

READINESS ASSESSMENT FOR THE PREVENTION OF CHILD MALTREATMENT

Version for experts using all available data

**RAP-CM-XD
Questionnaire**



**World Health
Organization**

READINESS ASSESSMENT FOR THE PREVENTION OF CHILD MALTREATMENT BASED ON EXPERT OPINION USING ALL AVAILABLE DATA RAP-CM-XD

This questionnaire is designed to assess readiness for child maltreatment prevention based on expert opinion using all – or the best – available data (RAP-CM-XD). RAP-CM-XD should be completed by the research team at the national level through:

(i) *An objective assessment*: research teams should complete those questions in RAP-CM-XD that call for factual answers – shaded in grey – (e.g. prevalence of child maltreatment or existence of studies on different aspects of the problem) drawing on all or the best available scientific data they will have collected beforehand. Studies referred to by the key informants during the course of interviews using RAP-CM-I should be included in this body of data.

2. *The research team's consensus opinion*: for those questions – unshaded – that call for non-factual answers, research teams should provide answers based on a consensus reached during a discussion including all research team members and informed by team members' expertise in the field and experience of administering RAP-CM-I to key informants.

It is estimated that completing RAP-CM-XD will take a few hours, once the relevant data have been collected.

An important part of completing RAP-CM-XD consists – in questions 4.2 – of drawing up a list of all the main child maltreatment prevention programmes in the country (and NOT child protection programmes, i.e. programmes aims that provide care, support and treatment to victims of child maltreatment).

This assessment by research teams should be carried out AFTER all the interviews with key informants have been completed

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

Column 1: Question number ("No."); the numbering scheme is the same as RAP-CM-I. However, question 1.1. and 1.2. from RAP-CM-I has been dropped from RAP-CM-XD as it is not appropriate for this version.

Column 2: Question ("Question");

Column 3: Any comments or qualifications the research team want to include ("Qualitative answer");

Column 4: Response options ("Response options");

Column 5: Guidance and comments for research teams.

The following questionnaire aims to assess readiness for child maltreatment prevention based on expert opinion using all available at national level. Minor adjustments to the questionnaire are necessary if it is to be used at sub-national (state, province, district) or community level.

Basic information on research team members who participated in consensus discussions

1. Name (first, last):

Sex: ☐ Female ☐ Male

Name of organization research team member works for:

2. Name (first, last):

Sex: ☐ Female ☐ Male

Name of organization research team member works for:

3. Name (first, last):

Sex: ☐ Female ☐ Male

Name of organization research team member works for:

4. Name (first, last):

Sex: ☐ Female ☐ Male

Name of organization research team member works for:

5. Name (first, last):

Sex: ☐ Female ☐ Male

Name of organization research team member works for:

6. Name (first, last):

Sex: ☐ Female ☐ Male

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
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Name of organization research team member works for:

7. Name (first, last):

Sex: ☐ Female ☐ Male

Name of organization research team member works for:

8. Name (first, last):

Sex: ☐ Female ☐ Male

Name of organization research team member works for:

9. Name (first, last):

Sex: ☐ Female ☐ Male

Name of organization research team member works for:

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
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Dimension 1: Attitudes towards child maltreatment prevention

The aim of this part of the interview is to explore the research team's perceptions of, and views on, child maltreatment and its prevention.

Questions 1.1 and 1.2 of RAP-CM-I are not included in RAP-CM-XD as they are not appropriate for this version of the instrument

1.3	In <i>Name of Country</i> , 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)?		<input type="checkbox"/> High priority <input type="checkbox"/> Moderate priority <input type="checkbox"/> Low priority	Examples of other health and social problems are HIV/AIDS, cancer, crime and unemployment.
1.4	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 <i>Name of Country</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	
1.5	Do you think that measures taken so far to prevent child maltreatment in <i>Name of Country</i> have been adequate?		<input type="checkbox"/> Adequate <input type="checkbox"/> Neither adequate nor inadequate <input type="checkbox"/> Inadequate	
1.6	In your opinion, how well protected are the rights of children in <i>Name of Country</i> in terms of legislation?		<input type="checkbox"/> Well protected <input type="checkbox"/> Neither well nor poorly protected <input type="checkbox"/> Poorly protected	

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
1.7	In your opinion, how well protected are the rights of children in <i>Name of Country</i> in practice?		<input type="checkbox"/> Well protected <input type="checkbox"/> Neither well nor poorly protected <input type="checkbox"/> Poorly protected	
1.8.	How strongly are you in favour of a total ban on all forms of corporal punishment in all settings (e.g. home, school, etc.)?		<input type="checkbox"/> In favour <input type="checkbox"/> Neither in favour nor against <input type="checkbox"/> Against	

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

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

In RAP-CM-XD, this facet of dimension 2 is seeking information on scientific data on child maltreatment - much like dimension 3.

Question 2.1.3 in RAP-CM-XD asking about research on the consequences of child maltreatment has been deleted from this version as question 3.6 seeks the same information.

2.1.1	<p>Is there any research identifying the most common forms of child maltreatment <i>in Name of Country</i>?</p> <p>If such research exists, how would you rate its quality?</p>		<input type="checkbox"/> Yes, such research exists and its quality is good <input type="checkbox"/> Yes, such research exists, but its quality is low, fair, or not known <input type="checkbox"/> No such research exists
2.1.2	<p>Is there any research identifying what percentage of the current population of adults (people aged 18 years and above) were maltreated as children <i>in Name of Country</i>/?</p> <p>If such research exists: - how would you rate its quality? - could you specify this percentage?</p>		<input type="checkbox"/> Yes, such research exists and its quality is good <input type="checkbox"/> Yes, such research exists, but its quality is low, fair, or not known <input type="checkbox"/> No such research exists Specify the percentage of the current population of adults (people aged 18 years and above) who were maltreated as children: <input type="checkbox"/> <10% <input type="checkbox"/> 10-24% <input type="checkbox"/> 25-49% <input type="checkbox"/> 50-74% <input type="checkbox"/> 75-100%
2.1.4	<p>Is there research identifying the main costs of child maltreatment <i>in Name of Country</i> – other than the health and social consequences for the victims themselves?</p> <p>If such research exists how would you rate its quality?</p>		<input type="checkbox"/> Yes, such research exists and its quality is good <input type="checkbox"/> Yes, such research exists, but its quality is low, fair, or not known <input type="checkbox"/> No such research exists
2.1.5	<p>Is there research identifying the main risk factors for child maltreatment in <i>Name of Country</i>?</p> <p>If such research exists how would you rate its quality?</p>		<input type="checkbox"/> Yes, such research exists and its quality is good <input type="checkbox"/> Yes, such research exists, but its quality is low, fair, or not known <input type="checkbox"/> No such research exists

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
2.2	<p><u>Facet 2:</u> Prevention programmes</p> <p>In the research team's opinion, how appropriate are the following types of intervention for <i>Name of Country</i>?</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	
	<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.</p>		<input type="checkbox"/> Appropriate <input type="checkbox"/> Not clear <input type="checkbox"/> Inappropriate	
	<p>Child sexual abuse prevention</p> <p>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.</p>		<input type="checkbox"/> Appropriate <input type="checkbox"/> Not clear <input type="checkbox"/> Inappropriate	
	<p>Prevention of abusive head trauma</p> <p>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.</p>		<input type="checkbox"/> Appropriate <input type="checkbox"/> Not clear <input type="checkbox"/> Inappropriate	

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
	Media campaigns to raise public awareness of child maltreatment prevention.		<input type="checkbox"/> Appropriate <input type="checkbox"/> Not clear <input type="checkbox"/> Inappropriate	

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

This dimension of the interview concerns the scientific assessment of the problem of child maltreatment in *Name of Country*. It aims to establish, based on the searches the country research team has carried out, what kinds of scientific data are available concerning child maltreatment and its prevention in *Name of Country*.

We would like to know: a) whether or not data exist on the following different aspects of child maltreatment;
b) the main or "headline" findings of the best and most recent data or studies (e.g. prevalence figures for different types of maltreatment for boys and girls);
c) basic bibliographic information on the sources of data or studies (e.g. author's, name of study, year, publisher/source).

	Type of data	Do such data exist?	Headline findings	Basic bibliographic information
3.1	Magnitude and distribution of child maltreatment in general Do such data exist and how would you rate its quality?	<input type="checkbox"/> Yes they exist and quality of data is good <input type="checkbox"/> Yes they exist, but quality low or fair or interviewee does not know quality <input type="checkbox"/> No they do not exist		
3.2	Magnitude and distribution of child physical abuse Do such data exist and how would you rate its quality?	<input type="checkbox"/> Yes they exist and quality of data is good <input type="checkbox"/> Yes they exist, but quality low or fair or interviewee does not know quality <input type="checkbox"/> No they do not exist		
3.3.	Magnitude and distribution of child sexual abuse Do such data exist and how would you rate its quality?	<input type="checkbox"/> Yes they exist and quality of data is good <input type="checkbox"/> Yes they exist, but quality low or fair or interviewee does not know quality <input type="checkbox"/> No they do not exist		
3.4.	Magnitude and distribution of child psychological or emotional abuse Do such data exist and how would you rate its quality?	<input type="checkbox"/> Yes they exist and quality of data is good <input type="checkbox"/> Yes they exist, but quality low or fair or interviewee does not know quality <input type="checkbox"/> No they do not exist		

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
	Type of data	Do such data exist?	Headline findings	Basic bibliographic information
3.5	Magnitude and distribution of child neglect Do such data exist and how would you rate its quality?	<input type="checkbox"/> Yes they exist and quality of data is good <input type="checkbox"/> Yes they exist, but quality low or fair or interviewee does not know quality <input type="checkbox"/> No they do not exist		
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 its quality?	<input type="checkbox"/> Yes they exist and quality of data is good <input type="checkbox"/> Yes they exist, but quality low or fair or interviewee does not know quality <input type="checkbox"/> No they do not exist		
The next questions concern the reporting of child maltreatment and the information systems in place to collect data on child maltreatment in <i>Name of Country</i> .				
3.7	Are there official definitions of child maltreatment that are used to record cases of child maltreatment in <i>Name of Country</i> ?		<input type="checkbox"/> Yes <input type="checkbox"/> Yes, to some extent <input type="checkbox"/> No	
3.8	Is there research specifying what percentage of all cases of child maltreatment that actually occur in <i>Name of Country</i> are reported to the official agencies responsible? If such research exists: - How would you rate its quality? - Could you specify this percentage?		<input type="checkbox"/> Yes, such research exists and its quality is good <input type="checkbox"/> Yes, such research exists, but its quality is low, fair, or not known <input type="checkbox"/> No such research exists Specify the percentage of all cases of child maltreatment that actually occur in <i>Name of Country</i> that are reported to the official agencies responsible: <input type="checkbox"/> <10% <input type="checkbox"/> 11-30% <input type="checkbox"/> 31-50% <input type="checkbox"/> >50%	

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
3.9	What kind of system for reporting instances of child maltreatment to the authorities is there, if any, in <i>Name of Country</i> ?		<input type="checkbox"/> No such system exists <input type="checkbox"/> Mandatory system <input type="checkbox"/> Non-mandatory system	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.
3.10	How well do you think the existing reporting system works?		<input type="checkbox"/> Well <input type="checkbox"/> Fairly <input type="checkbox"/> Poorly	
3.11	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)?		<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	
3.12	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?		<input type="checkbox"/> Strongly <input type="checkbox"/> Moderately <input type="checkbox"/> Weakly	

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*. 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.

Examples of such child maltreatment prevention programmes are:

Early home visitation programmes which 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 which 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 which 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 <i>Name of Country</i> ?		<input type="checkbox"/> Yes, currently <input type="checkbox"/> Yes, in the past <input type="checkbox"/> No → →Skip to 4.3		
4.2	With the help of this table, could you please list all such programmes and provide information on the following programme characteristics.				
	Name of programme	Type of programme	Name of main implementer	Whether national, sub-national, or community/municipal	Whether programme has undergone an outcome evaluation ¹
	1.			<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community/Municipal	<input type="checkbox"/> Yes <input type="checkbox"/> No

¹ By outcome evaluations we mean determining whether or not the programme actually prevented child maltreatment or reduced risk factors for child maltreatment.

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
2.			<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community/Municipal	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.			<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community/Municipal	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.			<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community/Municipal	<input type="checkbox"/> Yes <input type="checkbox"/> No
5.			<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community/Municipal	<input type="checkbox"/> Yes <input type="checkbox"/> No
6.			<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community/Municipal	<input type="checkbox"/> Yes <input type="checkbox"/> No
7.			<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community/Municipal	<input type="checkbox"/> Yes <input type="checkbox"/> No
8.			<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community/Municipal	<input type="checkbox"/> Yes <input type="checkbox"/> No

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
9.			<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community/Municipal	<input type="checkbox"/> Yes <input type="checkbox"/> No
10.			<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community/Municipal	<input type="checkbox"/> Yes <input type="checkbox"/> No
11.			<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community/Municipal	<input type="checkbox"/> Yes <input type="checkbox"/> No
12.			<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community/Municipal	<input type="checkbox"/> Yes <input type="checkbox"/> No
13.			<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community/Municipal	<input type="checkbox"/> Yes <input type="checkbox"/> No
15.			<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community/Municipal	<input type="checkbox"/> Yes <input type="checkbox"/> No
16.			<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community/Municipal	<input type="checkbox"/> Yes <input type="checkbox"/> No

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
17.			<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community/Municipal	<input type="checkbox"/> Yes <input type="checkbox"/> No
18.			<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community/Municipal	<input type="checkbox"/> Yes <input type="checkbox"/> No
19.			<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community/Municipal	<input type="checkbox"/> Yes <input type="checkbox"/> No
20.			<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community/Municipal	<input type="checkbox"/> Yes <input type="checkbox"/> No
21.			<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community/Municipal	<input type="checkbox"/> Yes <input type="checkbox"/> No
22.			<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community /Municipal	<input type="checkbox"/> Yes <input type="checkbox"/> No
Please add any others here				

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
4.3	Do you know of any current or past child maltreatment programmes in <i>Name of Country</i> 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	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?
4.4	With the help of this next table, could you provide the following details on the ten most important such programmes?			
	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/Municipal	
	2.		<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community/Municipal	
	3.		<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community/Municipal	
	4.		<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community/Municipal	
	5.		<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community/Municipal	
	6.		<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community/Municipal	

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
7.			<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community/Municipal	
8.			<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community/Municipal	
9.			<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community/Municipal	
10.			<input type="checkbox"/> National <input type="checkbox"/> Sub-national (State, Province, District) <input type="checkbox"/> Community/Municipal	

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
Dimension 5: Legislation, mandates, and policies The aim of this section is to find out about existing laws, mandates, and policies related to child maltreatment prevention in <i>Name of Country/Province/Community</i> .				
5.1.	Is there legislation in force in <i>Name of Country</i> 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?		<input type="checkbox"/> Yes <input type="checkbox"/> No →→ Skip to 5.3	
5.2	How effectively does this legislation contribute to preventing child maltreatment and why?		<input type="checkbox"/> Effectively <input type="checkbox"/> Neither effectively nor ineffectively <input type="checkbox"/> Ineffectively	For instance, how effectively does it do the following: - Mandate agencies to collect data on child maltreatment and prevention programmes - Mandate the implementation of prevention programmes and services - Require state budgetary provision
5.3	Are any governmental or non-governmental agencies officially mandated with child maltreatment prevention in <i>Name of Country</i> ? If so, can you tell me about them?		<input type="checkbox"/> Yes <input type="checkbox"/> No →→ Skip to 5.5	"Mandated with" means 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. 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. Reminder: The question refers to child maltreatment prevention – and not child protection.

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
5.4	How effectively do these mandated organizations contribute to preventing child maltreatment and why?		<input type="checkbox"/> Effectively <input type="checkbox"/> Neither effectively nor ineffectively <input type="checkbox"/> Ineffectively	
5.5	Is there an official policy – or are there official policies - specifically addressing child maltreatment prevention in <i>Name of Country</i> ? If so, can you tell me about it/them?		<input type="checkbox"/> Yes <input type="checkbox"/> No →→ Skip to 5.7	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	How effectively does this policy/do these policies contribute to preventing child maltreatment and why?		<input type="checkbox"/> Effectively <input type="checkbox"/> Neither effectively nor ineffectively <input type="checkbox"/> Ineffectively	
5.7	Overall, in <i>Name of Country</i> which of the following levels would you say is the most important for child maltreatment prevention and why?		<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:	

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* 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	Overall how concerned with child maltreatment would you say are the political, religious, business, traditional, civil society and other leaders (as relevant) in <i>Name of Country</i> ?		<input type="checkbox"/> Concerned <input type="checkbox"/> Neither concerned nor unconcerned <input type="checkbox"/> Unconcerned
6.1.2	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?	Name:	<input type="checkbox"/> Yes <input type="checkbox"/> No
6.1.3	How good overall is the leadership on the issue of child maltreatment prevention?		<input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
<p><u>Facet 2: Political will</u></p> <p>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.</p>				
6.2.1	In <i>Name of Country</i> , are there political leaders who express strong commitment to the issue of child maltreatment prevention and are taking effective measures to address the problem?		<input type="checkbox"/> Yes <input type="checkbox"/> Not clear <input type="checkbox"/> No	
6.2.2	Do the organizations headed by these leaders provide enough resources for the prevention of child maltreatment in <i>Name of Country</i> ?		<input type="checkbox"/> Yes <input type="checkbox"/> Not clear <input type="checkbox"/> No	
6.2.3	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?		<input type="checkbox"/> Yes <input type="checkbox"/> Not clear <input type="checkbox"/> No	

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
Facet 3: Public will				
6.3.1	How serious a problem do you think the general public perceives child maltreatment to be in <i>Name of Country</i> ?		<input type="checkbox"/> Serious <input type="checkbox"/> Neither serious nor not serious <input type="checkbox"/> Not serious	
6.3.2	Do you think the general public perceives child maltreatment as something that can be prevented before it occurs?		<input type="checkbox"/> Almost always <input type="checkbox"/> Sometimes <input type="checkbox"/> Almost never	
6.3.3	How strong do you think public support for child maltreatment prevention is in <i>Name of Country</i> ?		<input type="checkbox"/> Strong <input type="checkbox"/> Neither strong nor weak <input type="checkbox"/> Weak	

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
Facet 4: Advocacy				
6.4.1	How intensive have advocacy efforts for child maltreatment prevention been in <i>Name of Country</i> overall?		<input type="checkbox"/> Intensive <input type="checkbox"/> Moderate <input type="checkbox"/> Weak	Examples of different advocacy efforts: - Parliamentary debates and other political events - Press conferences & news coverage - TV and radio talk shows, dramas and soaps - Celebrity spokespeople - Conferences (including academic), meetings, symposia, etc.) - Traditional meetings.
Facet 5: Communication				
6.5.1	How intensive have communication efforts been concerning child maltreatment prevention in <i>Name of Country</i> ?		<input type="checkbox"/> Intensive <input type="checkbox"/> Moderate <input type="checkbox"/> Weak	Communication efforts refer to 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.
6.5.2	How accessible is information on child maltreatment prevention – including scientific information on what works to prevent child maltreatment?		<input type="checkbox"/> Accessible <input type="checkbox"/> Neither accessible nor inaccessible <input type="checkbox"/> Inaccessible	For instance, information on its magnitude, distribution, risk factors, etc. – both information about the situation in <i>Name of Country</i> and internationally?

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.	Are there any partnerships, alliances, coalitions, or networks of institutions in <i>Name of Country</i> 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		
7.1.2.	List all known partnerships, alliances, coalitions, or networks of institutions in <i>Name of Country</i> 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	Examples of sectors are health, justice, law enforcement, education, social welfare or development, employment, etc.	
	1.		Qualitative answer not required	
	2.			
	3.			
	4.			
	5.			
	6.			
	7.			
	Add any other here			

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key		
7.2.1.	Are there any institutions currently involved in child maltreatment prevention? <i>Could you please, with the help of this table:</i> - 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.					
7.2.2.	Name of institution	No. of people focusing on child maltreatment	Type of institution	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		
	1.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	2.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	3.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	4.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	5.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	6.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	7.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

No.	Question	Qualitative answer	Response options					Comments, prompts, & scoring key		
8.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20.			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Please add any others here										

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
<h2>Dimension 8: Material resources</h2> <p>This section focuses on material resources for child maltreatment prevention, both in terms of financial resources and infrastructure and equipment.</p>				
Facet 1: Budgets for child maltreatment prevention				
8.1.1	Are there dedicated budgets in different parts of government (e.g. ministries, departments, etc.) in <i>Name of Country</i> for child maltreatment prevention?		<input type="checkbox"/> Yes <input type="checkbox"/> No →→ Skip to 8.1.3	This questions refers 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	Which of the following government ministries or departments have dedicated budgets for child maltreatment prevention?			
	Health	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	Social welfare	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	Education	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	Early Childhood Development	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	Local government	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	Community safety	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	Other, specify:	<input type="checkbox"/> Yes <input type="checkbox"/> No		
	Other, specify:	<input type="checkbox"/> Yes <input type="checkbox"/> No		
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	

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key
<u>Facet 2: Infrastructure and equipment</u>				
8.2.1	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)?		<input type="checkbox"/> Adequate <input type="checkbox"/> Neither adequate nor inadequate <input type="checkbox"/> Inadequate	Important to emphasize here that this question refers to facilities, equipment, and materials for child maltreatment prevention (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.

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 <i>Name of Country</i> , 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	
9.1.2	What scale of programme implementation would current human and technical resources allow?	<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	No qualitative answer required here.

No.	Question	Qualitative answer	Response options	Comments, prompts, & scoring key																				
<p><u>Facet 2: Institutions that enable the acquisition of the required skills, knowledge, and expertise in child maltreatment prevention</u></p> <p>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.</p>																								
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 <i>Name of Country</i> ?		<input type="checkbox"/> Adequate <input type="checkbox"/> Neither adequate nor inadequate <input type="checkbox"/> Inadequate <input type="checkbox"/> Don't know																					
9.2.2	With the help of this table, indicate how widely available the following types of institutions are which provide training in child maltreatment prevention?	No qualitative answer required for this question.																						
		<table border="1"> <thead> <tr> <th colspan="4">Availability</th> </tr> <tr> <th>Widely available</th> <th>Some or a few</th> <th>None</th> <th></th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> </tr> </tbody> </table>			Availability				Widely available	Some or a few	None		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Availability																								
Widely available	Some or a few	None																						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																						
	Undergraduate or postgraduate educational institutions which devote some of the curriculum to child maltreatment prevention																							
	Non-university institutions that offer training in child maltreatment prevention-related skills																							
	Opportunities for continuing professional development in child maltreatment prevention																							

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*.

10.1	What level of citizens' participation is there typically in efforts to address various health and social problems in <i>Name of Country</i> ?		<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low	
10.2	Would you agree with the statement that "in <i>Name of Country</i> , 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	
10.3	Would you agree with the statement that "in <i>Name of Country</i> 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	
10.4	What proportion of people in <i>Name of Country</i> belong to some civic group?		<input type="checkbox"/> All or most <input type="checkbox"/> Some or few <input type="checkbox"/> None	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 <i>Name of Country</i> ?		<input type="checkbox"/> Good <input type="checkbox"/> Moderate <input type="checkbox"/> Poor	

Conclusion

Before we finish, I'd like to ask you two final questions

C.1	What would you say is the single most important problem facing child maltreatment prevention in <i>Name of Country</i> ?		
C.2.	Please take a look at this diagram which shows the ten dimensions of the model of child maltreatment prevention readiness this interview schedule is based on and then for each dimension of child maltreatment prevention readiness, can you tell me, what are the main measures you would recommend to improve your <i>Country's</i> standing on the dimension?		See diagram below
	Dimension 1: Attitudes towards child maltreatment prevention The aim of this part of the interview is to explore the research team's perceptions of, and views on, child maltreatment and its prevention.		
	Dimension 2: Knowledge of child maltreatment prevention In this questionnaire, Dimension 2 and Dimension 3 have much the same aim – to assess the availability of scientific knowledge and data on the problem. This is unlike in the interview schedule for key informant's where the aim of Dimension 2 is to assess key informants' knowledge of child maltreatment.		
	Dimension 3: Scientific data on child maltreatment prevention - which concerns the scientific assessment of the problem of child maltreatment and what kinds of scientific data are available on child maltreatment.		
	Dimension 4: Current programme implementation and evaluation - which focuses on child maltreatment prevention programmes that have recently been or are currently being implemented and whether their effectiveness has been evaluated.		
	Dimension 5: Legislation, mandates, and policies - which focuses on existing laws, mandates, and policies related to child maltreatment prevention in <i>Name of Country</i> .		
	Dimension 6: Will to address the problem - 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.		
	Dimension 7: Institutional links and resources - 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.		
	Dimension 8: Material resources - which focuses on material resources for child maltreatment prevention, both in terms of financial resources and infrastructure and equipment.		
	Dimension 9: Human and technical resources - 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	Do you think any important dimensions are missing from this model?		Show diagram below

10 Dimensions of the Child Maltreatment Prevention Readiness Model

