detail should be changed to ensure that it is not possible to identify the source of this information.
- Although photographs of abused children may seem to some people to be a powerful and emotive way of communicating about SRGBV, extreme care and confidentiality should be used. Photographic documentation must only be undertaken with the informed consent of a survivor of violence as part of collecting forensic evidence for a potential legal proceeding.

- **Strictly no other types of photographs, video, or voice recordings may be taken of child respondents in the P&IE data collection.**

Source: Adapted from Moreno, C., L. Heise, M. Ellsberg and C. Watts (2001) Putting Women First: Ethical and Safety Recommendations for Research on Domestic Violence Against Women. World Health Organization, Geneva

Recruitment of enumerators, as well as SRGBV counselors, will be carried out in a semi-structured manner with a Screening Tool and interview question guide to assess levels of knowledge, competence, comfort and prior experience on SRGBV and child protection. Training of interviewers will include techniques for building rapport and making children feel comfortable, identifying and managing emotional or physical distress, respondent dissent against questions or desire to end the interview, and sensitive ways of speaking with children while determining whether a disclosure of violence should result in a report, referral and response services. An excess of interviewers will be trained with a view toward only and only hiring the best. The entire data collection team will be trained on and required to sign NORC's Supplemental Confidentiality Agreement which explains NORC's statement of professional ethics and requires signing NORC professional ethics agreement.

Interviewer training will include the following topics:

- Gender-based violence against children and child rights with clear definitions
- Strategies to maintain privacy and confidentiality in a school setting
- Informed consent and informed child assent, and role plays to practice
- Techniques for building rapport and making children feel comfortable
- Role playing of interviewing techniques
- Strategies for and the importance of remaining non-judgmental
- Role plays to practice protocol steps consulting child protection officers or medical/psychosocial/legal services for child GBV survivors
- Focused practice sessions for how to handle disclosures of sexual violence against children in a non-discriminatory manner
- Practice and role playing on a scripted interview finish for children who disclosed severe violence
- External evaluation's Child Protection Protocol including:
 - Violence definitions to set response criteria for making referrals for child access to psychosocial, medical, legal or other follow-up services.
 - Referral decision tree (detailed)
- Forms related to implementation of the Child Protection Protocol:
 - Child Safety Information and Referral Form (Annex D)

To summarize the necessary procedures to carry out the Child Protection Protocol, checklists of important information and reminders was developed for each role on the

LARA P&IE SRGBV baseline data collection team: Enumerators, Focus group discussion moderators, and Counselors. **The In-Field Child Protection checklists** are included in **Annex F**.

Managing vicarious trauma

Despite these measures, some SRGBV survey interviewers may need to be given less emotionally taxing tasks to be given a break from data collection, or may have to withdraw from data collection altogether. Interviewers must also be helped to understand their role in relation to a girl or boy who reports experiencing violence. They should be open to assisting each child if asked, but they should not tell a child what to do or take on the personal burden of trying to “save” her or him. Interviewers should not take on a role as counselor and any counseling activity that may be offered in the context of the study should be entirely separate from the data collection. Interviewers will be trained on the Sexual Violence Research Initiative’s guidelines for prevention and management of vicarious trauma,¹⁶ including risk and protective factors and practical strategies for responding to and preventing vicarious trauma among anyone involved in research or evaluation on sexual and gender-based violence issues.

Guidance on child protection case reporting and referral

Mandatory reporting of child protection cases

P&IE evaluation staff, contractors and counselors **must** make a Child Protection report as soon as practicable after forming a concern on reasonable grounds per the Child Protection Protocol criteria and referral decision pathways that a child is in need of protection from significant harm as a result of physical injury or sexual abuse, and if they become aware that the child’s parents are unable or unwilling to protect the child.

FORMING A CONCERN ON REASONABLE GROUNDS PER CHILD PROTECTION PROTOCOL CRITERIA

There may be reasonable grounds for forming such a belief if:

- A child or young person states that they have been physically or sexually abused
- A child or young person states that they know someone who has been physically or sexually abused (sometimes the child may be talking about themselves)
- Someone who knows the child or young person states that the child or young person has been physically or sexually abused

¹⁶ Sexual Violence Research Initiative (2015) Guidelines for the prevention and management of vicarious trauma among researchers of sexual and intimate partner violence. Pretoria: South Africa. <http://www.svri.org/sites/default/files/attachments/2016-06-02/SVRIVTguidelines.pdf>

- A child shows signs of being physically or sexually abused
- An evaluation team member or counselor is aware of persistent family violence or parental substance misuse, psychiatric illness or intellectual disability that is impacting on the child or young person's safety, stability or development
- An evaluation team member or counselor observes signs or indicators of abuse, including non-accidental or unexplained injury, persistent neglect, poor care or lack of appropriate supervision
- A child's actions or behavior may place them at risk of significant harm and the child's parents are unwilling or unable to protect the child.

Reporting child protection disclosures

P&IE evaluation team members need to report child protection disclosures adhering to the Protocol criteria for referral and response in the course of undertaking data collection. Accordingly, a verbal report must be made and a **Child Safety Information and Referral Form** (See **Annex D**) completed as soon as practicable after determining a case qualifies based on set criteria and any further reasonable grounds for concern for the child's safety. Specific referral and response criteria, and reasonable grounds are articulated in **Figure 5: Physical and sexual violence definitions used in LARA SRGBV surveys to set response criteria for referring children who make disclosures; and Figure 6: SRGBV Referral Decision Tree for Child Protection Protocol (Time period: During and two months following end of LARA P&IE SRGBV data collection)**

If one P&IE survey supervisor has a different view from another supervisor or counselor about making a report and the supervisor continues to hold the concern that a child is in need of protection, that person is still obliged to make a verbal report and provide a written Child Safety Information and Referral Form completed by themselves or a counselor.

PROFESSIONAL LIABILITY PROTECTION FOR REPORTING CHILD PROTECTION CASES

If a child protection report is made in good faith:

- It does not constitute unprofessional conduct or a breach of professional ethics on the part of the reporter; and
- The reporter cannot be held legally liable in respect of the report.

This means that a person who makes a report in accordance with this Child Protection Protocol will not be held liable for the eventual outcome of any investigation of the report.

FAILURE TO REPORT

A failure by evaluation staff, consultants or counselors to report a reasonable concern based on established criteria that a child is in need of protection from significant harm as a result of physical or sexual abuse will result in a breach of this Protocol and disciplinary actions up to dismissal.

Reporting and Referral Decision-Making Criteria

The thresholds for raising a red flag for a “Referral Level 1” or yellow flag for “Referral Level 2” response have been developed with input from child protection professionals within LARA Cluster Two implementation districts. Some key types of information considered in developing reporting and referrals pathways include:

- the severity and nature of the abuse, and how recent it was;
- whether or not the child had suffered life threatening injury or rape;
- whether the perpetrator was likely to be abusing other children;
- any self-harming or suicidal intent;
- whether the child or young person already had access to help and support;
- the child or young person’s wishes and feelings;
- potential for a referral against the child’s wishes to help or to pose a further threat to the child’s safety

Figure 5 Physical and sexual violence definitions used in LARA SRGBV surveys to set response criteria for referring children who make disclosures¹⁷

Child discloses	Referral level (All Mandatory)	Indicated by positive answer to any of below discrete violent acts or injuries by any person	Response ¹
Sexual intercourse <u>within the past month</u> --Or--	I Level defined as “recent abuse requires immediate action”	<u>In past month:</u> Threatened or pressured into sex; physically forced sexual intercourse or doing sexual things; suffered cuts, loss of consciousness;	Interviewer alerts Supervisor/Survey Manager who urgently phones Community Development Officer (CDO) who is to lead the referral. Phone also the District Probation and Social Welfare Officer

¹⁷ Adapted from Devries, K. et al, "I never expected that it would happen, coming to ask me such questions": Ethical aspects of asking children about violence in resource poor settings. *Trials*, 2015; 16:516; pp. 5-6.

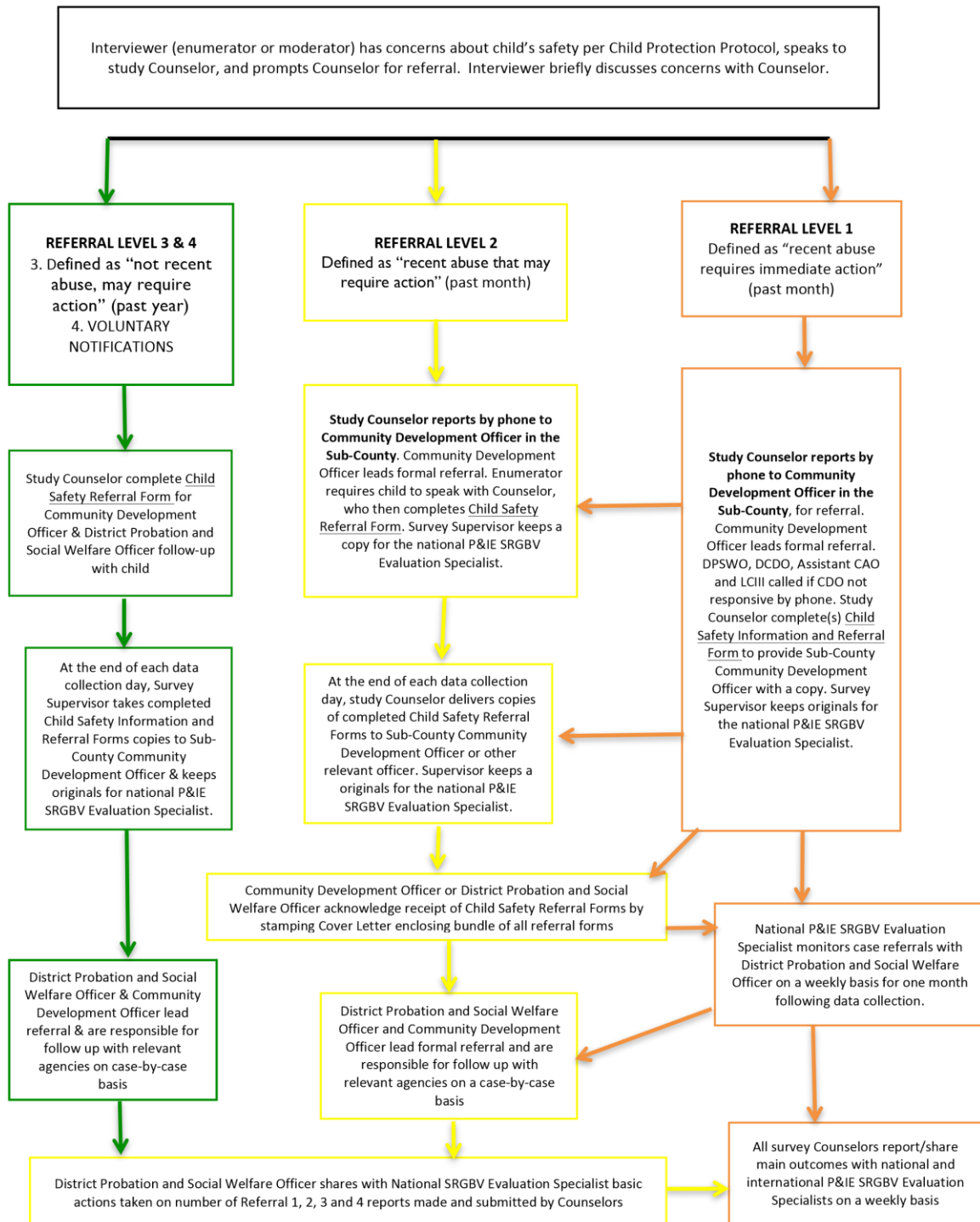
Child discloses	Referral level (All Mandatory)	Indicated by positive answer to any of below discrete violent acts or injuries by any person	Response¹
Obvious untreated physical injuries		dislocated, sprained, fractured or broken bones; untreated injuries or severe injuries (requiring medical attention) reported as a result of physical or sexual violence	(DPSWO) District CDO to ensure notification. If unable to reach CDO, DCDO, DPSWO (after calling each twice), LC III, or the Cub-County Chief. Each district Information Sheet will have phone numbers for the above individuals Study counselor offered.
Severe physical violence <u>within the past month</u> , or less severe sexual violence <u>within the past month</u> , or minor injuries observed	2 Level defined as “recent abuse that may require action”	<u>In past month</u> : burnt; choked; cut with a sharp object; severely beaten; had genitals, breasts, or buttocks touched; exposed to pornographic imagery; forced undressing; exposed to nudity; forced to touch someone else’s genitals, breasts, or buttocks;	As for Referral Level I above

Child discloses	Referral level (All Mandatory)	Indicated by positive answer to any of below discrete violent acts or injuries by any person	Response¹
		involved in making of sexual photos or videos; forced kissing; suffered bruising; swelling; bleeding; difficulty sitting or walking; had to seek medical attention; and disclosures do not meet same urgency or severity criteria as for Referral Level I (e.g. forced sex or in need of urgent medical attention)	
Severe physical violence <u>within the past year</u> or sexual violence <u>within the past year</u> ,	3 Level defined as “not recent abuse, may require action”	As for Referral Level 2, but <u>past year</u> ; and disclosures do not meet same criteria as for Referral Level 2	No phone calls; submit all child safety and referral sheets to the CDO, LC III or Sub-county Chief. Study Counselor offered.

Child discloses	Referral level (All Mandatory)	Indicated by positive answer to any of below discrete violent acts or injuries by any person	Response¹
but no violence within the past month			
Severe physical violence, or any sexual violence <u>before the past year</u>	4 Level defined as “Not recent, may require action”	As for Referral Level 2, but before past year; and disclosures do not meet same criteria as for level 2	As for referral 3. Study Counselor offered.
No disclosure of specific violent acts in baseline survey, but child indicates they wish to receive further help	0 Level defined as “voluntary notification”		As for referral 3. Study Counselor offered.
Any child offered counseling	N/A	Child requests counseling	Study Counselor offered.

Figure 6 SRGBV Referral Decision Tree for Child Protection Protocol (Time period: During and two months following end of LARA P&IE SRGBV data collection)¹⁸

Figure 6 Child Protection Referral Decision Tree



Submission of all child safety and referral sheets to the CDO, LC III or Sub-county Chief

Given the large number of children to be interviewed during the LARA P&IE baseline data collection and the experience of past SRGBV survey data collectors, the SRGBV specialists expected to need to manage a large number of child safety and referral forms. Therefore, systems were developed prior to training and data collection to assure that bundling and handing over the referral forms to the appropriate local authorities would be organized and respect the privacy of the child to the extent possible.

The child safety and referral sheet were submitted to the local child welfare authority with two additional documents. The first document is the **Referral form cover sheet**—an example is located in **Annex G**—and the second document is the **Child ID and Child Name Crosswalk**—a template is located in **Annex H**. The crosswalk is an essential part of the submission as it is the only sheet that identifies the children by name. The child safety and referral forms only have the Child ID included. For more instruction on the use of the documents, see Annex X with the In-field Child Protection Checklists.

Tracking and follow up

Once all Child Safety Information and Referral Form have been completed from P&IE SRGBV data collection for Cluster Two, responsibility for monitoring compliance on an acceptable standard of child protection response is the responsibility of the P&IE team up to two month following data collection. This monitoring becomes the responsibility of the LARA implementing partner, RTI, from week eight following P&IE data collection. Key to continuity of this Protocol and handover of child protection case follow-up will be RTI's and their community-based partners' strengthening and use of the Uganda Reporting, Tracking, Referral and Response (RTRR) Guidelines on Violence Against Children in Schools (2014) and National Strategic Plan on Violence Against Children in Schools (2015-2020) of the Ministry of Education, Science, Technology and Sports (MoESTS).

An example of the **Referral Follow-up Tracking Sheet** is included in **Annex I**. One local SRGBV specialist was responsible for completing and updating this form as the referral forms were submitted to the local authorities and as the specialist called to follow-up on the progress of the local authorities in responding to the cases.

Selected further reading

World Vision (2015) Protecting Girls and Boys in USAID Literacy Achievement and Retention Activity. Draft, December 11, 2015.

Child Protection Monitoring and Evaluation Reference Group (2012), Ethical principles, dilemmas and risks in collecting data on violence against children: A review of available literature, Statistics and Monitoring Section/Division of Policy and Strategy, UNICEF, New York.

Devries et al. (2015) “I never expected that it would happen, coming to ask me such questions”: Ethical aspects of asking children about violence in resource poor settings. *Trials* 16:516

Devries, K. et al. (2016) Collecting data on violence against children and young people: need for a universal standard. *Int Health* 2016; 8: 159-161 doi: 10.1093/inthealth/ihw009. Advance Access publication, 1 April 2016.

Graham, A., Powell, M., Taylor, N., Anderson, D. & Fitzgerald, R. (2013) *Ethical Research Involving Children*. Florence: UNICEF Office of Research - Innocenti.

Greene, M., Robles, O., Stout, K. and Suvilaakso, T. (2013) *A girl's right to learn without fear: working to end gender-based violence at school*. Plan International, Woking.

Moreno, C., L. Heise, M. Ellsberg and C. Watts (2001) *Putting Women First: Ethical and Safety Recommendations for Research on Domestic Violence Against Women*. World Health Organization, Geneva.

Reproductive Health Response in Conflict Consortium (2004) *Gender-based Violence Tools Manual: For Assessment & Program Design, Monitoring & Evaluation in conflict-affected settings*. RHRC Consortium, New York.

Uganda National Council for Science and Technology – *National guidelines for research involving humans as research participants* (2007)

ANNEX A: Important Contact Details

CSR Survey Manager: Wilson Asimwe, directsr@gmail.com

P&IE Evaluation team members:

Ritu Nayyar-Stone, nayyarstone-ritu@norc.org

Alicia Menendez, menendez@uchicago.edu

Jennifer Schulte, jenniferschulte@panagoragroup.net

ANNEX B: Informed Primary Caregiver Consent Form

LARA P&IE

Informed Consent Form for Caregivers, for Learner Participation in SRGBV Survey

Part I: Information Sheet

Hello, my name is [say name], and I work with the Centre for Social Research, a research organization based in Kampala. We are working with NORC at the University of Chicago on an evaluation of the Literacy Achievement and Retention Activity (LARA) program in collaboration with the Ministry of Education and Sports. The LARA program aims to improve the reading skills of primary-grade learners in government schools through early grade reading and creating a safe school environment to improve retention and attendance. The program and the evaluation are funded by USAID.

I am here with a team to assess if classrooms and schools are safe places for learners. We will talk with many learners, in many schools that we have selected for this evaluation. Your child has been selected to be interviewed for a survey, and as the primary caregiver we are seeking your permission first before we interview your child. You can refuse to give us permission to interview your child. This is your right and we will respect it. We will also ask your child for permission or assent separately, before we carry out the survey.

If there is anything you do not understand, please let me know. I will take time to clarify and explain.

Purpose of the assessment

In this assessment we will talk to learners 6 years and older to determine how safe boys and girls feel in their schools and classrooms. The information provide by your child will be used to improve this and future programs that seek to make schools a safe place to learn.

Voluntary Participation

Participation is voluntary. You do not have to agree to have your child take part in the survey. You can choose to say no and there will be no positive or negative consequences for your or your child.

Survey Procedure

Your child will be interviewed one on one by an interviewer who will ask him or her questions. The survey will be conducted in school on [insert date or date range].

Duration of the Survey

The survey will be completed during the school day and will take about 20-30 minutes for learners age 6-10, and 30-40 minutes for learners age 11+.

Risks and Discomforts and stopping the Survey

The survey will include questions about your child's experience of safety in and around school. Since we will be asking about some personal and confidential information your child may feel uncomfortable talking about some of the topics. If your child does not wish to answer some of the questions included in the questionnaire, she/he may skip them and move on to the next question, or stop the survey at any time without providing any reason. We will let your child know about this before we get assent and start the survey.

Benefits of participating in the Survey

There will be no immediate and direct benefit to your child or to you for participating in the survey, but your child's participation will give us more information about the safety of the school in which your child studies, and we hope this information will help this school and other schools in Uganda to become safer for learners.

Reimbursements and Referrals

Your child will not be provided any payment to take part in the survey. However, s/he may be referred to a child protection professional counselor and/or contacted by the district community development officer if we identify a need for help based on the information s/he shares with us.

Confidentiality:

Responses from your child will be kept anonymous and nothing that he/she says will be linked to his or her name. Your child's identity will always be kept confidential and not shared with anyone outside the evaluation team.

Who to Contact

If you have any questions you may ask them now or later, even after the survey has started. If you wish to ask questions later, you may contact any of the following: [name, address/telephone number/e-mail]

This proposal has been reviewed and approved by TASO Research Ethics Committee, which is a committee whose task it is to make sure that research participants are protected from harm. If you wish to find out more about the REC, contact Mr. Bakanda Celestin, P.O. Box 10443 Mulago, 0752 774178

Do you have any questions about the information I just shared?

PART II: Certificate of Consent

Certificate of Consent

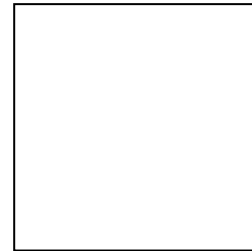
I have been asked to give consent for my child to participate in this research study which will involve him/her completing one questionnaire. I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Print Name of Parent or Caregiver _____

Signature of Parent or Caregiver _____ **or Thumb**
print of Caregiver

Date _____

Day/month/year



ANNEX C: Informed Child Assent Form

- Let me tell you why I am here today. I work with the Centre for Social Research, and we and the Ministry of Education, & Sports are trying to understand more about how safe learners feel in school. You were picked by chance, like in a raffle or lottery. [TRANSLATION HERE]
- We would like your help in this. But you do not have to take part if you do not want to. [TRANSLATION HERE]
- We are going to ask you a series of questions about yourself, your thoughts about your school; your experiences with safety at school; and your thoughts about your safety at school. [TRANSLATION HERE]
- I will also ask you other questions about your family and your home. [TRANSLATION HERE]
- This is NOT a test and it will not affect your grade at school, or your participation in school. [TRANSLATION HERE]
- This assessment will take between 25 to 30 minutes. [TRANSLATION HERE]
- I will NOT write down your name so no one will know these are your answers. [TRANSLATION HERE]
- Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that's all right. You are also free to stop the interview and leave if you wish at any time. [TRANSLATION HERE]
- Do you have any questions? Do you want to participate? [TRANSLATION HERE]

Check box if verbal agreement is obtained: ☐ YES

ANNEX D: Draft Referral Form: Child Safety Information and Referral Form¹⁹

Incident ID:

Survivor Code:

CONFIDENTIAL:

Child Safety Information and Referral Form

A. CHILD SAFETY ASSESSMENT

Main Assessment Point: The child's current safety status.

☐ Referral Level 1: Urgent action needed

☐ Referral Level 2: Less urgent, but serious notification

☐ Referral Level 3: Non-urgent, but serious notification (past month)

☐ Referral Level 4: Non-urgent, but serious notification (before past year)

☐ Voluntary notification

☐ **Yes, the child is safe.**

☐ **No, the child is not safe.**

Please explain in the box.

The following safety risks have been identified:

☐ The child is fearful of someone at school and does not want to remain at/return to school.

¹⁹ Adapted from International Rescue Committee, Gender-based Violence Responders' Network (2014). Child Needs Assessment and Action Planning Form. Caring for Child Survivors Guidelines. http://gbvresponders.org/wp-content/uploads/2014/07/4_Child-Needs-Assessment-and-Action-Planning-Tool.pdf

CONFIDENTIAL:

Child Safety Information and Referral Form

- ☐ Child's caregivers cannot or will not protect the child from further abuse.
- ☐ The perpetrator lives with the child/can easily access the child at home.
- ☐ The child is fearful of family members and does not want to return home.
- ☐ Other reason (please identify) _____

Child Safety Referral Describe referral plan here.

Safety Referral Made? ☐ Yes ☐ No

If YES

Child client is referred to:

Child will be accompanied by (describe by relationship e.g., Mother)

IF NO

Why not?

B. CHILD PHYSICAL HEALTH NEEDS ASSESSMENT

Main Assessment Point: Does the child require a physical health referral?

☐ **Yes, a health referral is needed because:**

- ☐ Last incident was within the past week
- ☐ Child complains of physical pain and injury
- ☐ Other reason indicated
(e.g. bleeding or discharge, or is requested by survivor)

☐ **No, a referral is not needed because:**

- ☐ Services already received from another agency
- ☐ Service not applicable
(e.g. abuse did not involve physical contact)
- ☐ Other reason:

Health Referral Made?

☐ Yes ☐ No

If YES

Child client is referred to:

Child will be accompanied by:

HEALTH REFERRAL NEEDED, BUT NOT MADE BECAUSE:

- ☐ Referral declined by survivor
- ☐ Referral refused by caregiver

- ☐ Service Unavailable
- ☐ Non-urgent referral made

Explain:

Note: In cases of medical emergency, it is in the child's best interest to receive life-saving care. If a caregiver or child refuses the referral, the District Community Development Officer must be contacted immediately and/or a referral to a health center made directly if the child's life is at risk.

C. CHILD PSYCHOSOCIAL NEEDS ASSESSMENT

Main Assessment Point: The child's current emotional state and level of functioning.

The child's behavior has changed significantly since the abuse in the following ways:

- ☐ Stopped going to school
- ☐ Stopped going home after school
- ☐ Stopped playing with friends
- ☐ Cannot concentrate on school work
- ☐ Feels sad most of the time
- ☐ Exhibits sleeping or eating changes
- ☐ Became physically violent toward self or others
- ☐ Other major changes or difficulties reported:

Describe the child's emotional state (describe expressed or observed emotional state of the child)

D. PSYCHOSOCIAL REFERRAL

- ☐ Provide emotional support.
- ☐ Provide education and counseling about psychological and physical abuse to help children understand and manage emotional reactions.
- ☐ Provide education and counseling about sexual abuse to help children understand and manage emotional reactions.
- ☐ Assist the child with any problems identified in the assessment above (going back to school, etc.)

- ☐ Provide counseling with caregiver and/or other family members.

Describe why this is needed and how it will be done here:

E. CASE REFERRAL REVIEW AND FOLLOW- UP MEETING

This Child Protection Needs Assessment and Case Referral Information Form has been developed and agreed by:

☐ Child Client

☐ Counselor

☐ CSR Supervisor

Code: _____

Code: _____

ANNEX E: Information Sheet on Local Child Protection Services (district-specific)

Whom may I contact for further information? If you have further questions about the research, please contact us using the following contact details:

Name: Asiiimwe Wilson

Address: Centre for Social Research

Nkumba University Building, 1st Floor

Mengo, Kabakanjala Road

P.O Box 35573 Kampala Uganda

Email: directsr@gmail.com

Tel/mobile: [Tel:+256 392-845881](tel:+256392845881)

What if a child urgently needs medical care or a counsellor to speak with? You can use the contact details below for information, advice and referrals. Please select the appropriate contact based on your Sub County:.

Community Development Officer

Name: Mutabazi Perez

Bitsya Sub County
Tel/mobile: 0776-509920

1. Community Development Officer

Name: Babwetera Innocent
Bihanga Sub County
Tel/Mobile: 0776-300512

Important Note:

If your Sub-County CDO is not responding or is out of station, please call the District Probation and Social welfare Officer:

2. District Probation and Social Welfare Officer

Name: Kamaranzi Pereskah
Buhweju District Local Government
Email: pkamaranzi@yahoo.com
Tel/mobile: +256772325564

What if the Community Development Officer and District Probation and Social Welfare Officer are not available and I or a child in my care needs urgent medical attention right now? You can go to your nearest Health Centre at:

1. Butogota Sub-County Health Centre III
2. Mpungu Sub-County Health Centre III
3. Kayonza Sub-County Health Centre III

What if the CDO and DPSWO are not available and I or a child needs to speak with a counsellor right now? CDOs are trained in psychological counselling. If they are not available, you can call or go to speak with:

1. District Community Development Officer

Buhweju District Local Government
Tel/Mobile: 0779803257

2. Child Protection Point of Contact

Name: Kamaranga Margaret
Buhweju District Local Government
Tel/Mobile: 0772556240

3. Sub County Chief

Bitsya Sub County
Tel/Mobile: 0773129065

4. Chief Administrative Officer

Buhweju District Local Government
Tel/Mobile: 0392174837

ANNEX F: In-Field Child Protection Protocol Checklists

Enumerator child protection checklist for learner surveys and FGDs:

- ☐ Ensure that you have enough of the following materials for learner surveys:
 - Paper and pen for the envelope method
 - Happy and sad face cards for the envelope method
 - District-specific **Information Sheet**
- ☐ Offer a District-specific **Information Sheet** at the end of each learner interview, and also each primary caregiver interview. Explain the information sheet.
- ☐ Ensure you refer children who make spontaneous disclosures or made “red flag” referrals during their survey to the study counselor. Ensure girls speak with women counselors. Boys can speak with either a woman or man counselor.
- ☐ ENSURE THAT ALL CHILD PROTECTION REFERRALS ARE KEPT IN THE STRICTEST OF CONFIDENTIALITY. DATA COLLECTION TEAM MEMBERS, INCLUDING ENUMERATORS, ARE NOT PERMITTED TO DISCUSS CASES EVEN WITHIN THE TEAM.
- ☐ ENSURE THAT NO SCHOOL STAFF PERSON OVERHEARS OR IS TOLD INFORMATION ABOUT THE LEARNER SURVEY IF THEY ASK QUESTIONS OR TRY TO OBTAIN INFORMATION BY OTHER MEANS.
- ☐ UNDER NO CIRCUMSTANCES ARE ENUMERATORS PERMITTED TO SHARE OR DISCUSS INFORMATION ABOUT INDIVIDUAL CHILD PROTECTION CASES WITH THE HEAD TEACHER, TEACHERS OR OTHER SCHOOL STAFF OR LEARNERS. THIS IS TO PREVENT STIGMA AND RETALIATION AGAINST A CHILD SURVIVOR OF SRGBV AND TO AVOID DAMAGING INTERFERENCE WITH ANY POTENTIAL FOLLOW-UP INVESTIGATION THAT THE CDO OR OTHER GOVERNMENT OFFICER MAY INITIATE.

Moderator child protection checklist for learner surveys and FGDs:

- ☐ Ensure that you have enough of the following materials for the learner FGDs:
 - Flipchart paper
 - Colored markers for drawing on flipchart paper (red, blue, green markers)
 - Ensure each focus group has at least two red markers
 - Emotion cards on different colored paper per card
 - District-specific **Information Sheet**
- ☐ Offer a District-specific **Information Sheet** to each learner in an FGD, and also each primary caregiver interviewed. Explain the information sheet.
- ☐ Ensure you refer children who make spontaneous disclosures of personal SRGBV experiences the FGD to the study counselor. Ensure girls speak with women counselors. Boys can speak with either a woman or man counselor.

- Ensure that you take the drawings (maps) that children draw in the focus groups and submit them to CSR. Do not leave child-drawn maps with the children or at school as they can put children at risk of retaliation. [CSR supervisors should photograph those drawings and submit the photographs to NORC along with the qualitative transcripts.]
- ENSURE THAT ALL CHILD PROTECTION REFERRALS ARE KEPT IN THE STRICTEST OF CONFIDENTIALITY. DATA COLLECTION TEAM MEMBERS, INCLUDING MODERATORS, ARE NOT PERMITTED TO DISCUSS CASES EVEN WITHIN THE TEAM.
- ENSURE THAT NO SCHOOL STAFF PERSON OVERHEARS OR IS TOLD INFORMATION ABOUT THE LEARNER SURVEY IF THEY ASK QUESTIONS OR TRY TO OBTAIN INFORMATION BY OTHER MEANS.
- UNDER NO CIRCUMSTANCES ARE MODERATORS OR NOTETAKERS PERMITTED TO SHARE OR DISCUSS INFORMATION ABOUT INDIVIDUAL CHILD PROTECTION CASES WITH THE HEAD TEACHER, TEACHERS OR OTHER SCHOOL STAFF OR LEARNERS. THIS IS TO PREVENT STIGMA AND RETALIATION AGAINST A CHILD SURVIVOR OF SRGBV AND TO AVOID DAMAGING INTERFERENCE WITH ANY POTENTIAL FOLLOW-UP INVESTIGATION THAT THE CDO OR OTHER GOVERNMENT OFFICER MAY INITIATE.

Counselor Checklist for Child Protection Referrals

- PLEASE PRIORITIZE COUNSELING CHILDREN BEFORE ANY OTHER ACTIVITY. Ensure that you make yourself available when a child is referred to you. Children who have been referred to a counselor take priority over any adult that a counselor may be interviewing at the moment that an enumerator or moderator refers a child to a counselor.
- Ensure you speak with each child in a private space without anyone else present, listening in nearby or standing or sitting within earshot.
- Record information for each child referred to you as a Counselor in the **Supervisor Cross-Walk Form**.
 - Fill in the unique EMIS school code, assign a Unique ID number for the learner, the learner's name and the referral level (1, 2, 3, 4, or 0)
- Ensure that you complete one **Child Safety Information and Referral Forms** per child referred to them.
- Ensure that all **Child Safety Information and Referral Forms** have a readable duplicate.
- Ensure that all **Child Safety Information and Referral Forms** are collected once completed and packaged into one bundle PER SUB-COUNTY for submission to the local child protection authority (CDO, DPWSO, DCDO, Assistant CAO, LCIII)

- Make calls to the appropriate authority listed in **Figure 5** and **Figure 6** of the Child Protection Protocol for all Referral Level 1 and Referral Level 2, and in the **Information Sheet**
- Complete one **Cover Sheet** per Sub-County tallying all totals for Referral Level 1, Referral Level 2, Referral Level 3, Referral Level 4, and Referral Level 0
- Confirm completion of all **Supervisor Cross-Walk Forms**, including double-checking that all Unique ID, Learner name and Referral Levels listed reflect exactly what is in the referral forms
- Submit the bundle of **Child Safety Information and Referral Form** copies, a copy of a completed **Supervisor Cross-Walk Form** and a **Cover Sheet** to the local child protection authority (CDO, DPWSO, DCDO, Assistant CAO, LCIII) in the Sub-County before leaving the Sub-County.
- Ensure that the recipient of the bundle (**Child Safety Information and Referral Form** copies, a copy of a completed **Supervisor Cross-Walk Form** and a **Cover Sheet**). NOTE: THE ONLY APPROVED RECIPIENTS OF THE CHILD PROTECTION REFERRAL BUNDLES ARE THE:
 - CDO
 - DPSWO
 - DCDO
 - ASSISTANT CAO
 - LCIII
- ENSURE THAT ALL CHILD PROTECTION REFERRALS ARE KEPT IN THE STRICTEST OF CONFIDENTIALITY. DATA COLLECTION TEAM MEMBERS, INCLUDING COUNSELORS ARE NOT PERMITTED TO DISCUSS CASES EVEN WITHIN THE TEAM.
- ENSURE THAT NO SCHOOL STAFF PERSON OVERHEARS OR IS TOLD INFORMATION ABOUT THE LEARNER SURVEY IF THEY ASK QUESTIONS OR TRY TO OBTAIN INFORMATION BY OTHER MEANS.
- UNDER NO CIRCUMSTANCES ARE COUNSELORS PERMITTED TO SHARE OR DISCUSS INFORMATION ABOUT INDIVIDUAL CHILD PROTECTION CASES WITH THE HEAD TEACHER, TEACHERS OR OTHER SCHOOL STAFF OR LEARNERS. THIS IS TO PREVENT STIGMA AND RETALIATION AGAINST A CHILD SURVIVOR OF SRGBV AND TO AVOID DAMAGING INTERFERENCE WITH ANY POTENTIAL FOLLOW-UP INVESTIGATION THAT THE CDO OR OTHER GOVERNMENT OFFICER MAY INITIATE.
- HOWEVER—DO SAY THIS AND ONLY THIS TO THE HEAD TEACHER AT THE END OF A DAY OF DATA COLLECTION:
 - “We did find some child protection cases and we will be referring them to the CDO of the Sub-County. It’s possible that some of these may not have been reported to you.”

Supervisor child protection checklist for learner surveys and FGDs:

- Please help reinforce the rule that all child protection disclosures and referrals are to be kept in the strictest terms of confidentiality and privacy. Data collection teams are not permitted to discuss child protection cases even within the team.
- Under no circumstances are Supervisors or data collection team members permitted to share or discuss information about individual child protection cases with the head teacher, teachers or other school staff or learners. This is to prevent stigma and retaliation against a child survivor of SRGBV and to avoid damaging interference with any potential follow-up investigation that the CDO or other government officer may initiate.

ANNEX G: Cover Sheet for Submission of Child Safety and Referral Sheets

Date: [dd/mm/yyyy]

To: _____

RE: LARA evaluation data collection

The Ministry of Education and Sports (MoES) with support from the USAID/Uganda Literacy Achievement and Retention Activity is working in 28 districts to improve early grade reading, and create positive and supportive school climate to enhance the quality of education.

NORC at the University of Chicago, in collaboration with the Center for Social Research, is implementing a baseline study in schools in April, 2017.

The purpose of this letter is to inform you of child protection referrals made during data collection.

For further information, contact the Resident Evaluation Manager, Literacy Achievement and Retention Activity, Martin John Opolot Tel No: 0772-624667.

With this letter, the Center for Social research hereby submits the following total numbers and enclosed child protection referral reports:

Referral Level 1 forms: _____

Referral Level 2 forms: _____

Referral Level 3 forms: _____

Referral Level 4 forms: _____

Referral Level 0 forms: _____

Acknowledgement of receipt of child protection referral forms:

I received today these forms from the Center for Social Research:

Print Name: _____

Title: _____

Stamp:

ANNEX H: Crosswalk for Child ID and Child Locating Information

EMIS Codes	Unique ID	Name of learner	Referral level
School 1			
School 2			

School 3			

ANNEX I: Child Safety and Referral Form Follow-up Tracking Sheet

Date referral bundle submitted to local child protection official	# of Child Protection Referral Level 1	# of Child Protection Referral Level 2	# of Child Protection Referral Level 3	# of Child Protection Referral Level 4	# of Child Protection Referral Level 0	Sub-County Name	School District Name
Counselor Code	Name and contact number of child protection officer to whom referral bundle was submitted	Date and time of follow-up call #1 (M/M/D/Y YY)	Actions taken by Child Protection Officer: ("No action reported"; "# children accessed medical services"; "#	Notes on discussion with child protection officer	Date and time of follow-up call #2	Actions taken by Child Protection Officer: ("No action reported"; "# children accessed medical services"; "# children accessed	Notes on discussion with child protection

		Y; 00:00 AM or PM)	children accessed psychosocial counseling"; "# children accessed justice response" ; Other, please describe)			psychosocial counseling "; "# children accessed justice response"; Other, please describe)	officer
Date and time of follow-up call #3	Actions taken by Child Protection Officer: ("No action reported "; "# children accessed medical services"; "# children accessed psychosocial counseling"; "#	Notes on discussion with child protection officer	Date and time of follow-up call #4	Actions taken by Child Protection Officer: ("No action reported "; "# children accessed medical services"; "# children accessed psychosocial counseling"; "#	Notes on discussion with child protection officer	# Cases completely resolved according to child protection officer	

	children accessed justice response "; Other, please describe)			children accessed justice response "; Other, please describe)		