

# **READINESS ASSESSMENT FOR THE PREVENTION OF CHILD MALTREATMENT**

**Informant version  
RAP-CM-I**

**Semi-structured interview schedule**



**World Health  
Organization**

## RAP-CM – INTERVIEWER VERSION

### *A semi-structured interview schedule for assessing the readiness of countries, provinces/states/districts, and communities to implement evidence-based child maltreatment prevention programmes*

This semi-structured interview schedule, which on average should take one hour to administer, is seeking both quantitative and qualitative data. So, please:

- 1) let interviewee answer questions freely (and record their replies either by taking notes or with the help of a tape recorder as you prefer; tape-recording is not recommended, however, as transcription is very time- and labour-intensive);
- 2) then – you, the interviewer – select **one** of the boxes in the scoring column that best matches the interviewee's answer (unless otherwise indicated).

Generally, each page of this interview schedule is divided into five columns:

Column 1: Question number ("No.");

Column 2: Question ("Question");

Column 3: Notes on the interviewee's answer ("Qualitative answer");

Column 4: Response options ("Response options") – to be completed by interviewer, unless otherwise indicated; only one response option should be selected.

Column 5: Any additional comments, guidance, and prompts ("Comments, guidance, and prompts").

The text in italics is to be read aloud by the interviewer. However, the interview is to be conducted in as conversational a style as possible and the interviewer is not expected to read questions word for word, but can paraphrase them in his or her own words and add prompts and follow-up questions as required. If some of the questions are politically too sensitive and likely to damage rapport or cause difficulties, consider omitting them, but please indicate why the question was dropped. In general, the aim is to get at the interviewee's personal perspective on child maltreatment prevention readiness, and not the official perspective of the institution they represent.

## INTRODUCTION

*With this interview, we are trying to assess how “ready” Name of Country/Province/Community (insert as appropriate) is to implement large-scale child maltreatment prevention. Once this has been established, the next step will be to increase readiness in those areas where this may be necessary and then implement evidence-based child maltreatment programmes on a scale commensurate with the magnitude of the problem in Name of Country/Province/Community.*

*The purpose of this interview is to obtain your view of the level of readiness of Name of Country/Province/Community to implement large-scale evidence-based child maltreatment prevention programmes. This interview takes – on average – one hour to complete.*

*As you will notice, this interview is made up of separate parts each of which explores one of the 10 dimensions of readiness. Show diagram of 10-dimensional model on information sheet.*

*We have asked to interview you, since you have considerable expertise in the field of preventing and responding to child maltreatment (adapt this as appropriate) in Name of Country/Province/Community and are, therefore, ideally placed to help us explore the readiness of Name of Country/Province/Community. Thank you very much for taking the time to do this interview.*

## Basic background information on interviewee

*Before we start, I would like to get some basic background information about you. Whether you provide your name, the organization you work for, and your position within the organization is optional – it is completely up to you.*

Only ask those questions for which you do not already have the information and emphasize that some of this information is optional

Name (first, last): (optional)

Sex: ☐ Female ☐ Male

Name of organization you work for: (optional)

Type of organization:

- ☐ Governmental organization (ministry, department, local government, etc.)
- ☐ Non-governmental organization
- ☐ Community-based organization
- ☐ International organization
- ☐ Research institute
- ☐ University
- ☐ Other, please specify:

Position within organization: (optional)

*For the sake of clarity, I will also read out the definition of child maltreatment we are using in this interview. This definition is written on this card, which you will be able to refer to at any time during the interview.*

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
<h2 style="text-align: center;">Dimension 1: Attitudes towards child maltreatment prevention</h2>				
<p><i>The aim of this part of the interview is to explore your – as a key player in this field – perceptions of, and views on, child maltreatment and its prevention.</i></p>				
1.1	<p><i>In your opinion, is there a difference between child protection and child maltreatment prevention?</i></p> <p>If they answer "Yes" ask: <i>Can you explain what the difference is?</i></p>		<input type="checkbox"/> Yes, there is a difference <input type="checkbox"/> Yes, there is a difference but their understanding of it is <b>not</b> correct <input type="checkbox"/> No, there is no difference <input type="checkbox"/> Don't know	<p>If the difference between the two is not absolutely clear to the interviewee, then please make sure you clarify it by saying the following:  <i>We realize that the following distinction does not necessarily match the way these terms are used in Name of Country, but as used by WHO, the basic difference between these two terms is that:</i></p> <ul style="list-style-type: none"> <li>- <u>child protection</u> (or child protection services) refers to measures taken <b>after</b> child maltreatment has occurred and includes investigating and trying to substantiate reports of suspected child abuse and providing support, care, and treatment for the traumatized child;</li> <li>- <u>child maltreatment prevention</u> refers to measures taken to prevent child maltreatment <b>before</b> it occurs by addressing the underlying causes and risk and protective factors – such as teaching positive parenting skills to pregnant first-time mothers.</li> </ul>
<p><b><i>This distinction between child protection and child maltreatment prevention will be a <u>critical distinction throughout this interview</u> since its aim is to assess how ready Name of Country/Province/Community is to implement large-scale child maltreatment prevention – not child protection – programmes, i.e. programmes that prevent child maltreatment before it occurs.</i></b></p>				
1.2	<p><i>How many years of experience do you have in child work (i.e. child maltreatment prevention and/or child</i></p>			<p>This can be scored 0 years or a fraction of a year, if appropriate</p>

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
	protection) ?			
1.3	<i>In Name of Country/Province/Community, compared to other health and social problems, how much of a priority is child maltreatment prevention (i.e. taking measures to prevent child maltreatment before it occurs)?</i>		<input type="checkbox"/> High priority <input type="checkbox"/> Moderate priority <input type="checkbox"/> Low priority <input type="checkbox"/> Don't know	Optional: <i>Examples of other health and social problems are HIVAIDS, cancer, crime, and unemployment.</i>
1.4	<i>Would you say that child maltreatment prevention (i.e. intervening to prevent child maltreatment before it occurs) is currently more or less of a priority than child protection (responding to child maltreatment once it has occurred) in Name of Country/Province/Community?</i>		<input type="checkbox"/> More of a political priority <input type="checkbox"/> About equal <input type="checkbox"/> Less of a political priority <input type="checkbox"/> The two are not usually distinguished <input type="checkbox"/> Don't know	
1.5	<i>Do you think that measures taken so far to prevent child maltreatment in Name of Country/Province/Community have been adequate?</i>		<input type="checkbox"/> Adequate <input type="checkbox"/> Neither adequate nor inadequate <input type="checkbox"/> Inadequate <input type="checkbox"/> Don't know → 0	
1.6	<i>In your opinion, how well protected are the rights of children in Name of Country/ Province/Community in terms of legislation?</i>		<input type="checkbox"/> Well protected <input type="checkbox"/> Neither well nor poorly protected <input type="checkbox"/> Poorly protected <input type="checkbox"/> Don't know	
1.7	<i>In your opinion, how well protected are the rights of children in Name of Country/ Province/Community in practice?</i>		<input type="checkbox"/> Well protected <input type="checkbox"/> Neither well nor poorly protected <input type="checkbox"/> Poorly protected <input type="checkbox"/> Don't know	

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
1.8.	<i>How strongly are you in favour of a total ban on all forms of corporal punishment in all settings (e.g. home, school, etc.)?</i>		<input type="checkbox"/> In favour <input type="checkbox"/> Neither in favour nor against <input type="checkbox"/> Against <input type="checkbox"/> Don't know	

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
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## Dimension 2: Knowledge of child maltreatment prevention

This section aims to assess the interviewee's knowledge of child maltreatment and its prevention.

### Facet 1: The nature, magnitude, consequences, and costs of child maltreatment

2.1.1	<i>What in your opinion are common forms of child maltreatment in Name of Country/Province Community ?</i>			No need for interviewer to score. Will be scored later. However, interviewer should write down main forms mentioned.
2.1.2	<i>Based on your knowledge of the research in Name of Country, approximately what percentage of the current population of adults (people aged 18 years and above) do you think were maltreated as children in Name of Country? If, to your knowledge, no such research has been conducted in Name of Country, please say so.</i>		<input type="checkbox"/> No such research exists <input type="checkbox"/> <10% <input type="checkbox"/> 10-24% <input type="checkbox"/> 25-49% <input type="checkbox"/> 50-74% <input type="checkbox"/> 75-100% <input type="checkbox"/> Don't know	
2.1.3	<i>In your opinion, what are the main types of consequences of child maltreatment for the victim in Name of Country/Province/Community?</i>			No need for interviewer to score. Will be scored later. However, interviewer should write down main consequences mentioned.
2.1.4	<i>What do you think are the main types of costs of child maltreatment in Name of Country/Province/Community – other than the health and social consequences for the victims themselves?</i>			If required say "By costs we mean financial costs as well as other costs."  No need for interviewer to score. Will be scored later. However, interviewer should write down main costs mentioned.

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
2.1.5	What do you think are the main types of risk factors for child maltreatment in Name of Country/Province/Community?			No need for interviewer to score. Will be scored later. However, interviewer should write down main risk factors mentioned.
2.1.6	Have you heard of the "evidence-based" or "public health" approaches to child maltreatment prevention before?		<input type="checkbox"/> Yes <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No <input type="checkbox"/> Don't know	Select yes if they have heard of either one or the other or both. Afterwards add: "The two approaches are basically identical".
2.2	<p><u>Facet 2: Prevention programmes</u></p> <p>I am going to show you a list of different types of programmes for preventing child maltreatment, if you can, I would like you to tell me how appropriate each type of programme is/would be in Name of Country/Province/Community (as relevant)?</p>			
	<p>Early home visitation</p> <p>Trained personnel visit parents and children in their homes and provide support, education, and information to prevent child maltreatment. They also seek to improve child health and parental care-giving abilities.</p>		<input type="checkbox"/> Appropriate <input type="checkbox"/> Not clear <input type="checkbox"/> Inappropriate <input type="checkbox"/> Don't know	
	<p>Parenting education</p> <p>This type of intervention, which is usually centre-based and delivered in groups, aims to prevent child maltreatment by improving parents' child-rearing skills, increasing parental knowledge of child development, and encouraging positive child management strategies that avoid physical discipline.</p>		<input type="checkbox"/> Appropriate <input type="checkbox"/> Not clear <input type="checkbox"/> Inappropriate <input type="checkbox"/> Don't know	



No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
	<p><i>Child sexual abuse prevention</i></p> <p><i>Most of these programmes are universal programmes delivered in schools and teach children about body ownership, the difference between good and bad touch, and how to recognize abusive situations, say no, and disclose abuse to a trusted adult.</i></p>		<input type="checkbox"/> Appropriate <input type="checkbox"/> Not clear <input type="checkbox"/> Inappropriate <input type="checkbox"/> Don't know	
	<p><i>Prevention of abusive head trauma</i></p> <p><i>Such programmes are usually hospital-based parent education programme to prevent abusive head trauma, also referred to as shaken baby syndrome, shaken infant syndrome and inflicted traumatic brain injury.</i></p>		<input type="checkbox"/> Appropriate <input type="checkbox"/> Not clear <input type="checkbox"/> Inappropriate <input type="checkbox"/> Don't know	
	<p><i>Media campaigns to raise public awareness of child maltreatment prevention.</i></p>		<input type="checkbox"/> Appropriate <input type="checkbox"/> Not clear <input type="checkbox"/> Inappropriate <input type="checkbox"/> Don't know	

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
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### Dimension 3: Scientific data on child maltreatment prevention

The next part of the interview concerns scientific data on the problem of child maltreatment in Name of Country/Province/Community. It aims to establish what kinds of scientific data are available concerning child maltreatment and its prevention in Name of Country/Province/ Community.

With the help of this table, please tell me, to the best of your knowledge, whether the following types of scientific data are available on child maltreatment in Name of Country/Province/ Community.

What I would like to know is whether or not data exist on the following different of child maltreatment and your assessment of the approximate quality of these data; our focus at this point is not on the content of the data.

	Type of data	Main sources for these data	Do such data exist?
		<p>Optional prompt: Examples of sources of data for magnitude include epidemiological studies (e.g. national household surveys, national demographic &amp; health surveys, studies by research institutions and academics, studies of adverse childhood experiences) and case-based information from services and facilities, (e.g. health sector [emergency services, hospitals, etc.], social welfare agencies, police, child protection services etc.).</p> <p>Include as many specifics about data as possible (institution, date, sample, etc.)</p>	
3.1	<p>Magnitude and distribution of child maltreatment in general</p> <p>Do such data exist and how would you rate their quality?</p>		<p><input type="checkbox"/> Yes they exist and quality of data is good</p> <p><input type="checkbox"/> Yes they exist, but quality is low or fair or interviewee does not know quality</p> <p><input type="checkbox"/> No they do not exist</p> <p><input type="checkbox"/> Don't know whether or not such data exists</p>
3.2	<p>Magnitude and distribution of child physical abuse</p> <p>Do such data exist and how would you rate their quality?</p>		<p><input type="checkbox"/> Yes they exist and quality of data is good</p> <p><input type="checkbox"/> Yes they exist, but quality is low or fair or interviewee does not know quality</p> <p><input type="checkbox"/> No they do not exist</p> <p><input type="checkbox"/> Don't know whether or not such data exists</p>

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
3.3.	Magnitude and distribution of child sexual abuse  Do such data exist and how would you rate their quality?		<input type="checkbox"/> Yes they exist and quality of data is good <input type="checkbox"/> Yes they exist, but quality is low or fair or interviewee does not know quality <input type="checkbox"/> No they do not exist <input type="checkbox"/> Don't know whether or not such data exists	
3.4.	Magnitude and distribution of child psychological or emotional abuse  Do such data exist and how would you rate their quality?		<input type="checkbox"/> Yes they exist and quality of data is good <input type="checkbox"/> Yes they exist, but quality is low or fair or interviewee does not know quality <input type="checkbox"/> No they do not exist <input type="checkbox"/> Don't know whether or not such data exists	
3.5.	Magnitude and distribution of child neglect  Do such data exist and how would you rate their quality?		<input type="checkbox"/> Yes they exist and quality of data is good <input type="checkbox"/> Yes they exist, but quality is low or fair or interviewee does not know quality <input type="checkbox"/> No they do not exist <input type="checkbox"/> Don't know whether or not such data exists	
3.6.	Consequences of any or all forms of child maltreatment (both short-term and life-long consequences)  Do such data exist and how would you rate their quality?		<input type="checkbox"/> Yes they exist and quality of data is good <input type="checkbox"/> Yes they exist, but quality is low or fair or interviewee does not know quality <input type="checkbox"/> No they do not exist <input type="checkbox"/> Don't know whether or not such data exists	
<i>The next questions concern the reporting of child maltreatment and the information systems in place to collect data on child maltreatment in Name of Country/Province/Community.</i>				
3.7	<i>Are there official definitions of child maltreatment that are used to record cases of child maltreatment?</i>		<input type="checkbox"/> Yes <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No <input type="checkbox"/> Don't know	

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
3.8	<i>Based on research in Name of Country or on international research (if no such research has been conducted in Name of Country), of all the cases of child maltreatment that actually occur, what percentage do you think are reported to the official agencies responsible?</i>		<input type="checkbox"/> No such research exists <input type="checkbox"/> <10% <input type="checkbox"/> 11-30% <input type="checkbox"/> 31-50% <input type="checkbox"/> >50% <input type="checkbox"/> Don't know	
3.9	<i>What kind of system for reporting instances of child maltreatment to the authorities is there, if any, in Name of Country/Province/Community?</i>		<input type="checkbox"/> No such system exists <input type="checkbox"/> Mandatory system <input type="checkbox"/> Non-mandatory system <input type="checkbox"/> Don't know	<i>A mandatory system of reporting means that a service provider – such as a nurse, doctor, social worker or teacher – is under a legal obligation to report a suspected case of child maltreatment to the child protection or other authorities.</i>
3.10	<i>How well do you think the existing reporting system works?</i>		<input type="checkbox"/> Well <input type="checkbox"/> Fairly <input type="checkbox"/> Poorly <input type="checkbox"/> Don't know	
3.11	<i>Are there procedures in place for compiling these data (for instance bringing it all together so it can be published as reports on a monthly or annual basis)? And how would you assess the quality of these compilations of data?</i>		<input type="checkbox"/> Yes and procedures produce good quality compilations of data <input type="checkbox"/> Yes, but procedures produce compilations of data that are only of poor or fair quality <input type="checkbox"/> Yes, but informant does not know the quality of the compilations of data they produce <input type="checkbox"/> No <input type="checkbox"/> Don't know	
3.12	<i>Overall, how much do you think scientific evidence on child maltreatment and its prevention shapes the thinking and decisions of those involved in child maltreatment prevention?</i>		<input type="checkbox"/> Strongly <input type="checkbox"/> Moderately <input type="checkbox"/> Weakly <input type="checkbox"/> Don't know	

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
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## Dimension 4: Current programme implementation and evaluation

The focus of this section is on child maltreatment prevention programmes that have recently been or are currently being implemented in Name of Country/Province/Community. It also addresses programme evaluation. We are interested in those programmes aimed at preventing child maltreatment before it occurs, not child protection programmes aimed at responding to child maltreatment after it has occurred.

If necessary, you can give a few examples of such child maltreatment prevention programmes from the following list:

Early home visitation programmes involve trained personnel visiting parents and children in their homes and providing support, education, and information to prevent child maltreatment. They also seek to improve child health and parental care-giving abilities.

Parenting education programmes are usually centre-based and delivered in groups and aim to prevent child maltreatment by improving parents' child-rearing skills, increasing parental knowledge of child development, and encouraging positive child management strategies that avoid physical discipline.

Child sexual abuse prevention programmes are usually universal programmes delivered in schools and teach children about body ownership, the difference between good and bad touch, and how to recognize abusive situations, say no, and disclose abuse to a trusted adult.

4.1	Do you know of any child maltreatment programmes that are currently being or have in the past been implemented in Name of Country/Province/Community?		<input type="checkbox"/> Yes, currently <input type="checkbox"/> Yes, in the past <input type="checkbox"/> No → Skip to 4.3 <input type="checkbox"/> Don't know → Skip to 4.3	
4.2	With the help of this table, could you please list these programmes and, if you are aware of them, could you provide some or all of the details on the following programme characteristics.			Show table to interviewee.
	Name of programme	Type of programme	Whether national, sub-national, or community	Whether programme has undergone an outcome evaluation*
	1.		<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community <input type="checkbox"/> Don't know	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know
	2.		<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community <input type="checkbox"/> Don't know	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
3.			<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community <input type="checkbox"/> Don't know	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know
4.			<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community <input type="checkbox"/> Don't know	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know
5.			<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community <input type="checkbox"/> Don't know	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know
6.			<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community <input type="checkbox"/> Don't know	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know
*By outcome evaluations I mean determining whether or not the programme actually prevented child maltreatment or reduced risk factors for child maltreatment.				
4.3	Do you know of any current or past child maltreatment programmes in Name of Country/Province/Community that are not expressly aimed at preventing child maltreatment but into which child maltreatment prevention components could be integrated?		<input type="checkbox"/> Yes, currently <input type="checkbox"/> Yes, in the past <input type="checkbox"/> No →→ Skip to Dim.5 <input type="checkbox"/> Don't know →→ Skip to Dimension 5	If required, add: "For instance, are there child protection or Early Childhood Development programmes into which child maltreatment prevention components could be integrated? Or are there home-visiting programmes not aimed at child maltreatment prevention but into which child maltreatment prevention components could be readily incorporated? "

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
4.4	<i>With the help of this next table, could you provide any of the following details on these programmes?</i>			
	Name of programme	Type of programme	Whether national, sub-national, or community	
	1.		<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community <input type="checkbox"/> Don't know	
	2.		<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community <input type="checkbox"/> Don't know	
	3.		<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community <input type="checkbox"/> Don't know	
	4.		<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community <input type="checkbox"/> Don't know	

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
<b>Dimension 5: Legislation, mandates, and policies</b> <i>The aim of this second section is to find out about existing laws, mandates, and policies related to child maltreatment prevention in Name of Country/Province/Community.</i>				
5.1.	<i>Is there legislation in force in Name of Country/Province/Community relevant to child maltreatment and its prevention? Is there, for instance, a Children's Act or a Child Care Act which addresses the issue? If so, could you describe this legislation?</i>		<input type="checkbox"/> Yes <input type="checkbox"/> No →→ Skip to 5.3 <input type="checkbox"/> Don't know →→ Skip to 5.3	
5.2	<i>How effectively does this legislation contribute to preventing child maltreatment and why?</i>		<input type="checkbox"/> Effectively <input type="checkbox"/> Neither effectively nor ineffectively <input type="checkbox"/> Ineffectively <input type="checkbox"/> Don't know	Prompt for the "why" part of question: <i>"For instance, how effectively does it do the following:</i> <i>- Mandate agencies to collect data on child maltreatment and prevention programmes;</i> <i>- Mandate the implementation of prevention programmes and services;</i> <i>- Require state budgetary provision."</i>
5.3	<i>Are any governmental or non-governmental agencies officially mandated with child maltreatment prevention in Name of Country/Province/Community? If so, can you tell me about them?</i>		<input type="checkbox"/> Yes <input type="checkbox"/> No →→ Skip to 5.5 <input type="checkbox"/> Don't know →→ Skip to 5.5	If requested by interviewee, specify that: by "mandated with" I mean <i>"Have any governmental or non-governmental agencies been officially commissioned, ordered, or delegated, by the government, to deal with, be responsible for, or address child maltreatment or certain aspects of it".</i>  If required, also add: <i>"They could be mandated with child maltreatment prevention overall or with certain aspects of it, such as data collection, programme development and implementation, or programme monitoring and evaluation?"</i> Reminder: The question refers to child



No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
				maltreatment prevention – and not child protection.
5.4	<i>How effectively do these mandated organizations contribute to preventing child maltreatment and why?</i>		<input type="checkbox"/> Effectively <input type="checkbox"/> Neither effectively nor ineffectively <input type="checkbox"/> Ineffectively <input type="checkbox"/> Don't know	
5.5	<i>Is there an official policy – or are there official policies - specifically addressing child maltreatment prevention in Name of Country/Province/ Community? If so, can you tell me about it/them?</i>		<input type="checkbox"/> Yes <input type="checkbox"/> No →→ Skip to 5.7 <input type="checkbox"/> Don't know →→ Skip to 5.7	If requested by interviewee, you can specify what is meant by "policy": "A policy on child maltreatment prevention is a document that sets out the main principles and defines goals, objectives, prioritized actions and coordination mechanisms, for preventing child maltreatment and reducing its health consequences."
5.6	<i>How effectively does this policy/do these policies contribute to preventing child maltreatment and why?</i>		<input type="checkbox"/> Effectively <input type="checkbox"/> Neither effectively nor ineffectively <input type="checkbox"/> Ineffectively <input type="checkbox"/> Don't know	
5.7	<i>Overall, in Name of Country/Province /Community which of the following levels would you say is the most important for child maltreatment prevention and why?</i>		<input type="checkbox"/> National level <input type="checkbox"/> Sub-national level (i.e. province or state, etc.) <input type="checkbox"/> Community/municipal <input type="checkbox"/> Other, please specify: <input type="checkbox"/> Don't know	

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
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## Dimension 6: Will to address the problem

*This section tries to gauge the strength of the will to address child maltreatment prevention (i.e. preventing child maltreatment before it occurs) in Name of Country/Province/Community and focuses on five different facets of the will to address the problem: leadership, political will, public will, advocacy, and communication.*

### Facet 1: Leadership

6.1.1	<i>Overall how concerned with child maltreatment would you say are the political, religious, business, traditional, civil society and other leaders (as relevant) in Name of Country/Province/Community?</i>		<input type="checkbox"/> Concerned <input type="checkbox"/> Neither concerned nor unconcerned <input type="checkbox"/> Unconcerned <input type="checkbox"/> Don't know
6.1.2	<i>Is there an agency, specialist office or unit in government or outside government, or a national/provincial/local (as relevant) committee that takes the lead in child maltreatment prevention and what is it called?</i>	Name:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know
6.1.3	<i>Overall, how good is the leadership on the issue of child maltreatment prevention?</i>		<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor <input type="checkbox"/> Don't know

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
<p><u>Facet 2: Political will</u></p> <p><i>Political will is critical for effective prevention. It refers to the degree to which political leaders actively give attention to an issue, and back up that attention with money, technical, and human resources.</i></p>				
6.2.1	<i>In Name of Country/Province/Community, are there political leaders who express strong commitment to the issue of child maltreatment prevention and are taking effective measures to address the problem?</i>		<input type="checkbox"/> Yes <input type="checkbox"/> Not clear <input type="checkbox"/> No <input type="checkbox"/> Don't know	
6.2.2	<i>Do the organizations headed by these leaders provide enough resources for the prevention of child maltreatment in Name of Country/Province/Community?</i>		<input type="checkbox"/> Yes <input type="checkbox"/> Not clear <input type="checkbox"/> No <input type="checkbox"/> Don't know	
6.2.3	<i>Do you think political leaders are willing, in spite of immediate pressures such as electoral cycles, to invest in long-term child maltreatment prevention programmes which may show few short-term results, but are likely to pay off in the future?</i>		<input type="checkbox"/> Yes <input type="checkbox"/> Not clear <input type="checkbox"/> No <input type="checkbox"/> Don't know	

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
<i>Facet 3: Public will</i>				
6.3.1	<i>How serious a problem do you think the general public perceives child maltreatment to be in Name of Country/Province/Community?</i>		<input type="checkbox"/> Serious <input type="checkbox"/> Neither serious nor not serious <input type="checkbox"/> Not serious <input type="checkbox"/> Don't know	
6.3.2	<i>Do you think the general public perceives child maltreatment as something that can be prevented before it occurs?</i>		<input type="checkbox"/> Almost always <input type="checkbox"/> Sometimes <input type="checkbox"/> Almost never <input type="checkbox"/> Don't know	
6.3.3	<i>How strong do you think public support for child maltreatment prevention is in Name of Country/Province/Community?</i>		<input type="checkbox"/> Strong <input type="checkbox"/> Neither strong nor weak <input type="checkbox"/> Weak <input type="checkbox"/> Don't know	If you think it is necessary, remind interviewee that " <i>We are referring here to preventing child maltreatment before it occurs and not responding to it after it has happened.</i> "

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
<u>Facet 4: Advocacy</u>				
6.4.1	<i>How intensive have advocacy efforts for child maltreatment prevention been in Name of Country/Province/Community overall?</i>		<input type="checkbox"/> Intensive <input type="checkbox"/> Moderate <input type="checkbox"/> Weak <input type="checkbox"/> Don't know	<p>If required, the following examples of different advocacy efforts can be provided:</p> <p>"- <i>Parliamentary debates and other political events</i>  - <i>Press conferences &amp; news coverage</i>  - <i>TV and radio talk shows, dramas and soaps</i>  - <i>Celebrity spokespeople</i>  - <i>Conferences (including academic), meetings, symposia, etc.)</i>  - <i>Traditional meetings.</i>"</p>
<u>Facet 5: Communication</u>				
6.5.1	<i>How intensive have communication efforts been concerning child maltreatment prevention in Name of Country/Province/Community?</i>		<input type="checkbox"/> Intensive <input type="checkbox"/> Moderate <input type="checkbox"/> Weak <input type="checkbox"/> Don't know	<p>Given that the term communication is being used quite narrowly, it is recommended to specify that: "<i>by communication efforts I mean informing and creating awareness among the general public, key players, professionals, and institutions about child maltreatment in general and its prevention, and persuading people to take action.</i>"</p>
6.5.2	<i>How accessible is information on child maltreatment prevention – including scientific information on what works to prevent child maltreatment?</i>		<input type="checkbox"/> Accessible <input type="checkbox"/> Neither accessible nor inaccessible <input type="checkbox"/> Inaccessible <input type="checkbox"/> Don't know	<p>If required, add: "<i>For instance, information on its magnitude, distribution, risk factors, etc. – both information about the situation in Name of Country/Province/Community and internationally?</i>"</p>

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
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## Dimension 7: Institutional links and resources

### Facet 1: Institutional links and intersectoral collaboration

The focus of this section is on partnerships, coalitions, networks, and alliances between institutions in Country/Province/Community dedicated to child maltreatment prevention and the extent to which they involve different sectors.

These institutions could include government departments, international organizations, NGOs, community-based organizations, funding organizations, professional and religious groups, the media, the private sector and any others you can think of.

7.1.1.	Do you know of any partnerships, alliances, coalitions, or networks of institutions in Name of Country/Province/Community which are wholly or in a large part dedicated to child maltreatment prevention	<input type="checkbox"/> Yes (complete table below) <input type="checkbox"/> No, there are none →→ Skip to 7.2.1 <input type="checkbox"/> Don't know →→ Skip to 7.2.1
7.1.2.	Can you list up to three partnerships, alliances, coalitions, or networks of institutions in Name of Country/Province/Community which are wholly or in a large part dedicated to child maltreatment prevention?	
	Name of partnership, coalition, alliance, or network, etc.	Number of different sectors involved in it
	1.	
	2.	
	3.	

"Examples of sectors are health, justice, law enforcement, education, social welfare or development, employment, etc. "

Qualitative answer not required

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
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### Facet 2: Institutional resources and efficiency

*This facet aims to assess the resources and efficiency within the main institutions currently involved maltreatment prevention.*

- 7.2.1. Are there any institutions currently involved in child maltreatment prevention?
- ☐ Yes (complete table below)  
☐ No, there are none →→ Skip to Dimension 8  
☐ Don't know →→ Skip to Dimension 8

- 7.2.2. Could you please, with the help of this table:
- Name up to three of these main institutions;
  - Provide an estimate of how many people within the institution focus on child maltreatment prevention;
  - Indicate what type of institution they are, for instance, international, governmental, non-governmental, etc.
  - and assess each institution's level of administrative efficiency.

*We realize that you may not be aware of all these details, but whatever information you can provide would be very useful.*

Name of institution	No. of people	Type of institution	Administrative efficiency	Qualitative answer not required							
		International (e.g. international organization or NGO)	Governmental (e.g. ministry, department, local authority)		Non-governmental (national)	Community-based	Other, specify:	Efficient	Neither efficient nor inefficient	Inefficient	Don't know
1.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
<p><b>Dimension 8: Material resources</b></p> <p><i>This section focuses on material resources for child maltreatment prevention, both in terms of financial resources and infrastructure and equipment.</i></p>				
<i>Facet 1: Budgets for child maltreatment prevention</i>				
8.1.1	Are there dedicated budgets in different parts of government (e.g. ministries, departments, etc.) in Name of Country/Province/Community for child maltreatment prevention?		<input type="checkbox"/> Yes <input type="checkbox"/> No →→ Skip to 8.1.3 <input type="checkbox"/> Don't know →→ Skip to 8.1.3	If required add: "I am referring to budgets specifically for child maltreatment prevention (i.e. preventing child maltreatment before it occurs) and not child protection (responding to it once it has happened)."
8.1.2	Can you tell me which of the following government ministries or departments have dedicated budgets for child maltreatment prevention?			
	Health	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know		
	Social welfare	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know		
	Education	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know		
	Early Childhood Development	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know		
	Local government	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know		
	Community safety	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know		
	Other, specify:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know		
8.1.3	In your experience, what would you say is the attitude of potential funders to child maltreatment prevention?		<input type="checkbox"/> Supportive <input type="checkbox"/> Neither supportive nor unsupportive <input type="checkbox"/> Unsupportive <input type="checkbox"/> Don't know	



No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
<i>Facet 2: Infrastructure and equipment</i>				
8.2.1	<i>How do you evaluate the facilities (e.g. office space, meeting rooms, etc.) and equipment and materials (e.g. computers, phones, vehicles, etc.) within the institutions and organizations involved in child maltreatment prevention (NOT child protection, i.e. within institutions focusing on preventing child maltreatment BEFORE it occurs)?</i>		<input type="checkbox"/> Adequate <input type="checkbox"/> Neither adequate nor inadequate <input type="checkbox"/> Inadequate <input type="checkbox"/> Don't know	<p>Important to emphasize here that this question refers to facilities, equipment, and materials for <b>child maltreatment prevention</b> (preventing child maltreatment before it occurs) and NOT for child protection (i.e. NOT clinics, one-stop-centres, etc. for victims of child maltreatment). If an organization focuses on both, ask specifically about those facilities, equipment, and materials for that part of the organization that deals with child maltreatment prevention.</p>

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
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## Dimension 9: Human and technical resources

The questions in this section have two aims:

1. To get an idea of the availability of personnel with specialized technical, administrative, and managerial skills, knowledge, and expertise in child maltreatment prevention in Name of Country/Province/Community – to gauge what we're calling "the human and technical resources";
2. To get an indication of the existing institutions in Name of Country/Province/ Community for education and training in child maltreatment prevention.

### Facet 1. Technical, administrative, and managerial skills, knowledge, and expertise

9.1.1	Overall in Name of Country/Province/Community, do you think the number of professionals specializing in child maltreatment prevention is adequate for large-scale implementation of child maltreatment prevention programmes?		<input type="checkbox"/> Adequate <input type="checkbox"/> Neither adequate nor inadequate <input type="checkbox"/> Inadequate <input type="checkbox"/> There are none →→ Skip to 9.2.1 <input type="checkbox"/> Don't know →→ Skip to 9.2.1	
9.1.2	What scale of programme implementation would current human and technical resources allow?	<p><b>If at national level:</b></p> <input type="checkbox"/> Programmes in all, most or several states/provinces/districts (as relevant) of country <input type="checkbox"/> Small-scale pilot programme/s or full programme/s in one or a few states/provinces/districts of country <input type="checkbox"/> None <input type="checkbox"/> Don't know	<p><b>If at sub-national (i.e. state, provincial, district) level:</b></p> <input type="checkbox"/> Programmes covering all or most of the state/province/district (as relevant) <input type="checkbox"/> Small-scale pilot programme/s or full programme/s in one or a few areas of the state/province/district <input type="checkbox"/> None <input type="checkbox"/> Don't know	<p><b>If community level:</b></p> <input type="checkbox"/> Programmes covering all or most of the community <input type="checkbox"/> Small-scale pilot programme/s or full programme/s in one or several areas of, or for one or several groups in, the community <input type="checkbox"/> None <input type="checkbox"/> Don't know

**Complete for one level only.**  
 either national, sub-national, **or**  
 community level depending on which  
 level you are assessing.

No qualitative answer required here.

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key								
<u>Facet 2: Institutions that enable the acquisition of the required skills, knowledge, and expertise in child maltreatment prevention</u>												
Now we come to the institutions for training and education in child maltreatment prevention, those that enable the acquisition of the required skills, knowledge and expertise we've just been discussing.												
9.2.1	Overall, are the number of institutions that provide training and education in child maltreatment prevention adequate for large-scale implementation of child maltreatment prevention programmes in Name of Country/Province/Community?		<input type="checkbox"/> Adequate <input type="checkbox"/> Neither adequate nor inadequate <input type="checkbox"/> Inadequate <input type="checkbox"/> Don't know									
	With the help of this table, could you tell me how widely available the following types of institutions which provide training in child maltreatment prevention are?			No qualitative answer required for this question.								
			<table><tr><th colspan="4">Availability</th></tr><tr><th>Widely available</th><th>Some or a few</th><th>None</th><th>Don't know</th></tr></table>	Availability				Widely available	Some or a few	None	Don't know	If required, remind interviewee that all these questions refer to the situation in Country/Province/Community (as relevant).
Availability												
Widely available	Some or a few	None	Don't know									
9.2.2	Undergraduate or postgraduate educational institutions which devote some of the curriculum to child maltreatment prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
9.2.3	Non-university institutions that offer training in child maltreatment prevention-related skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
9.2.4	Opportunities for continuing professional development in child maltreatment prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
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## Dimension 10: Informal social resources (non-institutional)

*When assessing readiness and capacity, many experts think it is as important to focus on the quality of social interactions and social bonds within a community or society in general as it is on specific assets for child maltreatment prevention readiness such as human and technical resources, material resources, and legislation and policies, etc. directly relevant to child maltreatment prevention. So, I will now ask you five questions focusing on the quality of social interactions and social bonds in Name of Country/Province Community. These questions, unlike the other questions so far, are **not** about child maltreatment prevention specifically, but about social interactions and social bonds in general in Name of Country/Province Community.*

10.1	What level of citizens' participation is there typically in efforts to address various health and social problems in Name of Country/Province/Community?		<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low <input type="checkbox"/> Don't know	
10.2	Would you agree with the statement that "in Name of Country/Province/Community, people are generally dishonest and they want to take advantage of others."		<input type="checkbox"/> Agree <input type="checkbox"/> Neither agree nor disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Don't know	
10.3	Would you agree with the statement that "in Name of Country/Province/Community if I help someone, I can anticipate that they will treat me just as well as I treat them."		<input type="checkbox"/> Agree <input type="checkbox"/> Neither agree nor disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Don't know	
10.4	What proportion of people in Name of Country/Province/Community belong to some civic group?		<input type="checkbox"/> All or most <input type="checkbox"/> Some or few <input type="checkbox"/> None <input type="checkbox"/> Don't know	If required say: "civic groups are non-profit, voluntary organizations, societies, self-help groups, and clubs, but do not include political parties, unions, and churches."
10.5	How good at getting things done through their joint efforts are the people living in Name of Country/Province/Community?		<input type="checkbox"/> Good <input type="checkbox"/> Moderate <input type="checkbox"/> Poor <input type="checkbox"/> Don't know	

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
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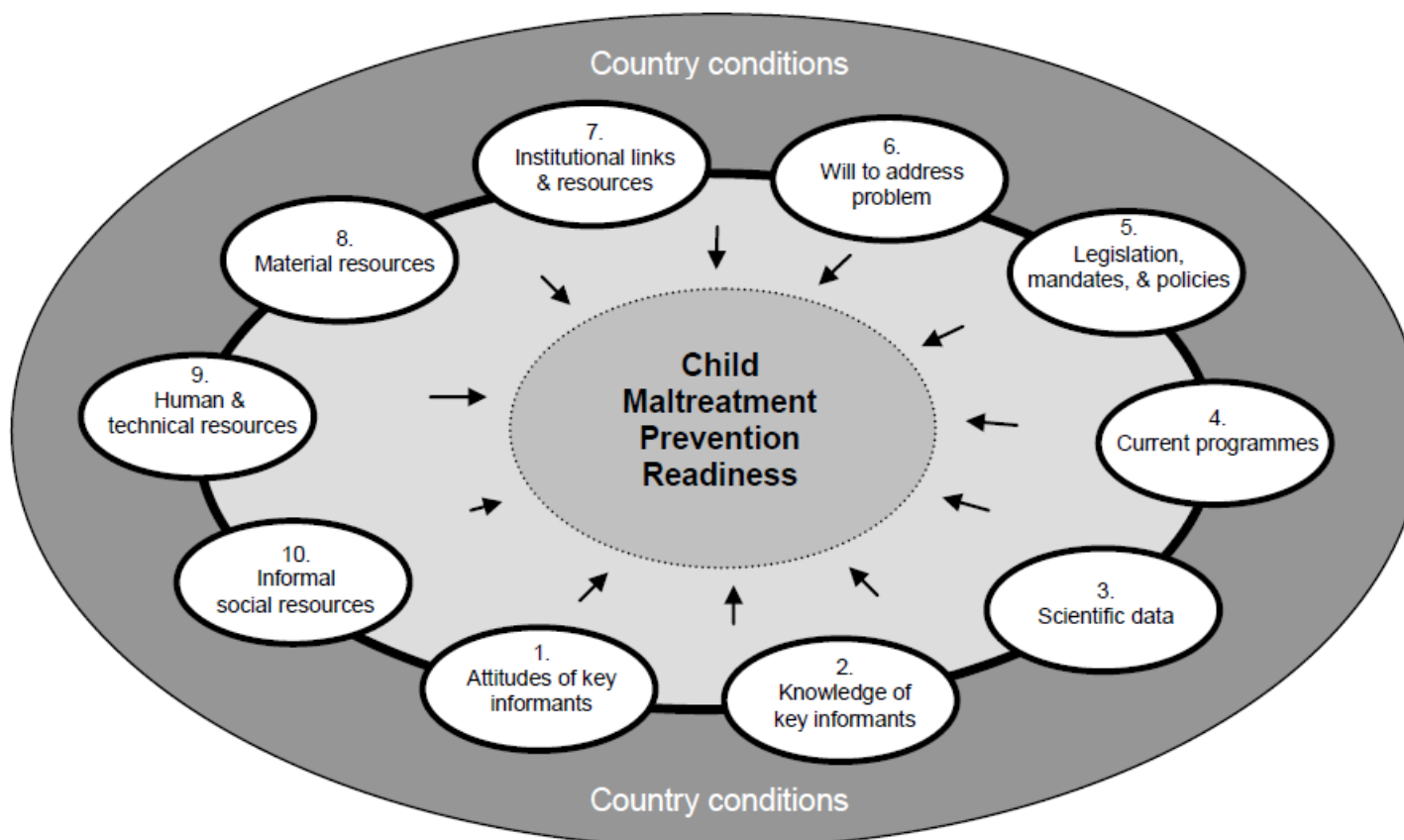
## Conclusion

*Before we finish, I'd like to ask you a few final questions*

C.1	<i>What would you say is the single most important problem facing child maltreatment prevention in Name of Country/Province/Community?</i>			
C.2.	<i>1) For each of the following dimensions of child maltreatment prevention readiness, can you tell me, what are the main measures you would recommend to improve your Country/Province/Community's standing on the dimension?</i>			<b><u>Please make every effort to elicit recommendations for measures to improve readiness</u></b> on each one of the dimensions listed here. This will be critically important when outlining a strategy to improve child maltreatment prevention readiness.
	<b>Dimension 4: Scientific data on child maltreatment prevention</b> – which concerns the scientific assessment of the problem of child maltreatment and what kinds of scientific data are available on child maltreatment.			
	<b>Dimension 5: Current programme implementation and evaluation</b> – which focuses on child maltreatment prevention programmes that have recently been or are currently being implemented and whether their effectiveness has been evaluated.			
	<b>Dimension 6: Legislation, mandates, and policies</b> – which focuses on existing laws, mandates, and policies related to child maltreatment prevention in Name of Country/Province/Community			
	<b>Dimension 7: Will to address the problem</b> – concerns the strength of the will to address the problem of child maltreatment and focuses on five different facets of the will to address the problem: leadership, political will, public will, advocacy, and communication.			
	<b>Dimension 8: Institutional links and resources</b> – which focuses on partnerships, coalitions, networks, and alliances between institutions dedicated to child maltreatment prevention and the resources and efficiency within the main institutions currently involved or which might become involved in child maltreatment prevention.			
	<b>Dimension 9: Material resources</b> – which focuses on material resources for child maltreatment prevention, both in terms of financial resources and infrastructure and equipment.			

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
	<b>Dimension 10: Human and technical resources</b> – concerns the availability of personnel with specialized technical, administrative, and managerial skills, knowledge, and expertise in child maltreatment prevention and existing institutions for education and training in child maltreatment prevention.			
C.3	<p><i>Please take a look at this diagram (overleaf) which shows the 10 dimensions of the model of child maltreatment prevention readiness this interview schedule is based on.</i></p> <p><i>Do you think any important dimensions are missing from this model?</i></p>			Show diagram below

## The 10 dimensions of the Child Maltreatment Prevention Readiness Model



### Interviewer's impressions

Interviewer, could you describe your main impressions of this interview, focusing in particular on the interviewee's (1) understanding of the distinction between child maltreatment prevention and child protection; (2) his or her appreciation of the size of the problem of child maltreatment, risk factors for child maltreatment, consequences – particularly life-long consequences – of child maltreatment, and the evidence-based approach to the problem; (3) his or her overall assessment of the importance of the issue and understanding of and commitment to child maltreatment prevention; (4) his or her general attitude towards the interview; (5) how they reacted to the knowledge assessment section (Dimension 2), if it was administered (e.g. were they defensive, irritated, cooperative?); and (6) any other comments you judge to be relevant.