

# *Project Tsapar 2: Enhancing the protective justice system for children and women in Afghanistan*

## **Final Report** **December 2019**

*Prepared by: Dr Jianqiang (Joe) Liang, Dr Amy Young and Professor Patrick O’Leary*

*Griffith University*

*School of Human Services and Social Work*

*Griffith Criminology Institute*



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## Acknowledgments

Evaluation research of this nature requires commitment from field based workers and the communities in which they work. This research would not have been possible without the time and resources of staff at Terre des hommes (Tdh) Afghanistan Delegation. We applaud Tdh Foundation Lausanne and the European Union for funding this evaluation research. Often there are considerable challenges in collecting data in these contexts while at the same time offering services. These efforts are particularly important to acknowledge. Overarching this is the participation of women, children and their families in the programs and their willingness to share their experiences. We hope that the knowledge gained from this report may help in further development of services in Afghanistan as well as better understanding the resilience and complexity of women and children's experiences.

The researchers also acknowledge the efforts of the Afghan Tdh team to support this evaluation. In particular Mr Sayed Hamidullah Hanif, Mr Mohammad Zaman Khadimi, Mr Faisal Mohammad and Mr Sediq Sediqi and numerous other members of the team over the life of the project provided sustained support. We would also like to acknowledge Mr Hedayatullah Rameen who provided essential support in setting up the evaluation process in the field. Guglielmo Taffini and Valentine Debonneville also were critical to ensure the research maintained its integrity. At regional and head office level Marta Gil and Kristen Hope provided invaluable support to ensuring the research was maintained in consistent manner over the duration of the project.

Finally, this research is dedicated to the women and children of Herat and Jalalabad who continue to show resilience and hope in the context of significant trauma and challenges. The impact of gaining some insight into their lives has had a considerable impact on the researchers appreciating the immense strength of the beneficiaries but also rights that the researchers enjoy and often take for granted.

## Executive Summary

The protection of women and children's human rights in the chain of justice remains a challenging proposition in Afghanistan. This situation is exacerbated by issues such as extreme poverty, insecurity, neglect and violence. Humanitarian agencies such as Terre des hommes aim to address this complex problem through targeted programming to the most vulnerable groups. There is limited rigorous evaluations on the effectiveness of programming especially in challenging contexts such as Afghanistan. This report provides some insight into programming effectiveness and the lived experience of these women and children.

This report details the analysis of evaluation data from women and child beneficiaries attending integration centres and children who were receiving services whilst in detention. Integration data consists of two data sets of baseline (F1form) and completion (F5 form) measures collected in Herat and Jalalabad. In total, 314 cases are matched. A total of 152 cases (121 children and 31 women) were matched in the 1st batch. A total of 162 cases (128 children and 34 women) were matched in the 2nd batch. Data from beneficiaries in detention consisted of baseline (F11 form) and completion (F19 form). There were 89 matched cases. Statistical analyses of both data sets (F1&F5 data set and F11&F19 data set) overall indicated positive change in the desired direction for both the integration and the detention programmes in Herat and Jalalabad. Most children had attended school at some point, while most women had not. Most children had been working. Poverty was a consistent issue for the majority of beneficiaries with most on a low income of less than \$64 USD per month. Abuse and mental health issues for women were the major protection concerns. Neglect and abuse were major protection concerns for children.

Both data sets show improvement in the desired direction with the majority of items showing statistical significant improvements in self-efficacy, mental health, parenting, and a reduction in experiences of violence. There are some differences to note: 2<sup>nd</sup> batch (F1 & F5) beneficiaries had the most improvement. The combined batches (F1 & F5) showed higher numbers of statistical significance. Detention cohort (F11 & F19) were similar to the integration centre cohort (F1 & F5)'s changes.

Correlation analyses showed that parenting experience (both for women and children) were positively related to self-efficacy and mental health well-being; violence experiences (both for women and children) were negatively related to self-efficacy and mental health well-being; better self-efficacy was associated with better mental health well-being. For the detention program (F11 & F19), frequency of family visits were related to better self-efficacy and mental health of the children however the correlation was not statistically significant.

Multiple regression analyses showed that perceived quality of parenting and violence experiences were generally a significant predictor for the beneficiaries' self-efficacy and mental health. Self-efficacy and mental health was generally correlated but did not consistently predict each other. For the detention cohort (in F19), family visits did not significantly predict children's improvement of self-efficacy and mental health.

Qualitative data analyses showed that most women had less hope. Children showed higher levels of optimism. Both children and women generally had positive perceptions of the program content including vocational training and psychosocial activities. For the detention program, most of the children (mainly boys) found vocation training was not really helpful for



them to find a professional job after release (because of the short period of training). However, they felt that they had good support from their families who came to visit them during detention. They felt positive about reintegrating with family, community, and society after release. Many of them felt more confident to use their skills and increased support from family to deal with the challenges in day to day life. There were improvements in general coping but mixed levels of confidence in regard to dealing with structural issues such as insecurity, poverty and unemployment.

The data sets are very comprehensive and there are numerous other areas of analysis worthy of consideration. However, the scope and time frame for the report was primarily focussed on ascertaining if there was a positive effect from the intervention. Future broader analysis of the data sets is recommended.

It is often difficult to obtain reliable data in challenging social development contexts such as Afghanistan, so these data sets are particularly valuable and informative. Whilst data sets showed statistical reliability and congruence it is worth noting some areas of caution and limitation. Data was collected during the initial assessment and at the end of receiving intervention by social workers who were also involved in delivering services. There is a potential for some beneficiaries to feel they need to answer affirmatively to some questions because of this dynamic. However the social worker collecting this data was not the primary worker therefore the risk of this was lessened. Change such as obtaining employment in their selected vocational training area could not be accurately measured because end-line data was collected at completion of the intervention without adequate time to gain vocational opportunities. It is worth noting that beneficiaries were often pleased with the skills gained in

vocational training but relatively pessimistic about gaining employment. Finally, long term change was not possible to measure in this evaluation and should be the focus of future research.

This evaluation shows that intervention has a positive effect on general functioning and well-being. Generally, children reported lower levels of abuse and neglect at program completion. Literacy showed positive improvement in this program and this is likely to provide a protective factor both for preventing further vulnerability and offending. Poor functioning and exposure to abuse are known criminogenic risk factors. Vocational training supported high levels of self-efficacy, but not necessarily positive employment and livelihood outcomes. It is important to note that poverty is widely recognised as a criminogenic risk. The intervention did not directly intervene in family income or the development of livelihoods. Beneficiaries remained mixed in their view of the future especially in economic and employment. It was evident from both qualitative and quantitative data that most beneficiaries had significant histories of trauma often from family violence but also from the ongoing armed conflict occurring in Afghanistan. With this profound trauma was also a strong sense of resilience and survival. This program worked with these strengths through improving both self-efficacy and mental health. Improvement in parenting was associated with better wellbeing and functioning and this remains an important aspect of future programming. Broadly we recommend this model but also qualify that with the need for social development in the areas of employment, post school education and proper livelihoods.

## 1.0 Introduction

This final report presents some key final results concerning beneficiaries of the Tsapar 2 project (including the integration centre cohort and JRC detention cohort). It reports on a comparison between base-line and program completion data (mainly comparing F1 with F5, and F11 with F19) for beneficiaries in Herat and Jalalabad. Key measures (subscales) of the F1, F5, F11, F19 forms to indicate the effectiveness of Tsapar 2 project included self-efficacy, mental health, parenting and experiences of violence. It also examines the prediction and correlation in the beneficiaries' experiences in overcoming vulnerability and life challenges.

### 1.1 Purpose

This project aims to provide an empirical evaluation into the effectiveness of Tsapar 2 project. The project is collaborative partnership between to Tdh and Griffith University, building on previous baseline and evaluation data from Tsapar 1 project in 2015-16. Tsapar 1 had a focus on violence against children (VAC) and key learnings from this project have helped shaped the direction of Tsapar . With this mind Tsapar 2 takes a focus on the intersection of women and children who are in conflict with the law. The programming focusses on prevention and reintegration.

Tsapar 2 aims to better protect women and children's human rights in the chain of justice. Specifically, this project aims to collect baseline data in 2018 in order to assess any change achieved by the end of 2019 in two specific objectives:

1. Improved knowledge, attitudes and practices in target communities contributes to enhanced skill of and protective services for women and children in contact with the law and at risk of offending.
2. Increased quality of protection services in detention facilities in the project areas, so that women, boys and girls in detention gain increased agency in their social integration through a safer and enabling system.

The evaluation had the following objectives:

- To gather baseline information on the knowledge, attitudes and practices of children and women in conflict with the law;
- To gather baseline information on the knowledge, attitudes and practices of community members towards children and women being in conflict with the law; more especially about prevention and reintegration;
- To gather baseline information on the knowledge, attitudes and practices of the justice professionals towards children and women.

## 1.2 Background and Context

Terre des hommes Foundation (Tdh) is a child focussed humanitarian aid agency that has a long history in action and commitment to children's safety and wellbeing around the world. In keeping with VAC being a key priority for the United Nations and the contemporary development agenda, Tdh has made children in conflict with the law and VAC a priority in its child protection interventions. Tdh works globally in numerous areas where VAC is heightened due to both ongoing and past-armed conflict, civil unrest and extreme forms of poverty.

Afghanistan represents perhaps one of the most extreme examples of conditions that adversely impact on children having experienced armed conflict and civil unrest in various forms for many decades. Tdh has been working in Afghanistan since 1995 and has forged strong community connections enabling programming in protection and health with children and families. Poverty and regional specific issues add to the complexity of juvenile justice across Afghanistan. Many observers and local Afghan's report high levels of violence affecting most members of the community. Whilst many agencies and leaders in Afghanistan have expressed great concern about the well-being of children and women, evidence based knowledge is limited and what is available often has significant limitations. Even less is known about effectiveness of intervention to prevent and respond to children and women who are in conflict with the law in the Afghan context.

In 2015 Tdh conducted community based research on children's experience of violence and community perceptions of VAC. This showed 78% of children reported incidences of violence and most of this occurred within the home and was perpetrated by parents (See (O'Leary et al 2018 & Cameron et al 2018). Tsapar 2 specifically aims to better protect the human rights of women and children in the chain of justice. This population group are particularly vulnerable due to discrimination and limited participation.

Women, boys and girls who have ended up in conflict with the law, experience tremendous difficulties upon release for reintegration back into the community, at various levels. Stigma and shame can play a significant role in jeopardising the rehabilitation of former offenders. Reintegration can be jeopardized in very practical terms, with great risks for women, boys and

girls to lose the social and economic safety nets, and most essentially, the means for basic subsistence. As far as women and girls are concerned, dependency on family and male relatives' support often means that women may choose to go back to their households after release from prison even when family is at the source of the dispute, as it is the only option they see for survival; leading to further risks of violence, abuse and criminalization.

### 1.3 Overview of Report

Overall the results show that Tsapar 2's beneficiaries had statistically significant improvement in the majority of measures. This indicates program effectiveness for the integration centre and detention programmes. It shows that the integration and JRC intervention programmes had positive outcomes in helping the children and women enhance self-efficacy, mental health, parent-child relationships, literacy, schooling, and reducing risks of violence.

The following sections will cover: 1) a literature review of key literature and researches focusing on Violence against Children (VAC) in Afghanistan, the juvenile justice system and violence against women and children; 2) methods of the data analyses; 3) key quantitative and qualitative findings of the data sets (F1 with F5, F11 with F19); 4) the conclusion and appendices.

## 2.0 Literature Review

### 2.1 Introduction

Ongoing armed conflict and four decades of civil unrest have adversely impacted children and women in Afghanistan, with high levels of violence reported, and disruptions in the development of education, health and governance (Corboz et al., 2019). Conflict has exacerbated inequality, as has cultural practices such as early marriage, the low status of women, poor governance and ethnic factionalism (UNICEF, 2013). However, cohesive evidence-base knowledge on the wellbeing of children and women in Afghanistan is limited. This inhibits the development of effective interventions aiming to address violence against children, along with associated problems such as juvenile offending.

Vulnerable women and children are more likely to come into contact with the law; with their vulnerability exacerbated due to this contact with justice systems and the associated stigma and shame. Gender inequality in Afghanistan has been codified into national laws that impose restrictions on women's behaviour, with the consequences for these infractions including imprisonment and corporal punishment (Stokes, Seritan, & Miller, 2016). Globally, the percentage of women in prison is growing at a faster rate than the male prison population (UN Women, 2018). Pathways for women into the justice systems include a strong correlation with experiences of prior violence and abuse, being coerced into committing a crime by an abuser, committing moral crimes such as running away (often to escape violence), and being held in custody for protective purposes (UN Women, 2018). These pathways highlight that particularly vulnerable women are likely to come in contact with the law. The pathways are similar for children in Afghanistan, with those participating in child labour, impacted by displacement and at high risk of violence. Children may find themselves coerced into joining gangs and engaging in criminality (Hall, 2016). Reintegration post-incarceration can also be challenging for women

and children. A lack of available resources may see women and children return to living in family environments characterised by violence, while being stigmatised by the wider community.

This short literature review gives an overview of the academic and grey literature focused on VAC in Afghanistan, with particular focus given to the juvenile justice system, gendered aspects of violence including Intimate Partner Violence (IPV), outcomes of the violence and an overview of interventions aiming to address VAC. Throughout, there is a focus on the intersections between the multiple forms of victimisation that impact the lives of children in Afghanistan. This short review will assist in contextualising the findings contained in this report.

## 2.2 Methodology of the literature review

A systematic review using the PRISMA methodology (Moher et al., 2008) was employed to identify research investigating the extent of VAC in Afghanistan. An iterative approach was employed, and research was gathered during two distinct searches for literature. Studies were identified investigating VAC across the domains: physical abuse and witnessing violence, child marriage, child labour and juvenile justice. A full description of the search strategy can be seen in Cameron et al., (2018) and O’Leary et al. (2018). Twenty-eight studies met the selection criteria and were included in the final review. Seven studies investigated the prevalence of early and forced marriage (Amowitz, Reis, & Iacopino, 2002; Bahgam & Mukhatari, 2004; HRW, 2012; Mashal et al., 2008; Parrot, 2015; Raj, Gomez & Silverman, 2014; Ventevogel et al., 2013), ten studies focused on physical abuse and exposure to violence (Bjorgo Skardalsmo & Jensen, 2015; Catani et al., 2009; Jakobsen, Demott, & Heir, 2014; Mghir, Freed, Raskin, & Katon, 1995; Mghir & Raskin, 1999; Panter-Brick, Eggerman, Gonzalez, & Safdar, 2009; Panter-Brick, Goodman, Tol, & Eggerman, 2011; Skovdal, Emmott, & Maranto, 2014;



UNICEF, 2014; Ventevogel et al., 2013), and eight studies focused on child labour (Catani et al., 2009; Graves, Vaqas Ali, & Gunn, 2014; Jones, 2015; Kantor & Hozyainova, 2008; Panter-Brick et al., 2009; Panter-Brick et al., 2011; Ventevogel et al., 2013; Whitsel & Mehran, 2010). Eleven studies were included that focused on juvenile justice (Ask, 2003; Barnard et al., 2016; Carlson, 2015; HRW, 2012; Neal, 2016; UNICEF, 2008a; UNICEF 2008b; UNICEF, 2009a; UNICEF, 2009b; UNICEF, 2014; Ventevogel et al., 2013). The majority of the sources reviewed primarily focus on juvenile justice.

Given the initial search was undertaken in 2015, with an addition systematic search in 2016, a further search was undertaken in 2019 to ensure that recently published literature was included. This was not a systematic search; however, it did use consistent search terms and inclusion and exclusion criteria. Seven additional articles were included published in 2018 and 2019. These articles gave additional information on VAC in Afghanistan in general (Cameron et al., 2018; O’Leary et al., 2018), IPV and IPV interventions (Jewkes, Corboz & Gibbs, 2019; Metheny & Stephenson, 2018) and violence within schools (Corboz, Siddiq, Hemat, Chirwa & Jewkes, 2019; Corboz, Hemat, Siddiq & Jewkes, 2018, Mengmeng, Rao, Natiq, Pasha & Blum, 2018). Articles focused upon IPV and violence within schools are consistent with articles included in the former reviews under the category of physical abuse and exposure to violence.

### 2.3 Justice systems

The majority of children coming into contact with the law are particularly vulnerable, being victims of neglect and exploitation (UNICEF, 2008a). A joint study by the Afghanistan Independent Human Rights Commission and UNICEF Afghanistan examined the experiences of children in the juvenile justice system (UNICEF, 2008a). 69% of children had been working before their arrest, and 55% rated their family as poor or very poor (UNICEF, 2008a). Low rates of educational status were noted. Afghanistan’s Juvenile Code dictates that those below the age of 12 are not considered criminally responsible, however children below the age of 12

were found in rehabilitation centres, and were being held without sentencing (UNICEF, 2008a). Children under the age of 12 are excluded from criminal responsibility, practically however, the age of children may be difficult to discern if the child does not have a birth certificate (Barnard et al., 2016). 56% of females were in detention as they were charged with “moral offences” such as escaping from an arranged marriage (UNICEF, 2008a).

Physical violence perpetrated against children was observed in rehabilitation centres and is exacerbated by lack of due process during trials, lack of alternatives to deprivation of liberty and lack of rehabilitation processes (UNICEF, 2008a). Girls were more likely than boys to be detained for moral offences and due to a lack of appropriate facilities, were more likely to be detained with adult prisoners (UNICEF, 2008a). Girls who have been accused of moral offences undergo abusive medical examinations (UNICEF, 2008a).

Moral crimes represent a significant proportion of charges brought against children and include crimes such as running away from home (UNICEF, 2008b). Pregnant girls in detention are taken to hospital to deliver their child and then return to prison, placing the health of mother and child at risk (UNICEF, 2008b). Human Rights Watch (HRW) (2012) undertook interviews with 58 Afghani women and girls in detention facilities, about their experiences of being charged with moral offences. Girls physical safety is at risk from family and husbands, for bringing “shame”, with limited numbers of safe house places available (HRW, 2012). Neal (2016) focuses on the incarceration of girls for moral crimes, including general insights of working within the juvenile justice system between 2010 and 2014. Descriptions are included of juvenile detention facilities with Neal (2016) concluding “from a physical, psychological and access to justice perspective, the situation was dire.” The majority of female juvenile offenders in Afghanistan have been convicted of running away, attempted adultery or adultery (Neal, 2016). Charges of running away can be contributed to IPV or forced marriages. Consequences for female prisoners last beyond detention: “Despite the relatively low number

of girl's affected, the lifelong impact of detention was devastating. Unlike the boys who would one day be free and could find work to support themselves, the girls were utterly ruined" (Neal, 2016, 201). The work by UNICEF (2008b), HRW (2012) and Neal (2016) highlights that women and girls are disproportionately incarcerated for moral crimes; a category of offences heavily influenced by gendered norms of behaviour.

Low prosecution rates remain for violent crimes against girls in Afghanistan (Neal, 2016). Neal (2016) concludes that criminal law, and the juvenile justice system are failing girls and examines alternatives such as Jirgas or Shuras. These councils are highly valued in the Afghan community as they consist of men with status, offer quick resolutions and reflect restorative justice. Neal (2016) also identifies Mullah's as key to changing attitudes towards violence against children and women. Carlson's (2015) work compliments Neal's (2016) assertions, concluding that closer alignments of the Jirga system and juvenile justice system will enable a greater focus on rehabilitation. Traditional justice mechanisms in Afghanistan allow for reparations made by a child offender to be offered in exchange for a less severe punishment (Barnard et al., 2016). Barnard et al.'s (2016) work also highlights the need for caution by international agencies when working with local leaders. By choosing to only focus on certain realities, international actors can undermine traditional structures and create tensions.

#### 2.4 Gendered influences of violence

Gendered differences can be seen in the experiences of children who come into contact with the law. Cultural constructions of gender influence the crimes that girls and women are charged with, and the responses received.

##### *Physical violence and witnessing violence*

Ventevogel et al.'s (2013) literature review highlighted the high levels of violence experienced by children in their homes. One study in their review (Smith, 2008) interviewed adults and concluded that there were two distinct categories of violence against children in the home;

violence resulting from frustration of adults, and violence as a means of discipline (Ventevogel et al., 2013). Adults reported wishing to discipline their children in non-violent ways, but did not know how (Ventevogel et al., 2013). This points to a need for greater community education, and the involvement of informed community leaders. Homes and schools were identified as places where violence was most likely to take place (Skårdalsmo, Bjørgo, & Jensen, 2015). Skårdalsmo Bjørgo and Jensen (2015) found that approximately 24% of their child participants had experienced or witnessed violence in both home and school, 35% discussed violence at home and 41% discussed violence in school. Physical abuse taking place in homes was mainly instigated by a male figure. O'Leary et al.'s (2018) study found that 71% of children from their sample reported experiencing physical violence in the past year, with home being the most likely location for the violence to have occurred. The majority of parents in this study reported using physical violence as a discipline method (O'Leary et al., 2018).

Catani et al. (2009) explored the levels of violence at home experienced by children living in Afghanistan. 77% of the sample had witnessed violence in the home, with participants averaging at least four violent events within their lifetime. For 35% of the children violence appeared to be continuing. Boys were more likely to experience a violent event compared to girls. Boys were significantly more likely to have had items thrown at them and been a victim of punching and kicking. Similarly, males were significantly likely to have experienced injuries due to violence and medical treatments as a result. Of their sample, 18.5% of males and 5% of females had been exposed to war, additionally 6.4% of boys and 1.8% of girls had been beaten up in town. For both events, significant differences existed between genders. Corboz et al. (2018) examined peer to peer violence in Afghanistan, finding strong associations between children's perpetration or victimisation at school, and experiences of violence at home. Children's food insecurity and experience of violence at school were also associated with violence perpetration or victimisation (Corboz et al., 2018).

Mengmeng et al.'s (2018) work aimed to understand adolescent's and parent attitudes towards violence. While adolescents generally rejected violence, there were specific instances where they felt the use of violence were appropriate (Mengmeng et al., 2018). Findings are consistent with the work undertaken by O'Leary et al. (2018), where the majority of parents endorsed physical violence as a discipline technique. Mengmeng et al.'s (2018) work found that 71.2% of adolescent participants felt it was acceptable for a husband to hit a wife.

### *Child labour*

Catani et al. (2009) investigated the level of traumatic experiences identified by young people in Afghanistan. In their sample, 49% of males, and 29% of females worked daily. Males were significantly more likely to have to work than females. Children were forced to work on average seven hours a day. Panter-Brick et al. (2009, 2011) also examined child labour rates. Approximately 20% of their sample of 1011, (Panter-Brick et al., 2009) and 25% of their follow up sample of 234 (Panter-Brick et al., 2011) indicated that they were employed. Several studies identified poverty as a contributing factor to child labour (Panter-Brick et al., 2009; Panter-Brick et al., 2011; Kantor & Hozyainvoa, 2008; Ventevogel et al., 2013).

### *Child marriage and IPV*

Factors were identified that influence child marriage in Afghanistan including, a lack of understanding of Sharia, traditional practices, the status of women, and a lack of education. Ventevogel et al. (2013) explored gender-specific risk factors, as well as child/forced marriages. They conclude that cultural and religious aspects of Afghani society, such as purdah, affect the mental wellbeing of children and women (Ventevogel et al., 2013). The interpretation of purdah has resulted in men restricting women's movements. NGO's have worked with the government to raise the rights of girls, yet this has caused tensions within communities (Ventevogel et al., 2013). Ventevogel et al.'s (2013) literature review found that 57% of girls

are married before 16, the legal minimum age of marriage. The mean age of marriage is 17.8 years for women, and 25.3 for men and between 60 and 80% of marriages are forced (Ventevogel et al. 2013, 64). The detrimental social and health outcomes from child marriage were recognised by Afghani professionals including government officials, religious leaders, police officers and teachers (Ventevogel et al., 2013). Yet, while the professionals interviewed advocated for child marriage prevention, there was also consensus among those interviewed that little could be done for girls already married.

Raj et al. (2014) interviewed religious leaders, teachers, police officers and NGOs (n=112). Similar to Amowitz et al. (2002), Raj et al.'s (2014) sample suggested that the appropriate age of marriage should be 18 years of age. Religious opinion highlighted complexities surrounding age and adulthood. Religious leaders aligned with the understanding that adulthood is achieved by experiencing puberty and thus for some girls this may happen prior to the age of 16. Their findings provided insight into potential causes of child marriage including that '...child and forced marriage largely occur among the poor, rural, and uneducated for both economic and stability reasons as well as cultural tradition' (Raj et al. 2014, 1495). Instability accompanied by lack of education have encouraged child/forced marriage practices. Those in poverty may be compelled to participate in child marriage as it reduces expenditure and provides financial benefit by putting forth a child to be married. Gambling and drugs were identified as provoking child marriage as a means to pay debts. Finally, practices are more frequently occurring in rural areas and amongst those who did not have a strong understanding on Sharia law concerning child marriage.

Bahgam & Mukhatari (2004) undertook a study into child marriage in Afghanistan on behalf of Medica Mondial. The majority of participants believed child marriage is harmful for girls and society (Bahgam & Mukhatari, 2004). Few surveyed could state the legal age of marriage, yet the majority suggested a higher minimum age is needed. The researchers could not find a case where a man was prosecuted for marrying a juvenile female. However, they did identify a number of girls in jail who were known to be married (Bahgam & Mukhatari, 2004). Cases of nine year old's, and seven year old's were identified as being married, with government ministers confirming they knew of such cases. Of Medica Mondial's clients, almost every female prisoner and almost every female client of a psychologist was married under the age of 16 (Bahgam & Mukhatari, 2004). The attitudes towards child marriage collected from respondents demonstrate changes in attitudes in Afghanistan towards child marriage. These can be built on to address the practice.

HRW (2012) included child marriage and IPV in their analysis of girls convicted of moral offences. This report cites that 87% of women reported that they had at some point experienced at least one form of sexual, physical or psychological abuse. 62% experienced at least one of these forms of violence within the home (HRW, 2012). Many of the girls in the HRW (2012) study reported being engaged at a very young age. This is linked to the practices of Baad and Baadal. These practices involve the exchange of unmarried girls to settle a dispute or stand in place of a dowry (HRW, 2012). Ventevogel et al. (2013) found that baadal marriages can strengthen the ties between families, adding a level of support. However, they also place women at risk "... if a husband mistreats his wife, her relatives may take revenge on his sister, who was married into the other family and lives in their household" (Ventevogel et al. 2013, 65). Ventevogel et al. (2013) note that girls involved in Baad often suffer maltreatment and abuse.

Parrot's (2015) review paper contextualises child marriage by reviewing the culture, gender construction and history of law within the nation. Of interest to Parrot (2015) is the preference of traditional, customary laws over national laws in Afghanistan. Parrot's (2015) paper cites that 70-80% of females are forced into marriages, and 57% are married before 16. This number is comparable with the figure cited by HRW (2012). In 2007, the Supreme Court placed new restrictions on marriage contracts stipulating that the husband must verify that his bride is 16. However, no penalties apply to those who arrange child/forced marriages (Parrot, 2015). Parrot (2015) examines the societal conditions in Afghanistan that support child marriage including regional conflict, and political instability and the consequences of child marriages including obstetrical fistulas, domestic violence and self-immolation.

#### 2.5 Outcomes of Violence against Children

Prison, life-threatening experiences and witnessing cruelty were identified by child participants in Jackonsen et al.'s (2014) study as factors that triggered their PTSD. Children were often exposed to more than one traumatic experience. Panter-Brick et al. (2009) explored the association between traumatic experiences and mental health outcomes amongst children attending schools in Afghanistan. They found that exposure to over three or more traumatic experiences including witnessing acts of war, experiencing physical abuse and displacement were significantly associated with depressive and post-traumatic stress symptoms. Experiencing five traumatic events or more was significantly associated with being diagnosed with a psychiatric disorder. Even in the context of armed conflict, it is everyday stressors that are critical determinants of mental health and wellbeing (Ventevogel et al., 2013).

Even traumatic experiences, from the perspectives of children, are not solely contingent on war-related violence but are related to family-level and community-level violence such as punitive beatings; disputes between relatives or neighbours; criminal acts, including robberies



and stabbings; or physical harassment by local hooligans and/or police (Ventevogel et al. 2013, 62).

IPV was linked in Ventevogel et al.'s (2013) systematic review to daily stresses and the burden this places on families. This review noted improvements in child mental health over a 1-year period in all aspects, apart from PTSD. The intervention that effected such an improvement was the keeping of near-adolescent children in school. Continued school attendance represented an expression of hope for future economic and social development and resilience to barriers (Ventevogel et al., 2013). Ventevogel et al. (2013) stressed that this improvement in mental health in children and caregivers came without specific mental health intervention, or economic and political security. Ventevogel et al.'s (2013) review also examined resultant self-inflicted injury and drug use. The use of self-injury was linked to the lack of women's rights and an inability to "protest" against decisions such as forced marriages. Attending a health clinic for an injury is one way to leave the house and draw attention to distress (Ventevogel et al., 2013). High numbers of suicide attempts, including self-immolation, amongst teenage girls were also noted, with forced marriage and abuse from in-laws influencing these behaviours (Ventevogel et al., 2013).

## 2.6 Interventions

Ventevogel et al. (2013) provided comprehensive insights into services that assist Afghan children. Their review of literature allowed conclusions to be drawn on four levels of services available to children: basic services and security, community and family-level support, focused non-specialised supports, and specialised services. The example given of a program that focuses on basic services was described in Loughry et al.'s (2005) work, and focused on psychosocial wellbeing and building wells (Ventevogel et al., 2013). Loughry et al. (2005) used a quasi-experimental design with 9-14 year olds to illustrate that meeting a child's basic

needs will improve psychosocial wellbeing. The work charted the effects of a psychosocial intervention, consisting of child-centered spaces created by child wellbeing committees, which was combined with an intervention consisting of the construction of wells. After administering questionnaires, it was established that the availability of water had a greater impact on child wellbeing than the child-centered spaces (Ventevogel et al., 2013). Child wellbeing committees also featured in Ventevogel et al.'s (2013) review of level two interventions. These committees consist of children and adults that work to guide child protection efforts in Afghanistan. Evaluations of this intervention found that children felt safer, attended school more, mixed with different ethnic groups, and were less likely to engage in aggressive behaviour (Ventevogel et al., 2013). Ventevogel et al.'s (2013) third layer focuses on non-specialised supports. The example given of an intervention in this category was the training of teachers to enable them to provide psychosocial support. No evaluations of the program were present in Ventevogel et al. (2013). The final layer refers to specialised services. Afghanistan does not have specialised services for child psychology or psychiatry, and there is a lack of Afghani mental health professionals (Ventevogel et al., 2013). NGOs provide mental health services, but not specifically for children (Ventevogel et al., 2013). While Ventevogel et al. (2013) do not provide examples for this layer of services, conclusions were drawn from the literature they reviewed. This included that adding psychosocial services into basic health care coverage in Afghanistan has “proven to be both feasible and effective” (Ventevogel et al., 2013: 73). Overall, Ventevogel et al. (2013) state that successful mental health and psychosocial support must take into account the complex instabilities that are present in the country across multiple domains.

Moving beyond service provision, Ventevogel et al.'s (2013) review identified cultural values that act as informal child protection mechanisms. Ventevogel et al. (2013) identified six values

underpinning resilience in Afghan culture. These are: faith (iman), family unity and harmony (wahdat and ittifaq), service (khidmat), perseverance and effort (koshesh), morals (akhlaq) and honour (izzat) (Ventevogel et al., 2013). “These key values provide a moral framework to make sense of suffering, regulate social behaviour, maintain a sense of hope and human dignity, and give a sense of coherence to past experiences and future aspirations” (Ventevogel et al. 2013, 73). Conversely, Ventevogel et al. (2013) also established that family relationships and cultural values drive poor mental health, especially when they have been marred by conflict.

Family relationships become marred by conflict, while ambitions to adhere to cultural values are frustrated by dire poverty or powerlessness—this drives ordinary people into a sense of entrapment, especially with regard to cultural dictates governing reproductive and economic decisions. Such drivers of psychological distress and social entrapment are especially relevant for children who are forcibly married, children in forced labour, children with physical or intellectual disabilities, children who face domestic or sexual violence, and children using illicit drugs or resorting to self-injury. ‘Everyday stressors’, rooted in poverty and violence, generate lasting psychological distress in children and adolescents, over and above the more dramatic forms of trauma associated with the brutality of war (Ventevogel et al. 2013, 73). Ventevogel et al. (2013) emphasise the need for services to fit within cultural institutions, to ensure resilience and child wellbeing.

Understanding help-seeking behaviours assists in developing effective interventions. Metheny and Stephenson (2019) examined help seeking behaviour amongst women and girls in Afghanistan who experienced IPV. Metheny and Stephenson (2019) report that 42% of participating women had experienced physical violence in the past year, 7% sexual violence

and 29% emotional abuse, with one in five seeking help. However, of those who sought help, like than 5% reported seeking help from formal sources, instead preferring to seek support from friends and family (Metheny & Stephenson, 2019). Those who wished for further children were more likely to report, while the age of their husband also influenced reporting (Metheny & Stephenson, 2019). Of those who formally disclosed their experiences, the majority (89%) reported to religious leaders, while a small minority reported to a health care provider (Metheny & Stephenson, 2019). Metheny and Stephenson (2019) concludes the high regard that Mullah's are held, and conversely the poor quality of health services. Similarly, Raj et al.'s (2014) study into interventions aiming to prevent child/forced marriages "stressed the importance of awareness campaigns, [to be] delivered via media, mosques, schools, and community elders" (Raj et al. 2014, 1497). Particular focus was placed on a targeted effort towards rural populations, and the use of Sharia to educate individuals of how such practices are against faith. Finally, increasing women's educational attainment, and formalising marriage registration were recognised as processes to reduce the practice.

In terms of school safety, Skovdal et al.'s (2014) findings led the authors to suggest that, "...efforts to declare schools as zones of peace and neutrality are key to promoting safe environments in conflict ridden contexts such as in Afghanistan" (Skovdal et al. 2014, 176). The authors provide suggestions to reduce violence experienced in these settings. These include creating an inclusive dialogue, through the use of NGOs, amongst all stakeholders, armed groups and political parties included and the use of Shura to enhance school security, on a policy and structural level. As well as establishing a code of conduct, which outlines the purpose of schools, their status as conflict free zones, empowering individuals to understand their social system, creating a sense of critical consciousness and advocate for safety in school zones. Finally, change may occur through connecting with religious leaders who use their

understanding of faith to advocate for education. Corboz et al. (2019) conducted an evaluation of a school-based peace education program and a community-based intervention, aiming to change harmful social norms related to gender and the use of violence. The school-based intervention included a 6-week school-based program based on a story-book, followed by the development of a comprehensive peace education program developed for older children (Corboz et al., 2019). Beyond the school, the program engaged with teachers, parents and other community members to shift cultural norms, including gendered norms (Corboz et al., 2019). The evaluation results suggest that the program led to a reduced in violence, including peer to peer violence amongst children, corporal punishment at home and at school, and in children's reports of witnessing IPV at home (Corboz et al., 2019).

Cameron et al.'s (2018) work is one of the few papers to examine the perspectives of service providers and community leaders. Religious leaders in this study recognised that they had an important role in changing community attitudes through education (Cameron et al., 2018). However, as group religious leaders were found to underreport violence in the community (Cameron et al., 2018). Akin to Corboz et al.'s (2019) evaluation, this suggests that intervention efforts need to incorporate education programs that raise awareness about the nature and extent VAC and IPV in the community (Cameron et al., 2018).

## 2.7 Summary of the literature review

Effective interventions aiming to address VAC and its related outcomes need to be cognisant of cultural norms present in the community. While these norms may include harmful gendered attitudes, there are also community strengths that can be drawn upon; such as the importance placed on religion leaders and traditional justice structures. Effective intervention also needs an awareness of the interconnected nature of VAC, including the ways that multiple domains

of violence may compound to increase trauma for children. Overall, the literature highlights the gendered nature of different categories of violence. While boys were more likely to be incarcerated in a juvenile justice facility, women and girls were more likely to be charged with moral offences. The consequences of incarceration extended beyond release. Children were likely to have experienced violence prior to coming into contact with the law. A high level of violence was observed in homes and schools in Afghanistan, highlighting why some women and children may choose to risk running away despite its illegality. The extent of violence in the home also demonstrates the vulnerable situations women and children may be returning to post-incarceration. While the literature focused on outcomes of violence and interventions, there was little focus on the consequences for women and children who come into conflict with the law especially in relation to reintegration. This demonstrates the need for further work in this space and highlights the importance of the Tsapar 2 Project.

### 3.0 Methods

Participants (beneficiaries) were those who took Tdh Taspar 2's programmes during 2018-2019. They were invited to respond to the surveys before and after the intervention programmes. The main purpose of the research is to understand women and children's experiences when they might be vulnerable, in particular experience in parenting, violence, education/vocational training, as well as their self-perception in self efficacy and mental health. Verbal consent was all obtained from the beneficiaries (participated women and children) for data collection. All the data were collected and entered by a Tdh research team in Afghanistan. Ethical approval for the research was obtained from Tdh and local Afghan leaders. The data was cleaned by a well-trained researcher (supervised by a senior researcher) from Griffith University, Australia.

#### 3.1 Instruments

A variety of psychosocial measures (subscales) were used in the survey, including: **Parenting Experience** (12 items in a 5 point Likert-type scale for women/mother beneficiaries, and 7 items in a 5 point Likert-type scale for children beneficiaries). Details of the items refer to the appendices. For women's parenting subscale, item 7 "I have my child to work rather than go to school", item 8 "I have asked my child to do things that normally an adult should do.", and item 12 "Members of my family take drugs or alcohol." were reversed scoring in the data analyses. For children's parenting subscale, item 6 "I am often left on my own or without Adults to take care of me if my Parents are not at home" was reversed scoring in the data analyses.

**Violence Experience** subscale (same for women and children) contains 9 items in a 4 point Likert-type scale from "many times", "sometimes", "not in the past year but this has happened" to "never". Item 6 "When you were sick or hurt, did you go to see a doctor or did you take

medicines?” was reversed scoring in the data analyses. Details of the items refer to the appendices.

Subscale of **Self Efficacy** (same for women and children) covers 10 items in a 4 point Likert-type scale: “Exactly true”, “Moderately true”, “Hardly true”, and “Not at all true”. Subscale of **Mental Health** (same for women and children) also covers 10 items in a 5 point Likert-type scale: “All of the time”, “Most of the time”, “Some of the time”, “A little of the time”, “None”.

In F1, F5, F11, and F19, there are also a common open-ended section on the beneficiary’s perspective on the biggest fears for their future; their strengths, skills and knowledge to face the challenges and fears; and their hope for the future (and things they would like to achieve in the next few months of being in the intervention program). In F19 form, the final section is a mix of open-ended questions and rating questions, focusing on the children beneficiaries’ levels of confidence (economic, social and subjective/individual perspective) in preparation for reintegration. All F1, F5, F11, and F19 also have items on schooling and working condition.

### 3.2 Data analyses

SPSS 21 (IMB SPSS Statistics, IBM Corp, Somners, NY) was used for quantitative data analyses; for the qualitative data, thematic analysis was applied. Descriptive statistics (frequencies) were calculated for the F1 and F5 data set and the F11 and F19 data set. Composite measures of the four key subscales (Parenting Experience, Violence Experience, Self-Efficacy, Mental Health) were created based on the total scores of each scale divided by the number of scoring items.

For the F1 and F5 data set, dependent t-test were performed to compare Parenting Experience, Violence Experience, Self-Efficacy, Mental Health between F1 and F5. The t-test were



performed in 1<sup>st</sup> batch data (separating women and children respondents), 2<sup>st</sup> batch data (separating women and children respondents), and the combined data (separating women and children respondents). Pearson correlation analyses were performed to investigate the association amongst Parenting Experience, Violence Experience, Self-Efficacy, Mental Health, while also separating the 1<sup>st</sup> batch data, 2<sup>nd</sup> batch data, and the combined data of F1 F5. Multiple regression were conducted to examine how well Parenting Experience, Violence Experience, and Mental Health (independent variables) predict Self Efficacy (dependent variables); how well Parenting Experience, Violence Experience, and Self Efficacy (independent variables) predict Mental Health (dependent variables) for women and children, in 1<sup>st</sup> batch data, 2<sup>nd</sup> batch data, and the combined data.

For the F11 and F19 data set, dependent t-test were performed to compare the participated children's Parenting Experience, Violence Experience, Self-Efficacy, Mental Health between F11 and F19. Pearson correlation analyses was performed to investigate the association amongst Parenting Experience, Violence Experience, Family Visit, Self-Efficacy, Mental Health. Multiple regression was conducted to examine how well Parenting Experience, Violence Experience, Family Visit, and Mental Health (independent variables) predict Self Efficacy (dependent variables); how well Parenting Experience, Violence Experience, Family Visit, and Self Efficacy (independent variables) predict Mental Health (dependent variables).

Each of the instruments collected qualitative data from open ended questions. Thematic analyses were conducted to identify the key themes of fear, strengths, and hopes in F1, F5, F11, and F19 respondents (women and children). F19 last session "Measuring level of confidence

of beneficiaries in preparation for reintegration (economic, social, subjective/personal)” was analysed by identifying the key themes as well.

## 4.0 Findings

### 4.1 F1 and F5 form comparison

A total 165 (NGR=75; Herat=90) F1 were collected in the 1<sup>st</sup> batch. A total 154 (NGR=73; Herat=81) F5 were collected in the 1<sup>st</sup> batch. 152 cases were matched. A total 182 (NGR=93; Herat=89) F1 were collected in the 2<sup>nd</sup> batch. A total 184 (NGR=90; Herat=94) F5 were collected in the 2<sup>nd</sup> batch. 162 cases were matched. Total 314 cases were matched in the combined batches. Women's age range from 19 – 45yr. Children's age range from 13 – 18yr. Total of 188 boys (75.5%) and 61 (24.5%) girls in the children's beneficiaries' group. 11 (4.4%) of these children were not attending the school during the survey. 61.5% of the women never attended school in the past, comparing to 20.5% of the children who had never attend the school in the past. Education is a concern for the women participants. 44.6% of women are working now, comparing to 60.2% of the children are working. Unemployment is an issue for women.

The top 3 main protection concerns for women participants are : 1. Physically or Mentally Abused (38.5%); 2. Psychosocial disorder (self-injury, suicide, aggressiveness, sadness, etc) (29.2%); 3. Involved in Worst Forms of Child Labor (10.8%). The top 3 main protection concerns for children participants are : 1. Neglect (22.1%); 2. Physically or Mentally Abused (18.9%); 3. Not go to school (8.8%). Other common concerns are: Psychosocial disorder (self-injury, suicide, aggressiveness, sadness, etc) (8.4%); Involved in Worst Forms of Child Labor (8.4%). Neglect and abuse are common issues for the participants in the integration centre. Table 1.1.1 to 1.1. 4 present the socioeconomic background information of the beneficiaries:

TABLE 1.1.1\_F1 F5 : WOMEN AND CHILDREN PARTICIPANTS (2 PROJECTS, COMBINED BATCHES MATCHING CASES)

	Herat	Jalalabad	Total
Women	38	27	65
Children	124	125	249
Total	162	152	314

TABLE 1.1.2\_F1 F5 : EDUCATION BACKGROUND

	Ever attended school	No	Percent
Women	Yes	25	38.5
	No	40	61.5
Children	Yes	198	79.5
	No	51	20.5

TABLE 1.1.3\_F1 F5 : EMPLOYMENT BACKGROUND

	Work now	No	Percent
Women	Yes	29	44.6
	No	36	55.4
Children	Yes	150	60.2
	No	99	39.8

TABLE 1.1.4\_F1: INCOME BACKGROUND (INCOME PER MONTH)

	Income	No	Percent
Women	0 – 5000 AFN (0 – USD 64)	29	44.6
	5,000 – 10,000 AFN (USD 64 – USD127)	36	55.4
	25,000 – 30,000 AFN (USD 318 – USD381)		
Children	0 – 5000 AFN (0 – USD 64)	186	74.7
	5,000 – 10,000 AFN (USD 64 – USD127)	52	20.9
	10,000 – 15,000 AFN (USD 127 – USD191)	7	2.8
	15,000 – 20,000 AFN (USD 191 – USD254)	2	0.8
	25,000 – 30,000 AFN (USD 318 – USD381)	1	0.4

Statistical analyses showed a good indication of the integration centre programmes were in the targeted direction. In some cases, results have not reached statistical significance. Tables 1.2.1 to Table 1.2.51 detail these key results.

In the 1<sup>st</sup> batch matching cases (NRG project and Herat project), child participants had significant increases in all items of the self-efficacy scale (see Table 1.2.2); Women

participants had significant increase in all items of the self-efficacy scale (see Table 1.2.1) , except:

- Item 3 “It is easy for me to stick to my aims and accomplish my goals.”
- Item 5 “Thanks to my resourcefulness, I know how to handle unforeseen situation”

All items for mental health well-being showed significant improvement for women and children (see Table 1.2.3 and Table 1.2.4). Children’s perception of parenting (Table 1.2.6), had significant improvements (except Item 7: know how to keep myself clean, this item had a high score in F1). In women’s perception of parenting (Table 1.2.5), the items that had significant improvements include:

- Item 1: Fulfil role as mother and parent
- Item 2: meet all of my child’s basic needs
- Item 3: have the skills to be a good mother
- Item 5: spent time listening and playing with my child
- Item 9: take my child to see doctor
- Item 11: are able to read and write

Other items were not statistically significant but generally trended in the desired direction.

Measures on participants experiences of violence and abuse, showed generally there had been reductions (Table 1.2.7 and Table 1.2.8).

In the 2<sup>nd</sup> batch matching cases (NRG project and Herat project), both child and women participants had significant increases in all items of the self-efficacy scale (see Table 1.2.12 and Table 1.2.13). All items for mental health well-being showed significant improvement for both women and children (see Table 1.2.14 and Table 1.2.15). In children’s perception of parenting (Table 1.2.17), all items had significant improvements (except Item 3: I go the school regularly). In women’s perception of parenting (Table 1.2.16), all items had significant

improvement. Measures on participants experiences of violence and abuse, showed generally there had been reductions (Table 1.2.18 and Table 1.2.19).

Correlation analyses (Table 1.1.20 to Table 1.1.23) showed that parenting experience (both for women and children) was positively related to self-efficacy and mental health well-being; violence experiences (both for women and children) was negatively related to self-efficacy and mental health well-being; better self-efficacy associated with better mental health well-being. Multiple regression analyses (Table 1.1.24 to Table 1.1.31) showed that in women's F1, violence experience negatively predicted self-efficacy; parenting positively predicted while violence experience negatively predicted mental health well-being. In children's F1, violence experience negatively predicted self-efficacy; while it also negatively predicted mental health well-being. In women's F5, mental health well-being positively predicted self-efficacy; self-efficacy positively predicted mental health well-being. In children's F5, mental health well-being positively predicted self-efficacy; self-efficacy positively predicted mental health well-being.

For the combined batches data set of F1 and F5, both child and women participants had significant increase in all items of the self-efficacy scale (see Table 1.2.32 and Table 1.2.33). All items for mental health well-being showed significant improvement for both women and children (see Table 1.2.35 and Table 1.2.36). In children's perception of parenting (Table 1.2.37), all items had significant improvement. In women's perception of parenting (Table 1.2.36), all items had significant improvements except Item 12: Members of my family take drugs or alcohol. Measures on participants experiences of violence and abuse, showed generally there had been reductions (Table 1.2.38 and Table 1.2.39).

Correlation analyses (Table 1.1.40 to Table 1.1.43) showed that parenting experience (both for women and children) was positively related to self-efficacy and mental health well-being; violence experiences (both for women and children) was negatively related to self-efficacy and mental health well-being; better self-efficacy associated with better mental health well-being. Multiple regression analyses (Table 1.1.44 to Table 1.1.51) showed that in women's F1, parenting positively predicted self-efficacy; parenting positively predicted while violence experience negatively predicted mental health well-being. In children's F1, parenting positively predicted self-efficacy; parenting positively predicted while violence experience negatively predicted mental health well-being. In women's F5, parenting positively predicted while violence experience negatively predicts self-efficacy. No significant predictors for mental health well-being. In children's F5, parenting and mental health well-being positively predicted self-efficacy; self-efficacy positively predicted while violence experience negatively predicted mental health well-being.

#### 4.2 F11 and F19 form comparison

For the comparison of pre and post JRC detention programme (89 matched cases in F11 and F19), participants (only child participants/beneficiaries) had significant increase in all items of the self-efficacy scale (see Table 2.2.1) except:

- Item 4 "I am confident that I could deal efficiently with unexpected events."
- Item 7 "I can remain calm when facing difficulties because I can rely on my coping abilities"
- Item 10 "I can usually handle what comes my way."

All items for mental health well-being showed significant improvement for the children (see Table 2.2.2). In children's perception of parenting (Table 1.2.37), all items had significant improvement, except Item 7 "I know how to keep myself clean and well". This item didn't

have statistical significant because it had a high score (4.92 out of 5) already in F11, and a slightly higher score (4.94 out of 5) in F19, which showed the children already had high awareness of keeping themselves clean and well. All measures on participants experiences of violence and abuse had significant reduce (see Table 2.2.4) except the last item Item 10 “Have anyone touched your body in a wrong way” because it had a low score (1.17 out of 4) already in F11, and a slightly lower score (1.13 out of 4) in F19. It seems that sexual violence is not a key concern for the children.

Correlation analyses (Table 2.2.5) showed that, in all F11 forms, parenting experience was positively related to self-efficacy and mental health well-being, it was negatively related to violence experience; violence experiences was negatively related to self-efficacy and mental health well-being; better self-efficacy associated with better mental health well-beings (but not statistically significant). In all F19 forms (adding the variable “Family Visit (to the detention centre)”, parenting experience was positively related to self-efficacy, it was negatively related to violence experience; violence experiences was negatively related to self-efficacy; it showed that family visit had a direction of positively associated with self-efficacy and mental health well-being (but not statistically significant) (see Table 2.2.6 for further details).

In the F11 form, multiple regression analyses (Table 2.2.7 and Table 2.2.8) showed that parenting ( $\beta = 0.43$ ,  $p < 0.001$ ) and mental health well-being ( $\beta = 0.235$ ,  $p < 0.01$ ) positively predicted self-efficacy; violence experience ( $\beta = -0.198$ ,  $p < 0.01$ ) negatively predicted self-efficacy. Self-efficacy ( $\beta = 0.207$ ,  $p < 0.01$ ) positively predicted mental health well-being while violence experience ( $\beta = -0.579$ ,  $p < 0.001$ ) negatively predicted mental health well-being. In the F19 form, multiple regression analyses (Table 2.2.9 and Table 2.2.10) showed no significant predictor for self-efficacy and mental health in children.





#### 4.3 1<sup>st</sup> Batch Pre & Post Test F1 F5 Comparison:

TABLE 1.2.1: COMPARING SELF-EFFICACY (SECTION F) OF WOMEN IN HERAT AND JALALABAD\_1<sup>ST</sup> BATCH F1 AND F5 FORMS (N=31)

	Mean	t	p
1. I can always manage to solve difficult problems if I try hard enough (in F1 form)	2.81	-3.712	0.001
1. I can always manage to solve difficult problems if I try hard enough (in F5 form)	3.42		
2. If someone opposes me, I can find the means and ways to get what I want. (in F1 form)	2.61	-2.528	0.017
2. If someone opposes me, I can find the means and ways to get what I want. (in F5 form)	3.06		
3. It is easy for me to stick to my aims and accomplish my goals. (in F1 form)	2.71	-2.402	0.203
3. It is easy for me to stick to my aims and accomplish my goals. (in F5 form)	3.19		
4. I am confident that I could deal efficiently with unexpected events. (in F1 form)	2.58	-4.655	<0.001
4. I am confident that I could deal efficiently with unexpected events. (in F5 form)	3.42		
5. Thanks to my resourcefulness, I know how to handle unforeseen situations. (in F1 form)	2.58	-1.184	0.246
5. Thanks to my resourcefulness, I know how to handle unforeseen situations. (in F5 form)	2.77		
6. I can solve most problems if I invest the necessary effort. (in F1 form)	2.90	-1.827	0.078
6. I can solve most problems if I invest the necessary effort. (in F5 form)	3.26		
7. I can remain calm when facing difficulties because I can rely on my coping abilities. (in F1 form)	2.48	-6.111	<0.001
7. I can remain calm when facing difficulties because I can rely on my coping abilities. (in F5 form)	3.71		
8. When I am confronted with a problem, I can usually find several solutions. (in F1 form)	2.45	-2.979	0.006
8. When I am confronted with a problem, I can usually find several solutions. (in F5 form)	3.06		
9. If I am in trouble, I can usually think of a solution. (in F1 form)	2.52	-4.374	<0.001

9. If I am in trouble, I can usually think of a solution. (in F5 form)	3.35		
10. I can usually handle whatever comes my way. (in F1 form)	2.29	-3.087	0.004
10. I can usually handle whatever comes my way. (in F5 form)	2.97		
Overall mean score (10 items) (in F1 form)	2.59	-4.551	<0.001
Overall mean score (10 items) (in F5 form)	3.22		

(note: Self-efficacy scale: 1 = Not at all true, 2=Hardly true, 3=Moderately true, 4=Exactly true, higher scores show higher self-efficacy)

TABLE 1.2.2: COMPARING SELF-EFFICACY (SECTION F) OF CHILDREN IN HERAT AND JALALABAD\_1<sup>ST</sup> BATCH F1 AND F5 FORMS (N=121)

	Mean	t	p
1. I can always manage to solve difficult problems if I try hard enough (in F1 form)	2.39	-10.388	<0.001
1. I can always manage to solve difficult problems if I try hard enough (in F5 form)	3.58		
2. If someone opposes me, I can find the means and ways to get what I want. (in F1 form)	2.40	-8.853	<0.001
2. If someone opposes me, I can find the means and ways to get what I want. (in F5 form)	3.29		
3. It is easy for me to stick to my aims and accomplish my goals. (in F1 form)	2.31	-9.158	<0.001
3. It is easy for me to stick to my aims and accomplish my goals. (in F5 form)	3.27		
4. I am confident that I could deal efficiently with unexpected events. (in F1 form)	2.06	-10.701	<0.001
4. I am confident that I could deal efficiently with unexpected events. (in F5 form)	3.21		
5. Thanks to my resourcefulness, I know how to handle unforeseen situations. (in F1 form)	2.12	-9.725	<0.001
5. Thanks to my resourcefulness, I know how to handle unforeseen situations. (in F5 form)	3.12		
6. I can solve most problems if I invest the necessary effort. (in F1 form)	2.52	-9.484	<0.001
6. I can solve most problems if I invest the necessary effort. (in F5 form)	3.60		

7. I can remain calm when facing difficulties because I can rely on my coping abilities. (in F1 form)	2.40	-8.868	<0.001
7. I can remain calm when facing difficulties because I can rely on my coping abilities. (in F5 form)	3.28		
8. When I am confronted with a problem, I can usually find several solutions. (in F1 form)	2.41	-9.725	<0.001
8. When I am confronted with a problem, I can usually find several solutions. (in F5 form)	3.40		
9. If I am in trouble, I can usually think of a solution. (in F1 form)	2.17	-10.168	<0.001
9. If I am in trouble, I can usually think of a solution. (in F5 form)	3.21		
10. I can usually handle whatever comes my way. (in F1 form)	2.21	-8.127	<0.001
10. I can usually handle whatever comes my way. (in F5 form)	3.03		
Overall mean score (10 items) (in F1 form)	2.29	-12.688	<0.001
Overall mean score (10 items) (in F5 form)	3.30		

(note: Self-efficacy scale: 1 = Not at all true, 2=Hardly true, 3=Moderately true, 4=Exactly true, higher scores show higher self-efficacy)

TABLE 1.2.3 : COMPARING MENTAL HEALTH (SECTION G) OF WOMEN IN HERAT AND JALALABAD\_1<sup>ST</sup> BATCH F1 AND F5 FORMS (N=31)

	Mean	t	p
1. In the past 4 weeks, about how often did you feel tired out for no good reason? (in F1 form)	3.68	3.323	0.002
1. In the past 4 weeks, about how often did you feel tired out for no good reason? (in F5 form)	2.77		
2. In the past 4 weeks, about how often did you feel nervous? (in F1 form)	3.65	7.470	<0.001
2. In the past 4 weeks, about how often did you feel nervous? (in F5 form)	2.03		
3. In the past 4 weeks, about how often did you feel so nervous that nothing could calm you down? (in F1 form)	3.13	7.526	<0.001

3. In the past 4 weeks, about how often did you feel so nervous that nothing could calm you down? (in F5 form)	1.61		
4. In the past 4 weeks, about how often did you feel hopeless? (in F1 form)	4.13	8.407	<0.001
4. In the past 4 weeks, about how often did you feel hopeless? (in F5 form)	2.35		
5. In the past 4 weeks, about how often did you feel restless or fidgety? (in F1 form)	3.74	8.632	<0.001
5. In the past 4 weeks, about how often did you feel restless or fidgety? (in F5 form)	1.90		
6. In the past 4 weeks, about how often did you feel so restless you could not sit still? (in F1 form)	2.81	4.915	<0.001
6. In the past 4 weeks, about how often did you feel so restless you could not sit still? (in F5 form)	1.39		
7. In the past 4 weeks, about how often did you feel depressed? (in F1 form)	3.61	3.105	0.004
7. In the past 4 weeks, about how often did you feel depressed? (in F5 form)	2.71		
8. In the past 4 weeks, about how often did you feel that everything was an effort? (in F1 form)	2.71	3.112	0.004
8. In the past 4 weeks, about how often did you feel that everything was an effort? (in F5 form)	1.52		
9. In the past 4 weeks, about how often did you feel so sad that nothing could cheer you up? (in F1 form)	2.71	4.664	<0.001
9. In the past 4 weeks, about how often did you feel so sad that nothing could cheer you up? (in F5 form)	1.39		
10. In the past 4 weeks, about how often did you feel worthless? (in F1 form)	3.39	6.510	<0.001
10. In the past 4 weeks, about how often did you feel worthless? (in F5 form)	1.56		
Overall mean score (10 items) (in F1 form)	3.35	7.451	<0.001
Overall mean score (10 items) (in F5 form)	1.92		

(note: Mental health scale: 1 = None of the time, 2=A little of the time, 3=Some of the time, 4=Most of the time, 5=All of the time, lower scores show better mental health well-being)

TABLE 1.2.4 : COMPARING MENTAL HEALTH (SECTION G) OF CHILDREN IN HERAT AND JALALABAD\_1<sup>ST</sup> BATCH F1 AND F5 FORMS (N=121)

	Mean	t	p
1. In the past 4 weeks, about how often did you feel tired out for no good reason? (in F1 form)	3.51	16.602	<0.001
1. In the past 4 weeks, about how often did you feel tired out for no good reason? (in F5 form)	1.52		
2. In the past 4 weeks, about how often did you feel nervous? (in F1 form)	3.21	16.054	<0.001
2. In the past 4 weeks, about how often did you feel nervous? (in F5 form)	1.50		
3. In the past 4 weeks, about how often did you feel so nervous that nothing could calm you down? (in F1 form)	2.45	11.706	<0.001
3. In the past 4 weeks, about how often did you feel so nervous that nothing could calm you down? (in F5 form)	1.26		
4. In the past 4 weeks, about how often did you feel hopeless? (in F1 form)	3.30	14.746	<0.001
4. In the past 4 weeks, about how often did you feel hopeless? (in F5 form)	1.55		
5. In the past 4 weeks, about how often did you feel restless or fidgety? (in F1 form)	3.18	15.994	<0.001
5. In the past 4 weeks, about how often did you feel restless or fidgety? (in F5 form)	1.36		
6. In the past 4 weeks, about how often did you feel so restless you could not sit still? (in F1 form)	2.27	9.698	<0.001
6. In the past 4 weeks, about how often did you feel so restless you could not sit still? (in F5 form)	1.21		
7. In the past 4 weeks, about how often did you feel depressed? (in F1 form)	3.25	11.533	<0.001
7. In the past 4 weeks, about how often did you feel depressed? (in F5 form)	1.85		

8. In the past 4 weeks, about how often did you feel that everything was an effort? (in F1 form)	2.83	9.184	<0.001
8. In the past 4 weeks, about how often did you feel that everything was an effort? (in F5 form)	1.50		
9. In the past 4 weeks, about how often did you feel so sad that nothing could cheer you up? (in F1 form)	2.77	11.936	<0.001
9. In the past 4 weeks, about how often did you feel so sad that nothing could cheer you up? (in F5 form)	1.31		
10. In the past 4 weeks, about how often did you feel worthless? (in F1 form)	2.96	14.447	<0.001
10. In the past 4 weeks, about how often did you feel worthless? (in F5 form)	1.22		
Overall mean score (10 items) (in F1 form)	2.97	20.025	<0.001
Overall mean score (10 items) (in F5 form)	1.43		

(note: Mental health scale: 1 = None of the time, 2=A little of the time, 3=Some of the time, 4=Most of the time, 5=All of the time, lower scores show better mental health well-being)

TABLE 1.2.5 : COMPARING THE PARENTING OF WOMEN (SECTION B) IN HERAT AND JALALABAD\_1<sup>ST</sup> BATCH F1 AND F5 FORMS (N=31)

	Mean	t	p
1. I am able to fulfil my role as a Mother and Parent (in F1 form)	4.50	-2.469	0.020
1. I am able to fulfil my role as a Mother and Parent (in F5 form)	5.00		
2. I am able to meet all of my child's basic needs. (in F1 form)	2.59	-3.809	0.001
2. I am able to meet all of my child's basic needs. (in F5 form)	3.93		
3. I feel I have the skills to be good Mother and Parent (in F1 form)	3.82	-4.666	<0.001
3. I feel I have the skills to be good Mother and Parent (in F5 form)	4.89		

4. I encourage and support my child to go to school. (in F1 form)	4.74	-1.363	1.865
4. I encourage and support my child to go to school. (in F5 form)	4.85		
5. I spend time listening and playing with my child. (in F1 form)	2.63	-4.192	<0.001
5. I spend time listening and playing with my child. (in F5 form)	4.19		
6. I do not leave my child alone unless I know they have someone else to care for them. (in F1 form)	4.44	-1.907	0.068
6. I do not leave my child alone unless I know they have someone else to care for them. (in F5 form)	4.93		
7. I have asked my child to work rather than go to school (reverse scored). (in F1 form)	4.00	-.586	0.570
7. I have asked my child to work rather than go to school (reverse scored). (in F5 form)	4.33		
8. I have asked my child to do things that normally an adult should do (reverse scored). (in F1 form)	4.08	-.500	0.627
8. I have asked my child to do things that normally an adult should do (reverse scored). (in F5 form)	4.42		
9. If my child is injured or sick, I can take them to medical services. (in F1 form)	4.22	-2.371	0.025
9. If my child is injured or sick, I can take them to medical services. (in F5 form)	4.67		
10. I understand the children's need for clean water and washing. (in F1 form)	5.00		
10. I understand the children's need for clean water and washing. (in F5 form)	5.00		
11. I am able to read and write without needing help from others. (in F1 form)	2.14	-5.109	<0.001
11. I am able to read and write without needing help from others. (in F5 form)	3.96		
12. Members of my family take drugs or alcohol (reverse scored). (in F1 form)	2.23	.415	0.686
12. Members of my family take drugs or alcohol (reverse scored). (in F5 form)	2.00		



(note: scale scoring: 5 = Agree, 4 = Slightly Agree, 3 = Neutral, 2 = Slightly Disagree, 1 = Disagree, higher scores show better awareness of parenting; Item 7, 8, 12 are reverse scored items; Participants all scored 5 in Item 10 in F1 an F5 form)

TABLE 1.2.6 : COMPARING THE PARENTING (SECTION B) OF CHILDREN IN HERAT AND JALALABAD\_1<sup>ST</sup> BATCH F1 AND F5 FORMS (N=121)

	Mean	t	p
1. My Parents support me and keep me safe. (in F1 form)	4.32	-6.790	<0.001
1. My Parents support me and keep me safe. (in F5 form)	4.95		
2. I can write and read my own name. (in F1 form)	4.52	-5.232	<0.001
2. I can write and read my own name. (in F5 form)	4.96		
3. I go to school regularly. (in F1 form)	1.23	-2.954	0.004
3. I go to school regularly. (in F5 form)	1.61		
4. At least one of my Parents can read and write. (in F1 form)	2.01	-5.251	<0.001
4. At least one of my Parents can read and write. (in F5 form)	2.90		
5. If I am sick or hurt, I will be taken me to medical assistance by my Parents or Family. (in F1 form)	4.31	-5.951	<0.001
5. If I am sick or hurt I will be taken me to medical assistance by my Parents or Family. (in F5 form)	4.90		
6. I am often left on my own or without Adults to take care of me if my Parents are not at home (reverse scored). (in F1 form)	2.98	-2.402	0.018
6. I am often left on my own or without Adults to take care of me if my Parents are not at home (reverse scored). (in F5 form)	3.44		
7. I know how to keep myself clean and well. (in F1 form)	4.91	-1.135	0.259
7. I know how to keep myself clean and well. (in F5 form)	4.96		

(note: scale scoring: 5 = Agree, 4 = Slightly Agree, 3 = Neutral, 2 = Slightly Disagree, 1 = Disagree, higher scores show better awareness of parenting; Item 6 is reverse scored item)

TABLE 1.2.7 : COMPARING THE VIOLENCE EXPERIENCE (SECTION D) OF WOMEN IN HERAT AND JALALABAD\_1<sup>ST</sup> BATCH F1 AND F5 FORMS (N=31)

	Mean	t	p
1. Has anyone in your home used drugs and then behaved in a way that frightened you in the last two months? (in F1 form)	2.45	2.278	0.030
1. Has anyone in your home used drugs and then behaved in a way that frightened you in the last two months? (in F5 form)	1.94		
2. Have you seen adults in your home fighting each other in a way that frightened you in the last two months? (in F1 form)	3.32	6.778	<0.001
2. Have you seen adults in your home fighting each other in a way that frightened you in the last two months? (in F5 form)	2.13		
3. Have you ever been hit or hurt when this fighting is happening? (in F1 form)	2.74	5.190	<0.001
3. Have you ever been hit or hurt when this fighting is happening? (in F5 form)	1.32		
4. Has anyone screamed at you very loud and aggressively in the last two months? (in F1 form)	3.58	6.556	<0.001
4. Has anyone screamed at you very loud and aggressively in the last two months? (in F5 form)	2.06		
5. Has anyone called your names, by saying ugly slogans or bad thing in the last two months? (in F1 form)	3.39	9.894	<0.001
5. Has anyone called your names, by saying ugly slogans or bad thing in the last two months? (in F5 form)	1.39		
6. When you were sick or hurt, did you go to see a doctor or did you take medicines	2.06	-0.297	0.768

	in the last two months? (reverse scored) (in F1 form)			
6.	When you were sick or hurt, did you go to see a doctor or did you take medicines in the last two months? (reverse scored) (in F5 form)	2.13		
8.	Has anyone pushed, grabbed or kicked you in the last two months? (in F1 form)	3.00	10.460	<0.001
8.	Has anyone pushed, grabbed or kicked you in the last two months? (in F5 form)	1.00		
9.	Has anyone punished you using physical force such as hitting, kicking, squeezing or locking in a room or space in the last two months? (in F1 form)	2.29	5.437	<0.001
9.	Has anyone punished you using physical force such as hitting, kicking, squeezing or locking in a room or space in the last two months? (in F5 form)	1.00		
10.	Has anyone touched your body in a wrong way? By “wrong way” we mean touching you on your private parts in the last two months? (in F1 form)	1.13	1.438	0.161
10.	Has anyone touched your body in a wrong way? By “wrong way” we mean touching you on your private parts in the last two months? (in F5 form)	1.00		

(note: scale scoring: 4 = Many times, 3 = Sometimes, 2 = Not in the past year but this has happened, 1 = Never, higher scores show higher risk of violence; Item 7 not fit for t-test analysis)

TABLE 1.2.8 : COMPARING THE VIOLENCE EXPERIENCE (SECTION D) OF CHILDREN IN HERAT AND JALALABAD\_1<sup>ST</sup> BATCH F1 AND F5 FORMS (N=121)

	Mean	t	p
1. Has anyone in your home used drugs and then behaved in a way that frightened you in the last two months? (in F1 form)	1.36	2.291	0.024
1. Has anyone in your home used drugs and then behaved in a way that frightened you in the last two months? (in F5 form)	1.22		
2. Have you seen adults in your home fighting each other in a way that frightened	2.64	10.213	<0.001

you in the last two months? (in F1 form)				
2. Have you seen adults in your home fighting each other in a way that frightened you in the last two months? (in F5 form)	1.56			
3. Have you ever been hit or hurt when this fighting is happening? (in F1 form)	2.03	7.017	<0.001	
3. Have you ever been hit or hurt when this fighting is happening? (in F5 form)	1.30			
4. Has anyone screamed at you very loud and aggressively in the last two months? (in F1 form)	3.12	10.210	<0.001	
4. Has anyone screamed at you very loud and aggressively in the last two months? (in F5 form)	1.88			
5. Has anyone called your names, by saying ugly slogans or bad thing in the last two months? (in F1 form)	2.56	9.587	<0.001	
5. Has anyone called your names, by saying ugly slogans or bad thing in the last two months? (in F5 form)	1.47			
6. When you were sick or hurt, did you go to see a doctor or did you take medicines in the last two months? (reverse scored) (in F1 form)	1.93	-2.284	0.024	
6. When you were sick or hurt, did you go to see a doctor or did you take medicines in the last two months? (reverse scored) (in F5 form)	2.22			
8. Has anyone pushed, grabbed or kicked you in the last two months? (in F1 form)	2.46	7.803	<0.001	
8. Has anyone pushed, grabbed or kicked you in the last two months? (in F5 form)	1.54			
9. Has anyone punished you using physical force such as hitting, kicking, squeezing or locking in a room or space in the last two months? (in F1 form)	1.41	4.246	<0.001	
9. Has anyone punished you using physical force such as hitting, kicking, squeezing or locking in a room or space in the last two months? (in F5 form)	1.12			
10. Has anyone touched your body in a wrong way? By “wrong way” we mean touching you on your private parts in the last two months? (in F1 form)	1.26	2.212	0.029	

10. Has anyone touched your body in a wrong way? By “wrong way” we mean touching you on your private parts in the last two months? (in F5 form)	1.12
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(note: scale scoring: 4 = Many times, 3 = Sometimes, 2 = Not in the past year but this has happened, 1 = Never, higher scores show higher risk of violence; Item 7 not fit for t-test analysis)

#### 4.4 2<sup>nd</sup> Batch Pre & Post Test F1 F5 Comparison:

TABLE 1.2.12: COMPARING SELF-EFFICACY (SECTION F) OF WOMEN IN HERAT AND JALALABAD\_2<sup>ND</sup> BATCH F1 AND F5 FORMS (N=34)

	Mean	t	p
1. I can always manage to solve difficult problems if I try hard enough (in F1 form)	1.91	-9.675	<0.001
1. I can always manage to solve difficult problems if I try hard enough (in F5 form)	3.50		
2. If someone opposes me, I can find the means and ways to get what I want. (in F1 form)	1.59	-8.153	<0.001
2. If someone opposes me, I can find the means and ways to get what I want. (in F5 form)	3.26		
3. It is easy for me to stick to my aims and accomplish my goals. (in F1 form)	1.65	-9.386	<0.001
3. It is easy for me to stick to my aims and accomplish my goals. (in F5 form)	3.35		
4. I am confident that I could deal efficiently with unexpected events. (in F1 form)	2.15	-3.697	0.001
4. I am confident that I could deal efficiently with unexpected events. (in F5 form)	3.18		
5. Thanks to my resourcefulness, I know how to handle unforeseen situations. (in F1 form)	1.53	-5.024	<0.001
5. Thanks to my resourcefulness, I know how to handle unforeseen situations. (in F5 form)	2.65		
6. I can solve most problems if I invest the necessary effort. (in F1 form)	1.65	-9.333	<0.001
6. I can solve most problems if I invest the necessary effort. (in F5 form)	3.41		

7. I can remain calm when facing difficulties because I can rely on my coping abilities. (in F1 form)	2.15	-7.983	<0.001
7. I can remain calm when facing difficulties because I can rely on my coping abilities. (in F5 form)	3.49		
8. When I am confronted with a problem, I can usually find several solutions. (in F1 form)	2.62	-7.244	<0.001
8. When I am confronted with a problem, I can usually find several solutions. (in F5 form)	3.21		
9. If I am in trouble, I can usually think of a solution. (in F1 form)	2.09	-5.279	<0.001
9. If I am in trouble, I can usually think of a solution. (in F5 form)	3.50		
10. I can usually handle whatever comes my way. (in F1 form)	1.50	-7.284	<0.001
10. I can usually handle whatever comes my way. (in F5 form)	3.18		
Overall mean score (10 items) (in F1 form)	1.78	-8.338	<0.001
Overall mean score (10 items) (in F5 form)	3.30		

(note: Self-efficacy scale: 1 = Not at all true, 2=Hardly true, 3=Moderately true, 4=Exactly true, higher scores show higher self-efficacy)

TABLE 1.2.13: COMPARING SELF-EFFICACY (SECTION F) OF CHILDREN IN HERAT AND JALALABAD\_2<sup>ND</sup> BATCH F1 AND F5 FORMS (N=128)

	Mean	t	p
1. I can always manage to solve difficult problems if I try hard enough (in F1 form)	1.67	-20.751	<0.001
1. I can always manage to solve difficult problems if I try hard enough (in F5 form)	3.36		
2. If someone opposes me, I can find the means and ways to get what I want. (in F1 form)	1.78	-15.180	<0.001
2. If someone opposes me, I can find the means and ways to get what I want. (in F5 form)	3.20		
3. It is easy for me to stick to my aims and accomplish my goals. (in F1 form)	1.58	-18.979	<0.001
3. It is easy for me to stick to my aims and accomplish my goals. (in F5 form)	3.22		

4.	I am confident that I could deal efficiently with unexpected events. (in F1 form)	1.82	-17.137	<0.001
4.	I am confident that I could deal efficiently with unexpected events. (in F5 form)	3.30		
5.	Thanks to my resourcefulness, I know how to handle unforeseen situations. (in F1 form)	1.70	-14.639	<0.001
5.	Thanks to my resourcefulness, I know how to handle unforeseen situations. (in F5 form)	3.00		
6.	I can solve most problems if I invest the necessary effort. (in F1 form)	1.79	-21.425	<0.001
6.	I can solve most problems if I invest the necessary effort. (in F5 form)	3.49		
7.	I can remain calm when facing difficulties because I can rely on my coping abilities. (in F1 form)	1.80	-19.165	<0.001
7.	I can remain calm when facing difficulties because I can rely on my coping abilities. (in F5 form)	3.47		
8.	When I am confronted with a problem, I can usually find several solutions. (in F1 form)	1.68	-19.936	<0.001
8.	When I am confronted with a problem, I can usually find several solutions. (in F5 form)	3.30		
9.	If I am in trouble, I can usually think of a solution. (in F1 form)	1.63	-19.650	<0.001
9.	If I am in trouble, I can usually think of a solution. (in F5 form)	3.30		
10.	I can usually handle whatever comes my way. (in F1 form)	1.63	-15.780	<0.001
10.	I can usually handle whatever comes my way. (in F5 form)	3.14		
	Overall mean score (10 items) (in F1 form)	1.71	-24.327	<0.001
	Overall mean score (10 items) (in F5 form)	3.28		

(note: Self-efficacy scale: 1 = Not at all true, 2=Hardly true, 3=Moderately true, 4=Exactly true, higher scores show higher self-efficacy)

TABLE 1.2.14 : COMPARING MENTAL HEALTH (SECTION G) OF WOMEN IN HERAT AND JALALABAD\_1<sup>ST</sup> BATCH F1 AND F5 FORMS (N=34)

	Mean	t	p
1. In the past 4 weeks, about how often did you feel tired out for no good reason? (in F1 form)	4.26	11.881	<0.001
1. In the past 4 weeks, about how often did you feel tired out for no good reason? (in F5 form)	1.85		
2. In the past 4 weeks, about how often did you feel nervous? (in F1 form)	4.18	16.156	<0.001
2. In the past 4 weeks, about how often did you feel nervous? (in F5 form)	1.38		
3. In the past 4 weeks, about how often did you feel so nervous that nothing could calm you down? (in F1 form)	3.79	12.589	<0.001
3. In the past 4 weeks, about how often did you feel so nervous that nothing could calm you down? (in F5 form)	1.03		
4. In the past 4 weeks, about how often did you feel hopeless? (in F1 form)	4.59	10.817	<0.001
4. In the past 4 weeks, about how often did you feel hopeless? (in F5 form)	2.00		
5. In the past 4 weeks, about how often did you feel restless or fidgety? (in F1 form)	4.03	13.431	<0.001
5. In the past 4 weeks, about how often did you feel restless or fidgety? (in F5 form)	1.12		
6. In the past 4 weeks, about how often did you feel so restless you could not sit still? (in F1 form)	3.26	7.718	<0.001
6. In the past 4 weeks, about how often did you feel so restless you could not sit still? (in F5 form)	1.03		
7. In the past 4 weeks, about how often did you feel depressed? (in F1 form)	4.21	8.535	<0.001
7. In the past 4 weeks, about how often did you feel depressed? (in F5 form)	1.91		
8. In the past 4 weeks, about how often did you feel that everything was an effort? (in F1 form)	3.76	11.030	<0.001
8. In the past 4 weeks, about how often did you feel that everything was an effort? (in F5 form)	1.21		



9. In the past 4 weeks, about how often did you feel so sad that nothing could cheer you up? (in F1 form)	3.26	7.563	<0.001
9. In the past 4 weeks, about how often did you feel so sad that nothing could cheer you up? (in F5 form)	1.10		
10. In the past 4 weeks, about how often did you feel worthless? (in F1 form)	3.24	7.819	<0.001
10. In the past 4 weeks, about how often did you feel worthless? (in F5 form)	1.06		
Overall mean score (10 items) (in F1 form)	3.86	12.417	<0.001
Overall mean score (10 items) (in F5 form)	1.36		

(note: Mental health scale: 1 = None of the time, 2=A little of the time, 3=Some of the time, 4=Most of the time, 5=All of the time, lower scores show better mental health well-being)

TABLE 1.2.15 : COMPARING MENTAL HEALTH (SECTION G) OF CHILDREN IN HERAT AND JALALABAD\_1<sup>ST</sup> BATCH F1 AND F5 FORMS (N=128)

	Mean	t	p
1. In the past 4 weeks, about how often did you feel tired out for no good reason? (in F1 form)	3.31	13.983	<0.001
1. In the past 4 weeks, about how often did you feel tired out for no good reason? (in F5 form)	1.54		
2. In the past 4 weeks, about how often did you feel nervous? (in F1 form)	3.24	15.259	<0.001
2. In the past 4 weeks, about how often did you feel nervous? (in F5 form)	1.46		
3. In the past 4 weeks, about how often did you feel so nervous that nothing could calm you down? (in F1 form)	2.75	15.685	<0.001
3. In the past 4 weeks, about how often did you feel so nervous that nothing could calm you down? (in F5 form)	1.13		
4. In the past 4 weeks, about how often did you feel hopeless? (in F1 form)	3.24	12.046	<0.001

4. In the past 4 weeks, about how often did you feel hopeless? (in F5 form)	1.60		
5. In the past 4 weeks, about how often did you feel restless or fidgety? (in F1 form)	2.97	15.703	<0.001
5. In the past 4 weeks, about how often did you feel restless or fidgety? (in F5 form)	1.37		
6. In the past 4 weeks, about how often did you feel so restless you could not sit still? (in F1 form)	2.48	11.837	<0.001
6. In the past 4 weeks, about how often did you feel so restless you could not sit still? (in F5 form)	1.13		
7. In the past 4 weeks, about how often did you feel depressed? (in F1 form)	3.26	13.093	<0.001
7. In the past 4 weeks, about how often did you feel depressed? (in F5 form)	1.69		
8. In the past 4 weeks, about how often did you feel that everything was an effort? (in F1 form)	2.90	13.556	<0.001
8. In the past 4 weeks, about how often did you feel that everything was an effort? (in F5 form)	1.16		
9. In the past 4 weeks, about how often did you feel so sad that nothing could cheer you up? (in F1 form)	2.59	12.999	<0.001
9. In the past 4 weeks, about how often did you feel so sad that nothing could cheer you up? (in F5 form)	1.10		
10. In the past 4 weeks, about how often did you feel worthless? (in F1 form)	3.25	16.790	<0.001
10. In the past 4 weeks, about how often did you feel worthless? (in F5 form)	1.10		
Overall mean score (10 items) (in F1 form)	3.00	19.438	<0.001
Overall mean score (10 items) (in F5 form)	1.33		

(note: Mental health scale: 1 = None of the time, 2=A little of the time, 3=Some of the time, 4=Most of the time, 5=All of the time, lower scores show better mental health well-being)

TABLE 1.2.16 : COMPARING THE PARENTING OF WOMEN (SECTION B) IN HERAT AND JALALABAD\_1<sup>ST</sup> BATCH F1 AND F5 FORMS (N=34)

	Mean	t	p
1. I am able to fulfil my role as a Mother and Parent (in F1 form)	3.45	-5.917	<0.001
1. I am able to fulfil my role as a Mother and Parent (in F5 form)	5.00		
2. I am able to meet all of my child's basic needs. (in F1 form)	1.84	-5.987	<0.001
2. I am able to meet all of my child's basic needs. (in F5 form)	4.03		
3. I feel I have the skills to be good Mother and Parent (in F1 form)	2.32	-10.963	<0.001
3. I feel I have the skills to be good Mother and Parent (in F5 form)	4.81		
4. I encourage and support my child to go to school. (in F1 form)	3.71	-5.240	<0.001
4. I encourage and support my child to go to school. (in F5 form)	5.00		
5. I spend time listening and playing with my child. (in F1 form)	2.06	-6.360	<0.001
5. I spend time listening and playing with my child. (in F5 form)	4.10		
6. I do not leave my child alone unless I know they have someone else to care for them. (in F1 form)	3.65	-4.479	<0.001
6. I do not leave my child alone unless I know they have someone else to care for them. (in F5 form)	5.00		
7. I have asked my child to work rather than go to school (reverse scored). (in F1 form)	3.81	-4.227	<0.001
7. I have asked my child to work rather than go to school (reverse scored). (in F5 form)	4.97		
8. I have asked my child to do things that normally an adult should do (reverse scored). (in F1 form)	3.29	-4.881	<0.001
8. I have asked my child to do things that normally an adult should do (reverse scored). (in F5 form)	4.87		
9. If my child is injured or sick I can take them to medical services. (in F1 form)	2.61	-6.577	<0.001
9. If my child is injured or sick I can take them to medical services. (in F5 form)	4.61		

10. I understand the children's need for clean water and washing. (in F1 form)	4.65	-2.079	0.046
10. I understand the children's need for clean water and washing. (in F5 form)	5.00		
11. I am able to read and write without needing help from others. (in F1 form)	1.58	-8.225	<0.001
11. I am able to read and write without needing help from others. (in F5 form)	4.16		
12. Members of my family take drugs or alcohol (reverse scored). (in F1 form)	3.45	1.450	0.041
12. Members of my family take drugs or alcohol (reverse scored). (in F5 form)	2.71		

(note: scale scoring: 5 = Agree, 4 = Slightly Agree, 3 = Neutral, 2 = Slightly Disagree, 1 = Disagree, higher scores show better awareness of parenting; Item 7, 8, 12 are reverse scored items; Participants all scored 5 in Item 10 in F1 an F5 form)

TABLE 1.2.17 : COMPARING THE PARENTING (SECTION B) OF CHILDREN IN HERAT AND JALALABAD\_1<sup>ST</sup> BATCH F1 AND F5 FORMS (N=128)

	Mean	t	p
1. My Parents support me and keep me safe. (in F1 form)	3.71	-10.699	<0.001
1. My Parents support me and keep me safe. (in F5 form)	4.83		
2. I can write and read my own name. (in F1 form)	3.48	-8.781	<0.001
2. I can write and read my own name. (in F5 form)	4.89		
3. I go to school regularly. (in F1 form)	1.24	-0.089	0.929
3. I go to school regularly. (in F5 form)	1.25		
4. At least one of my Parents can read and write. (in F1 form)	1.71	-4.449	<0.001
4. At least one of my Parents can read and write. (in F5 form)	2.45		
5. If I am sick or hurt I will be taken me to medical assistance by my Parents or Family. (in F1 form)	3.24	-10.036	<0.001
5. If I am sick or hurt I will be taken me to medical assistance by my Parents or Family. (in F5 form)	4.68		

F5 form)			
6.	I am often left on my own or without Adults to take care of me if my Parents are not at home (reverse scored). (in F1 form)	2.39	-5.947 <0.001
6.	I am often left on my own or without Adults to take care of me if my Parents are not at home (reverse scored). (in F5 form)	3.48	
7.	I know how to keep myself clean and well. (in F1 form)	4.62	-4.594 <0.001
7.	I know how to keep myself clean and well. (in F5 form)	4.98	

(note: scale scoring: 5 = Agree, 4 = Slightly Agree, 3 = Neutral, 2 = Slightly Disagree, 1 = Disagree, higher scores show better awareness of parenting; Item 6 is reverse scored item)

TABLE 1.2.18 : COMPARING THE VIOLENCE EXPERIENCE (SECTION D) OF WOMEN IN HERAT AND JALALABAD\_1<sup>ST</sup> BATCH F1 AND F5 FORMS (N=34)

	Mean	t	p
1. Has anyone in your home used drugs and then behaved in a way that frightened you in the last two months? (in F1 form)	2.18	0.144	0.887
1. Has anyone in your home used drugs and then behaved in a way that frightened you in the last two months? (in F5 form)	2.15		
2. Have you seen adults in your home fighting each other in a way that frightened you in the last two months? (in F1 form)	3.12	7.821	<0.001
2. Have you seen adults in your home fighting each other in a way that frightened you in the last two months? (in F5 form)	1.47		
3. Have you ever been hit or hurt when this fighting is happening? (in F1 form)	2.74	7.164	<0.001
3. Have you ever been hit or hurt when this fighting is happening? (in F5 form)	1.06		

4. Has anyone screamed at you very loud and aggressively in the last two months? (in F1 form)	3.47	10.656	<0.001
4. Has anyone screamed at you very loud and aggressively in the last two months? (in F5 form)	1.41		
5. Has anyone called your names, by saying ugly slogans or bad thing in the last two months? (in F1 form)	2.63	6.063	<0.001
5. Has anyone called your names, by saying ugly slogans or bad thing in the last two months? (in F5 form)	1.06		
6. When you were sick or hurt, did you go to see a doctor or did you take medicines in the last two months? (reverse scored) (in F1 form)	2.76	-2.291	0.028
6. When you were sick or hurt, did you go to see a doctor or did you take medicines in the last two months? (reverse scored) (in F5 form)	3.18		
8. Has anyone pushed, grabbed or kicked you in the last two months? (in F1 form)	2.85	8.754	<0.001
8. Has anyone pushed, grabbed or kicked you in the last two months? (in F5 form)	1.00		
9. Has anyone punished you using physical force such as hitting, kicking, squeezing or locking in a room or space in the last two months? (in F1 form)	1.47	2.856	0.007
9. Has anyone punished you using physical force such as hitting, kicking, squeezing or locking in a room or space in the last two months? (in F5 form)	1.00		
10. Has anyone touched your body in a wrong way? By “wrong way” we mean touching you on your private parts in the last two months? (in F1 form)	1.26	2.055	0.048
10. Has anyone touched your body in a wrong way? By “wrong way” we mean touching you on your private parts in the last two months? (in F5 form)	1.00		

(note: scale scoring: 4 = Many times, 3 = Sometimes, 2 = Not in the past year but this has happened, 1 = Never, higher scores show higher risk of violence; Item 7 not fit for t-test analysis)

TABLE 1.2.19 : COMPARING THE VIOLENCE EXPERIENCE (SECTION D) OF CHILDREN IN HERAT AND JALALABAD\_1<sup>ST</sup> BATCH F1 AND F5 FORMS (N=128)

	Mean	t	p
1. Has anyone in your home used drugs and then behaved in a way that frightened you in the last two months? (in F1 form)	1.62	2.039	0.044
1. Has anyone in your home used drugs and then behaved in a way that frightened you in the last two months? (in F5 form)	1.43		
2. Have you seen adults in your home fighting each other in a way that frightened you in the last two months? (in F1 form)	2.90	17.031	<0.001
2. Have you seen adults in your home fighting each other in a way that frightened you in the last two months? (in F5 form)	1.27		
3. Have you ever been hit or hurt when this fighting is happening? (in F1 form)	2.35	10.504	<0.001
3. Have you ever been hit or hurt when this fighting is happening? (in F5 form)	1.14		
4. Has anyone screamed at you very loud and aggressively in the last two months? (in F1 form)	3.42	19.013	<0.001
4. Has anyone screamed at you very loud and aggressively in the last two months? (in F5 form)	1.62		
5. Has anyone called your names, by saying ugly slogans or bad thing in the last two months? (in F1 form)	2.91	16.919	<0.001
5. Has anyone called your names, by saying ugly slogans or bad thing in the last two months? (in F5 form)	1.20		
6. When you were sick or hurt, did you go to see a doctor or did you take medicines in the last two months? (reverse scored) (in F1 form)	2.15	-1.405	0.162
6. When you were sick or hurt, did you go to see a doctor or did you take medicines	2.35		

in the last two months? (reverse scored) (in F5 form)			
8. Has anyone pushed, grabbed or kicked you in the last two months? (in F1 form)	2.47	11.613	<0.001
8. Has anyone pushed, grabbed or kicked you in the last two months? (in F5 form)	1.18		
9. Has anyone punished you using physical force such as hitting, kicking, squeezing or locking in a room or space in the last two months? (in F1 form)	2.09	9.724	<0.001
9. Has anyone punished you using physical force such as hitting, kicking, squeezing or locking in a room or space in the last two months? (in F5 form)	1.06		
10. Has anyone touched your body in a wrong way? By “wrong way” we mean touching you on your private parts in the last two months? (in F1 form)	1.38	5.097	<0.001
10. Has anyone touched your body in a wrong way? By “wrong way” we mean touching you on your private parts in the last two months? (in F5 form)	1.00		

(note: scale scoring: 4 = Many times, 3 = Sometimes, 2 = Not in the past year but this has happened, 1 = Never, higher scores show higher risk of violence; Item 7 not fit for t-test analysis)

TABLE 1.2.20 : CORRELATION COEFFICIENT AMONG THE PSYCHOSOCIAL SUBSCALES OF THE WOMEN IN HERAT AND JALALABAD\_2<sup>ND</sup> BATCH F1 FORM (N=34)

Variable	1	2	3	4
1. Parenting	-			
2. Violence Experience	-0.527**	-		
3. Self-efficacy	0.606**	-0.639**	-	
4. Mental Health	-0.661**	0.665**	-0.592**	-

Note: \*\* $p < .001$ , \* $p < .01$ ,  $p < .05$



TABLE 1.2.21 : CORRELATION COEFFICIENT AMONG THE PSYCHOSOCIAL SUBSCALES OF THE CHILDREN IN HERAT AND JALALABAD\_2<sup>ND</sup> BATCH F1 FORM (N=128)

Variable	1	2	3	4
1. Parenting	-			
2. Violence Experience	0.212	-		
3. Self-efficacy	0.454**	0.407*	-	
4. Mental Health	-0.497**	-0.357*	-0.553**	-

Note: \*\* $p < .001$ , \* $p < .01$ , \* $p < .05$

TABLE 1.2.22 : CORRELATION COEFFICIENT AMONG THE PSYCHOSOCIAL SUBSCALES OF THE WOMEN IN HERAT AND JALALABAD\_2<sup>ND</sup> BATCH F5 FORM (N=34)

Variable	1	2	3	4
1. Parenting	-			
2. Violence Experience	-0.430**	-		
3. Self-efficacy	0.516**	-0.443**	-	
4. Mental Health	-0.337**	0.518**	-0.297**	-

Note: \*\* $p < .001$ , \* $p < .01$ , \* $p < .05$

TABLE 1.2.23 : CORRELATION COEFFICIENT AMONG THE PSYCHOSOCIAL SUBSCALES OF THE CHILDREN IN HERAT AND JALALABAD\_2<sup>ND</sup> BATCH F5 FORM (N=128)

Variable	1	2	3	4
1. Parenting	-			
2. Violence Experience	-0.303**	-		
3. Self-efficacy	0.073	0.03	-	
4. Mental Health	-0.054	0.06	-0.450**	-

Note: \*\* $p < .001$ , \* $p < .01$ , \* $p < .05$

TABLE 1.2.24 : MULTIPLE REGRESSION ANALYSES PREDICTING SELF-EFFICACY OF THE WOMEN IN HERAT AND JALALABAD\_2<sup>ND</sup> BATCH F1 FORM (N=34)

	Predictors			Model	
	Parenting $\beta^a$	Violence Experience $\beta^a$	Mental Health $\beta^a$	R	R <sup>2</sup>
Self-efficacy	.237	-0.414*	-0.211	.749	.560

Note: <sup>a</sup> Standardized coefficients.

Note: \*\* $p < .001$ , \*\* $p < .01$ , \* $p < .05$

TABLE 1.2.25 : MULTIPLE REGRESSION ANALYSES PREDICTING MENTAL HEALTH OF THE WOMEN IN HERAT AND JALALABAD\_2<sup>ND</sup> BATCH F1 FORM (N=34)

	Predictors			Model	
	Parenting $\beta^a$	Violence Experience $\beta^a$	Self-efficacy $\beta^a$	R	R <sup>2</sup>
Mental Health	-0.338*	.380*	-.190	.777	.604

Note: <sup>a</sup> Standardized coefficients.

Note: \*\* $p < .001$ , \*\* $p < .01$ , \* $p < .05$

TABLE 1.2.26 : MULTIPLE REGRESSION ANALYSES PREDICTING SELF-EFFICACY OF THE CHILDREN IN HERAT AND JALALABAD\_2<sup>ND</sup> BATCH F1 FORM (N=128)

	Predictors			Model	
	Parenting $\beta^a$	Violence Experience $\beta^a$	Mental Health $\beta^a$	R	R <sup>2</sup>
Self-efficacy	.440***	-0.188*	-.008	.551	.303

Note: <sup>a</sup> Standardized coefficients.

Note: \*\* $p < .001$ , \*\* $p < .01$ , \* $p < .05$

TABLE 1.2.27 : MULTIPLE REGRESSION ANALYSES PREDICTING MENTAL HEALTH OF THE CHILDREN IN HERAT AND JALALABAD\_2<sup>ND</sup> BATCH F1 FORM (N=128)

	Predictors			Model	
	Parenting $\beta^a$	Violence Experience $\beta^a$	Self-efficacy $\beta^a$	R	R <sup>2</sup>
Mental Health	-0.155	.404***	-0.009	.494	.244

Note: <sup>a</sup> Standardized coefficients.

Note: \*\* $p < .001$ , \*\*\* $p < .01$ , \* $p < .05$

TABLE 1.2.28 : MULTIPLE REGRESSION ANALYSES PREDICTING SELF-EFFICACY OF THE WOMEN IN HERAT AND JALALABAD\_2<sup>ND</sup> BATCH F5 FORM (N=34)

	Predictors			Model	
	Parenting $\beta^a$	Violence Experience $\beta^a$	Mental Health $\beta^a$	R	R <sup>2</sup>
Self-efficacy	.187	.237	-0.365*	.609	.370

Note: <sup>a</sup> Standardized coefficients.

Note: \*\* $p < .001$ , \*\*\* $p < .01$ , \* $p < .05$

TABLE 1.2.29 : MULTIPLE REGRESSION ANALYSES PREDICTING MENTAL HEALTH OF THE WOMEN IN HERAT AND JALALABAD\_2<sup>ND</sup> BATCH F5 FORM (N=34)

	Predictors			Model	
	Parenting $\beta^a$	Violence Experience $\beta^a$	Self-efficacy $\beta^a$	R	R <sup>2</sup>
Mental Health	-0.303	-0.149	-0.354**	.624	.390

Note: <sup>a</sup> Standardized coefficients.

Note: \*\* $p < .001$ , \*\*\* $p < .01$ , \* $p < .05$

TABLE 1.2.30 : MULTIPLE REGRESSION ANALYSES PREDICTING SELF-EFFICACY OF THE CHILDREN IN HERAT AND JALALABAD\_2<sup>ND</sup> BATCH F5 FORM (N=128)

	Predictors			Model	
	Parenting $\beta^a$	Violence Experience $\beta^a$	Mental Health $\beta^a$	R	R <sup>2</sup>
Self-efficacy	0.074	0.079	-.488***	.456	.208

Note: <sup>a</sup> Standardized coefficients.

Note: \*\* $p < .01$ , \* $p < .05$

TABLE 1.2.31 : MULTIPLE REGRESSION ANALYSES PREDICTING MENTAL HEALTH OF THE CHILDREN IN HERAT AND JALALABAD\_2<sup>ND</sup> BATCH F5 FORM (N=128)

	Predictors			Model	
	Parenting $\beta^a$	Violence Experience $\beta^a$	Self-efficacy $\beta^a$	R	R <sup>2</sup>
Mental Health	0.001	0.073	-0.449***	.453	.205

Note: <sup>a</sup> Standardized coefficients.

Note: \*\* $p < .001$ , \*\*\* $p < .01$ , \* $p < .05$

#### 4.5 1<sup>st</sup> +2<sup>nd</sup> Batch (total) Pre & Post Test F1 F5 Comparison:

TABLE 1.2.32: COMPARING SELF-EFFICACY (SECTION F) OF WOMEN IN HERAT AND JALALABAD\_TOTAL\_F1 AND F5 FORMS (N=65)

	Mean	t	p
1. I can always manage to solve difficult problems if I try hard enough (in F1 form)	2.34	-8.596	<0.001
1. I can always manage to solve difficult problems if I try hard enough (in F5 form)	3.46		
2. If someone opposes me, I can find the means and ways to get what I want. (in F1 form)	2.08	-6.995	<0.001
2. If someone opposes me, I can find the means and ways to get what I want. (in F5 form)	3.17		
3. It is easy for me to stick to my aims and accomplish my goals. (in F1 form)	2.15	-7.280	<0.001
3. It is easy for me to stick to my aims and accomplish my goals. (in F5 form)	3.28		
4. I am confident that I could deal efficiently with unexpected events. (in F1 form)	2.35	-5.578	<0.001
4. I am confident that I could deal efficiently with unexpected events. (in F5 form)	3.29		
5. Thanks to my resourcefulness, I know how to handle unforeseen situations. (in F1 form)	2.03	-4.498	<0.001
5. Thanks to my resourcefulness, I know how to handle unforeseen situations. (in F5 form)	2.71		
6. I can solve most problems if I invest the necessary effort. (in F1 form)	2.25	-6.797	<0.001
6. I can solve most problems if I invest the necessary effort. (in F5 form)	3.34		

7. I can remain calm when facing difficulties because I can rely on my coping abilities. (in F1 form)	2.31	-9.940	<0.001
7. I can remain calm when facing difficulties because I can rely on my coping abilities. (in F5 form)	3.75		
8. When I am confronted with a problem, I can usually find several solutions. (in F1 form)	2.02	-6.938	<0.001
8. When I am confronted with a problem, I can usually find several solutions. (in F5 form)	3.14		
9. If I am in trouble, I can usually think of a solution. (in F1 form)	2.29	-6.710	<0.001
9. If I am in trouble, I can usually think of a solution. (in F5 form)	3.43		
10. I can usually handle whatever comes my way. (in F1 form)	1.88	-7.054	<0.001
10. I can usually handle whatever comes my way. (in F5 form)	3.08		
Overall mean score (10 items) (in F1 form)	2.17	-8.570	<0.001
Overall mean score (10 items) (in F5 form)	3.26		

(note: Self-efficacy scale: 1 = Not at all true, 2=Hardly true, 3=Moderately true, 4=Exactly true, higher scores show higher self-efficacy)

TABLE 1.2.33: COMPARING SELF-EFFICACY (SECTION F) OF CHILDREN IN HERAT AND JALALABAD\_TOTAL\_F1 AND F5 FORMS (N=249)

	Mean	t	p
1. I can always manage to solve difficult problems if I try hard enough (in F1 form)	2.02	-20.279	<0.001
1. I can always manage to solve difficult problems if I try hard enough (in F5 form)	3.47		
2. If someone opposes me, I can find the means and ways to get what I want. (in F1 form)	2.08	-16.499	<0.001
2. If someone opposes me, I can find the means and ways to get what I want. (in F5 form)	3.24		
3. It is easy for me to stick to my aims and accomplish my goals. (in F1 form)	1.93	-18.488	<0.001
3. It is easy for me to stick to my aims and accomplish my goals. (in F5 form)	3.24		

4.	I am confident that I could deal efficiently with unexpected events. (in F1 form)	1.94	-19.075	<0.001
4.	I am confident that I could deal efficiently with unexpected events. (in F5 form)	3.26		
5.	Thanks to my resourcefulness, I know how to handle unforeseen situations. (in F1 form)	1.90	-16.931	<0.001
5.	Thanks to my resourcefulness, I know how to handle unforeseen situations. (in F5 form)	3.06		
6.	I can solve most problems if I invest the necessary effort. (in F1 form)	2.14	-19.611	<0.001
6.	I can solve most problems if I invest the necessary effort. (in F5 form)	3.54		
7.	I can remain calm when facing difficulties because I can rely on my coping abilities. (in F1 form)	2.09	-18.294	<0.001
7.	I can remain calm when facing difficulties because I can rely on my coping abilities. (in F5 form)	3.38		
8.	When I am confronted with a problem, I can usually find several solutions. (in F1 form)	2.04	-19.426	<0.001
8.	When I am confronted with a problem, I can usually find several solutions. (in F5 form)	3.35		
9.	If I am in trouble, I can usually think of a solution. (in F1 form)	1.90	-19.479	<0.001
9.	If I am in trouble, I can usually think of a solution. (in F5 form)	3.26		
10.	I can usually handle whatever comes my way. (in F1 form)	1.86	-16.096	<0.001
10.	I can usually handle whatever comes my way. (in F5 form)	3.09		
	Overall mean score (10 items) (in F1 form)	1.99	-24.092	<0.001
	Overall mean score (10 items) (in F5 form)	3.29		

(note: Self-efficacy scale: 1 = Not at all true, 2=Hardly true, 3=Moderately true, 4=Exactly true, higher scores show higher self-efficacy)

TABLE 1.2.34 : COMPARING MENTAL HEALTH (SECTION G) OF WOMEN IN HERAT AND JALALABAD\_TOTAL\_F1 AND F5 FORMS (N=65)

	Mean	t	p
1. In the past 4 weeks, about how often did you feel tired out for no good reason? (in F1 form)	3.98	8.858	<0.001
1. In the past 4 weeks, about how often did you feel tired out for no good reason? (in F5 form)	2.29		
2. In the past 4 weeks, about how often did you feel nervous? (in F1 form)	3.92	14.421	<0.001
2. In the past 4 weeks, about how often did you feel nervous? (in F5 form)	1.69		
3. In the past 4 weeks, about how often did you feel so nervous that nothing could calm you down? (in F1 form)	3.48	12.927	<0.001
3. In the past 4 weeks, about how often did you feel so nervous that nothing could calm you down? (in F5 form)	1.31		
4. In the past 4 weeks, about how often did you feel hopeless? (in F1 form)	4.37	13.152	<0.001
4. In the past 4 weeks, about how often did you feel hopeless? (in F5 form)	2.17		
5. In the past 4 weeks, about how often did you feel restless or fidgety? (in F1 form)	3.89	14.523	<0.001
5. In the past 4 weeks, about how often did you feel restless or fidgety? (in F5 form)	1.49		
6. In the past 4 weeks, about how often did you feel so restless you could not sit still? (in F1 form)	3.05	8.815	<0.001
6. In the past 4 weeks, about how often did you feel so restless you could not sit still? (in F5 form)	1.20		
7. In the past 4 weeks, about how often did you feel depressed? (in F1 form)	3.92	7.608	<0.001
7. In the past 4 weeks, about how often did you feel depressed? (in F5 form)	2.29		
8. In the past 4 weeks, about how often did you feel that everything was an effort? (in F1 form)	3.26	8.159	<0.001
8. In the past 4 weeks, about how often did you feel that everything was an effort? (in F5 form)	1.35		

9. In the past 4 weeks, about how often did you feel so sad that nothing could cheer you up? (in F1 form)	3.00	8.499	<0.001
9. In the past 4 weeks, about how often did you feel so sad that nothing could cheer you up? (in F5 form)	1.88		
10. In the past 4 weeks, about how often did you feel worthless? (in F1 form)	3.31	10.182	<0.001
10. In the past 4 weeks, about how often did you feel worthless? (in F5 form)	1.29		
Overall mean score (10 items) (in F1 form)	3.62	12.948	<0.001
Overall mean score (10 items) (in F5 form)	1.63		

(note: Mental health scale: 1 = None of the time, 2=A little of the time, 3=Some of the time, 4=Most of the time, 5=All of the time, lower scores show better mental health well-being)

TABLE 1.2.35 : COMPARING MENTAL HEALTH (SECTION G) OF CHILDREN IN HERAT AND JALALABAD\_TOTAL\_F1 AND F5 FORMS (N=249)

	Mean	t	p
1. In the past 4 weeks, about how often did you feel tired out for no good reason? (in F1 form)	3.41	21.489	<0.001
1. In the past 4 weeks, about how often did you feel tired out for no good reason? (in F5 form)	1.53		
2. In the past 4 weeks, about how often did you feel nervous? (in F1 form)	3.22	22.089	<0.001
2. In the past 4 weeks, about how often did you feel nervous? (in F5 form)	1.48		
3. In the past 4 weeks, about how often did you feel so nervous that nothing could calm you down? (in F1 form)	2.60	19.127	<0.001
3. In the past 4 weeks, about how often did you feel so nervous that nothing could calm you down? (in F5 form)	1.19		
4. In the past 4 weeks, about how often did you feel hopeless? (in F1 form)	3.27	18.719	<0.001
4. In the past 4 weeks, about how often did you feel hopeless? (in F5 form)	1.57		



5. In the past 4 weeks, about how often did you feel restless or fidgety? (in F1 form)	3.07	22.355	<0.001
5. In the past 4 weeks, about how often did you feel restless or fidgety? (in F5 form)	1.36		
6. In the past 4 weeks, about how often did you feel so restless you could not sit still? (in F1 form)	2.38	15.207	<0.001
6. In the past 4 weeks, about how often did you feel so restless you could not sit still? (in F5 form)	1.17		
7. In the past 4 weeks, about how often did you feel depressed? (in F1 form)	3.25	17.431	<0.001
7. In the past 4 weeks, about how often did you feel depressed? (in F5 form)	1.77		
8. In the past 4 weeks, about how often did you feel that everything was an effort? (in F1 form)	2.87	15.861	<0.001
8. In the past 4 weeks, about how often did you feel that everything was an effort? (in F5 form)	1.33		
9. In the past 4 weeks, about how often did you feel so sad that nothing could cheer you up? (in F1 form)	2.67	17.661	<0.001
9. In the past 4 weeks, about how often did you feel so sad that nothing could cheer you up? (in F5 form)	1.20		
10. In the past 4 weeks, about how often did you feel worthless? (in F1 form)	3.11	21.949	<0.001
10. In the past 4 weeks, about how often did you feel worthless? (in F5 form)	1.16		
Overall mean score (10 items) (in F1 form)	2.99	27.785	<0.001
Overall mean score (10 items) (in F5 form)	1.38		

(note: Mental health scale: 1 = None of the time, 2=A little of the time, 3=Some of the time, 4=Most of the time, 5=All of the time, lower scores show better mental health well-being)

TABLE 1.2.36 : COMPARING THE PARENTING OF WOMEN (SECTION B) IN HERAT AND JALALABAD\_TOTAL\_F1 AND F5 FORMS (N=65)

	Mean	t	p
1. I am able to fulfil my role as a Mother and Parent (in F1 form)	3.95	-5.839	<0.001
1. I am able to fulfil my role as a Mother and Parent (in F5 form)	5.00		
2. I am able to meet all of my child's basic needs. (in F1 form)	2.19	-6.927	<0.001
2. I am able to meet all of my child's basic needs. (in F5 form)	3.98		
3. I feel I have the skills to be good Mother and Parent (in F1 form)	3.03	-9.810	<0.001
3. I feel I have the skills to be good Mother and Parent (in F5 form)	4.85		
4. I encourage and support my child to go to school. (in F1 form)	4.19	-4.733	<0.001
4. I encourage and support my child to go to school. (in F5 form)	4.93		
5. I spend time listening and playing with my child. (in F1 form)	2.33	-7.456	<0.001
5. I spend time listening and playing with my child. (in F5 form)	4.14		
6. I do not leave my child alone unless I know they have someone else to care for them. (in F1 form)	4.02	-4.594	<0.001
6. I do not leave my child alone unless I know they have someone else to care for them. (in F5 form)	4.97		
7. I have asked my child to work rather than go to school (reverse scored). (in F1 form)	3.91	-3.526	0.001
7. I have asked my child to work rather than go to school (reverse scored). (in F5 form)	4.69		
8. I have asked my child to do things that normally an adult should do (reverse scored). (in F1 form)	3.74	-4.447	<0.001
8. I have asked my child to do things that normally an adult should do (reverse scored). (in F5 form)	4.76		
9. If my child is injured or sick I can take them to medical services. (in F1 form)	3.36	-6.08	<0.001
9. If my child is injured or sick I can take them to medical services. (in F5 form)	4.64		

10. I understand the children's need for clean water and washing. (in F1 form)	4.81	-2.028	0.047
10. I understand the children's need for clean water and washing. (in F5 form)	5.00		
11. I am able to read and write without needing help from others. (in F1 form)	1.85	-9.274	<0.001
11. I am able to read and write without needing help from others. (in F5 form)	4.07		
12. Members of my family take drugs or alcohol (reverse scored). (in F1 form)	3.36	1.871	0.066
12. Members of my family take drugs or alcohol (reverse scored). (in F5 form)	2.90		

(note: scale scoring: 5 = Agree, 4 = Slightly Agree, 3 = Neutral, 2 = Slightly Disagree, 1 = Disagree, higher scores show better awareness of parenting; Item 7, 8, 12 are reverse scored items)

TABLE 1.2.37 : COMPARING THE PARENTING (SECTION B) OF CHILDREN IN HERAT AND JALALABAD\_TOTAL\_F1 AND F5 FORMS (N=249)

	Mean	t	p
1. My Parents support me and keep me safe. (in F1 form)	4.01	-12.287	<0.001
1. My Parents support me and keep me safe. (in F5 form)	4.89		
2. I can write and read my own name. (in F1 form)	3.99	-9.681	<0.001
2. I can write and read my own name. (in F5 form)	4.92		
3. I go to school regularly. (in F1 form)	1.24	-2.425	0.016
3. I go to school regularly. (in F5 form)	1.43		
4. At least one of my Parents can read and write. (in F1 form)	1.86	-6.855	<0.001
4. At least one of my Parents can read and write. (in F5 form)	2.67		
5. If I am sick or hurt I will be taken me to medical assistance by my Parents or Family. (in F1 form)	3.76	-11.174	<0.001
5. If I am sick or hurt I will be taken me to medical assistance by my Parents or Family. (in F5 form)	4.79		

F5 form)			
6.	I am often left on my own or without Adults to take care of me if my Parents are not at home (reverse scored). (in F1 form)	2.68	-5.873 <0.001
6.	I am often left on my own or without Adults to take care of me if my Parents are not at home (reverse scored). (in F5 form)	3.46	
7.	I know how to keep myself clean and well. (in F1 form)	4.76	-4.498 <0.001
7.	I know how to keep myself clean and well. (in F5 form)	4.97	

(note: scale scoring: 5 = Agree, 4 = Slightly Agree, 3 = Neutral, 2 = Slightly Disagree, 1 = Disagree, higher scores show better awareness of parenting; Item 6 is reverse scored item)

TABLE 1.2.38 : COMPARING THE VIOLENCE EXPERIENCE (SECTION D) OF WOMEN IN HERAT AND JALALABAD\_TOTAL\_F1 AND F5 FORMS (N=65)

	Mean	t	p
1. Has anyone in your home used drugs and then behaved in a way that frightened you in the last two months? (in F1 form)	2.31	1.699	0.094
1. Has anyone in your home used drugs and then behaved in a way that frightened you in the last two months? (in F5 form)	2.05		
2. Have you seen adults in your home fighting each other in a way that frightened you in the last two months? (in F1 form)	3.22	10.195	<0.001
2. Have you seen adults in your home fighting each other in a way that frightened you in the last two months? (in F5 form)	1.78		
3. Have you ever been hit or hurt when this fighting is happening? (in F1 form)	2.74	8.721	<0.001
3. Have you ever been hit or hurt when this fighting is happening? (in F5 form)	1.18		

4. Has anyone screamed at you very loud and aggressively in the last two months? (in F1 form)	3.52	11.824	<0.001
4. Has anyone screamed at you very loud and aggressively in the last two months? (in F5 form)	1.72		
5. Has anyone called your names, by saying ugly slogans or bad thing in the last two months? (in F1 form)	3.00	10.747	<0.001
5. Has anyone called your names, by saying ugly slogans or bad thing in the last two months? (in F5 form)	1.22		
6. When you were sick or hurt, did you go to see a doctor or did you take medicines in the last two months? (reverse scored) (in F1 form)	2.43	-1.753	0.084
6. When you were sick or hurt, did you go to see a doctor or did you take medicines in the last two months? (reverse scored) (in F5 form)	2.68		
8. Has anyone pushed, grabbed or kicked you in the last two months? (in F1 form)	2.92	13.484	<0.001
8. Has anyone pushed, grabbed or kicked you in the last two months? (in F5 form)	1.00		
9. Has anyone punished you using physical force such as hitting, kicking, squeezing or locking in a room or space in the last two months? (in F1 form)	1.86	5.739	<0.001
9. Has anyone punished you using physical force such as hitting, kicking, squeezing or locking in a room or space in the last two months? (in F5 form)	1.00		
10. Has anyone touched your body in a wrong way? By “wrong way” we mean touching you on your private parts in the last two months? (in F1 form)	1.20	2.511	0.015
10. Has anyone touched your body in a wrong way? By “wrong way” we mean touching you on your private parts in the last two months? (in F5 form)	1.00		

(note: scale scoring: 4 = Many times, 3 = Sometimes, 2 = Not in the past year but this has happened, 1 = Never, higher scores show higher risk of violence; Item 7 not fit for t-test analysis)

TABLE 1.2.39 : COMPARING THE VIOLENCE EXPERIENCE (SECTION D) OF CHILDREN IN HERAT AND JALALABAD\_TOTAL\_F1 AND F5 FORMS (N=249)

	Mean	t	p
1. Has anyone in your home used drugs and then behaved in a way that frightened you in the last two months? (in F1 form)	1.49	2.951	0.003
1. Has anyone in your home used drugs and then behaved in a way that frightened you in the last two months? (in F5 form)	1.33		
2. Have you seen adults in your home fighting each other in a way that frightened you in the last two months? (in F1 form)	2.78	18.639	<0.001
2. Have you seen adults in your home fighting each other in a way that frightened you in the last two months? (in F5 form)	1.41		
3. Have you ever been hit or hurt when this fighting is happening? (in F1 form)	2.20	12.329	<0.001
3. Have you ever been hit or hurt when this fighting is happening? (in F5 form)	1.22		
4. Has anyone screamed at you very loud and aggressively in the last two months? (in F1 form)	3.27	19.458	<0.001
4. Has anyone screamed at you very loud and aggressively in the last two months? (in F5 form)	1.75		
5. Has anyone called your names, by saying ugly slogans or bad thing in the last two months? (in F1 form)	2.74	18.013	<0.001
5. Has anyone called your names, by saying ugly slogans or bad thing in the last two months? (in F5 form)	1.33		
6. When you were sick or hurt, did you go to see a doctor or did you take medicines in the last two months? (reverse scored) (in F1 form)	2.04	-2.559	0.011
6. When you were sick or hurt, did you go to see a doctor or did you take medicines	2.29		

in the last two months? (reverse scored) (in F5 form)			
8. Has anyone pushed, grabbed or kicked you in the last two months? (in F1 form)	2.47	13.605	<0.001
8. Has anyone pushed, grabbed or kicked you in the last two months? (in F5 form)	1.35		
9. Has anyone punished you using physical force such as hitting, kicking, squeezing or locking in a room or space in the last two months? (in F1 form)	1.76	9.876	<0.001
9. Has anyone punished you using physical force such as hitting, kicking, squeezing or locking in a room or space in the last two months? (in F5 form)	1.08		
10. Has anyone touched your body in a wrong way? By “wrong way” we mean touching you on your private parts in the last two months? (in F1 form)	1.32	5.331	<0.001
10. Has anyone touched your body in a wrong way? By “wrong way” we mean touching you on your private parts in the last two months? (in F5 form)	1.06		

(note: scale scoring: 4 = Many times, 3 = Sometimes, 2 = Not in the past year but this has happened, 1 = Never, higher scores show higher risk of violence; Item 7 not fit for t-test analysis)

TABLE 1.2.40 : CORRELATION COEFFICIENT AMONG THE PSYCHOSOCIAL SUBSCALES OF THE WOMEN IN HERAT AND JALALABAD\_TOTAL\_F1 FORM (N=65)

Variable	1	2	3	4
1. Parenting	-			
2. Violence Experience	-0.355**	-		
3. Self-efficacy	0.640**	-0.247**	-	
4. Mental Health	-0.586**	0.522**	-0.230**	-

Note: \*\* $p < .001$ , \* $p < .01$ ,  $p < .05$

TABLE 1.2.41 : CORRELATION COEFFICIENT AMONG THE PSYCHOSOCIAL SUBSCALES OF THE CHILDREN IN HERAT AND JALALABAD\_TOTAL\_F1 FORM (N=249)

Variable	1	2	3	4
1. Parenting	-			
2. Violence Experience	-0.439**	-		
3. Self-efficacy	0.599**	-0.247**	-	
4. Mental Health	-0.318**	0.522**	-0.230**	-

Note: \*\* $p < .001$ , \*\* $p < .01$ , \* $p < .05$

TABLE 1.2.42 : CORRELATION COEFFICIENT AMONG THE PSYCHOSOCIAL SUBSCALES OF THE WOMEN IN HERAT AND JALALABAD\_TOTAL\_F5 FORM (N=65)

Variable	1	2	3	4
1. Parenting	-			
2. Violence Experience	-0.079	-		
3. Self-efficacy	0.381**	-0.035	-	
4. Mental Health	-0.136	0.189**	-0.330**	-

Note: \*\* $p < .001$ , \*\* $p < .01$ , \* $p < .05$

TABLE 1.2.43 : CORRELATION COEFFICIENT AMONG THE PSYCHOSOCIAL SUBSCALES OF THE CHILDREN IN HERAT AND JALALABAD\_TOTAL\_F5 FORM (N=249)

Variable	1	2	3	4
1. Parenting	-			
2. Violence Experience	-0.205**	-		
3. Self-efficacy	0.268**	-0.035	-	
4. Mental Health	-0.186**	0.189**	-0.330**	-

Note: \*\* $p < .001$ , \*\* $p < .01$ , \* $p < .05$

TABLE 1.2.44 : MULTIPLE REGRESSION ANALYSES PREDICTING SELF-EFFICACY OF THE WOMEN IN HERAT AND JALALABAD\_TOTAL\_F1 FORM (N=65)

	Predictors			Model	
	Parenting $\beta^a$	Violence Experience $\beta^a$	Mental Health $\beta^a$	R	R <sup>2</sup>
Self-efficacy	.573***	0.127	-.174	.641	.411

Note: <sup>a</sup> Standardized coefficients.



Note: \*\* $p < .001$ , \*\* $p < .01$ , \* $p < .05$

TABLE 1.2.45 : MULTIPLE REGRESSION ANALYSES PREDICTING MENTAL HEALTH OF THE WOMEN IN HERAT AND JALALABAD\_TOTAL\_F1 FORM (N=65)

	Predictors			Model	
	Parenting $\beta^a$	Violence Experience $\beta^a$	Self-efficacy $\beta^a$	R	R <sup>2</sup>
Mental Health	-0.326*	.432***	-.148	.705	.497

Note: <sup>a</sup> Standardized coefficients.

Note: \*\* $p < .001$ , \*\* $p < .01$ , \* $p < .05$

TABLE 1.2.46 : MULTIPLE REGRESSION ANALYSES PREDICTING SELF-EFFICACY OF THE CHILDREN IN HERAT AND JALALABAD\_TOTAL\_F1 FORM (N=249)

	Predictors			Model	
	Parenting $\beta^a$	Violence Experience $\beta^a$	Mental Health $\beta^a$	R	R <sup>2</sup>
Self-efficacy	.561***	-0.095	0.011	.604	.365

Note: <sup>a</sup> Standardized coefficients.

Note: \*\* $p < .001$ , \*\* $p < .01$ , \* $p < .05$

TABLE 1.2.47 : MULTIPLE REGRESSION ANALYSES PREDICTING MENTAL HEALTH OF THE CHILDREN IN HERAT AND JALALABAD\_TOTAL\_F1 FORM (N=249)

	Predictors			Model	
	Parenting $\beta^a$	Violence Experience $\beta^a$	Self-efficacy $\beta^a$	R	R <sup>2</sup>
Mental Health	-0.149*	.407***	0.013	.484	.234

Note: <sup>a</sup> Standardized coefficients.

Note: \*\* $p < .001$ , \*\* $p < .01$ , \* $p < .05$

TABLE 1.2.48 : MULTIPLE REGRESSION ANALYSES PREDICTING SELF-EFFICACY OF THE WOMEN IN HERAT AND JALALABAD\_TOTAL\_F5 FORM (N=65)

	Predictors			Model	
	Parenting $\beta^a$	Violence Experience $\beta^a$	Mental Health $\beta^a$	R	R <sup>2</sup>

Self-efficacy	0.370**	0.335**	-0.137	.506	.256
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Note: <sup>a</sup> Standardized coefficients.

Note: \*\* $p < .001$ , \*\* $p < .01$ , \* $p < .05$

TABLE 1.2.49 : MULTIPLE REGRESSION ANALYSES PREDICTING MENTAL HEALTH OF THE WOMEN IN HERAT AND JALALABAD\_TOTAL\_F5 FORM (N=65)

	Predictors			Model	
	Parenting $\beta^a$	Violence Experience $\beta^a$	Self-efficacy $\beta^a$	R	R <sup>2</sup>
Mental Health	-0.066	0.114	-0.175	.214	.046

Note: <sup>a</sup> Standardized coefficients.

Note: \*\* $p < .001$ , \*\* $p < .01$ , \* $p < .05$

TABLE 1.2.50 : MULTIPLE REGRESSION ANALYSES PREDICTING SELF-EFFICACY OF THE CHILDREN IN HERAT AND JALALABAD\_TOTAL\_F5 FORM (N=249)

	Predictors			Model	
	Parenting $\beta^a$	Violence Experience $\beta^a$	Mental Health $\beta^a$	R	R <sup>2</sup>
Self-efficacy	0.201**	0.00	-.364***	.447	.200

Note: <sup>a</sup> Standardized coefficients.

Note: \*\* $p < .01$ , \* $p < .05$

TABLE 1.2.51 : MULTIPLE REGRESSION ANALYSES PREDICTING MENTAL HEALTH OF THE CHILDREN IN HERAT AND JALALABAD\_TOTAL\_F5 FORM (N=249)

	Predictors			Model	
	Parenting $\beta^a$	Violence Experience $\beta^a$	Self-efficacy $\beta^a$	R	R <sup>2</sup>
Mental Health	-0.054	0.163**	-0.367***	.439	.193

Note: <sup>a</sup> Standardized coefficients.

Note: \*\* $p < .001$ , \*\* $p < .01$ , \* $p < .05$

#### 4.6 Pre & Post Test F11 F19 Comparison:

TABLE 2.2.1: COMPARING SELF-EFFICACY (SECTION E) IN HERAT AND JALALABAD\_MATCHED\_CASES\_F11 AND F19 FORMS (N=89)

	Mean	t	p
1. I can always manage to solve difficult problems if I try hard enough (in F11 form)	2.80	-5.621	<0.001
1. I can always manage to solve difficult problems if I try hard enough (in F19 form)	3.34		
2. If someone opposes me, I can find the means and ways to get what I want. (in F11 form)	2.39	-3.335	0.001
2. If someone opposes me, I can find the means and ways to get what I want. (in F19 form)	2.70		
3. It is easy for me to stick to my aims and accomplish my goals. (in F11 form)	2.38	-2.076	0.041
3. It is easy for me to stick to my aims and accomplish my goals. (in F19 form)	2.58		
4. I am confident that I could deal efficiently with unexpected events. (in F11 form)	2.24	-1.942	0.055
4. I am confident that I could deal efficiently with unexpected events. (in F19 form)	2.42		
5. Thanks to my resourcefulness, I know how to handle unforeseen situations. (in F11 form)	2.26	-3.237	0.002
5. Thanks to my resourcefulness, I know how to handle unforeseen situations. (in F19 form)	2.56		
6. I can solve most problems if I invest the necessary effort. (in F11 form)	2.61	-8.017	<0.001
6. I can solve most problems if I invest the necessary effort. (in F19 form)	3.42		
7. I can remain calm when facing difficulties because I can rely on my coping abilities. (in F11 form)	2.45	-1.354	0.179
7. I can remain calm when facing difficulties because I can rely on my coping abilities. (in F19 form)	2.60		
8. When I am confronted with a problem, I can usually find several solutions. (in F11 form)	2.26	-3.015	0.003
8. When I am confronted with a problem, I can usually find several solutions. (in F19 form)	2.54		
9. If I am in trouble, I can usually think of a solution. (in F11 form)	2.20	-1.926	0.057
9. If I am in trouble, I can usually think of a solution. (in F19 form)	2.40		
10. I can usually handle whatever comes my way. (in F11 form)	2.13	-0.737	0.463

10 I can usually handle whatever comes my way. (in F19 form)	2.20		
Overall mean score (10 items) (in F11 form)	2.37	-4.254	<0.001
Overall mean score (10 items) (in F19 form)	2.68		

(note: Self-efficacy scale: 1 = Not at all true, 2=Hardly true, 3=Moderately true, 4=Exactly true, higher scores show higher self-efficacy)

TABLE 2.2.2 : COMPARING MENTAL HEALTH (SECTION F) IN HERAT AND JALALABAD\_ MATCHED CASES\_ F11 AND F19 FORMS (N=89)

	Mean	t	p
1. In the past 4 weeks, about how often did you feel tired out for no good reason? (in F11 form)	2.69	5.823	<0.001
1. In the past 4 weeks, about how often did you feel tired out for no good reason? (in F19 form)	2.13		
2. In the past 4 weeks, about how often did you feel nervous? (in F11 form)	2.42	7.263	<0.001
2. In the past 4 weeks, about how often did you feel nervous? (in F19 form)	1.71		
3. In the past 4 weeks, about how often did you feel so nervous that nothing could calm you down? (in F11 form)	1.63	3.803	<0.001
3. In the past 4 weeks, about how often did you feel so nervous that nothing could calm you down? (in F19 form)	1.25		
4. In the past 4 weeks, about how often did you feel hopeless? (in F11 form)	2.53	6.450	<0.001
4. In the past 4 weeks, about how often did you feel hopeless? (in F19 form)	1.85		
5. In the past 4 weeks, about how often did you feel restless or fidgety? (in F11 form)	2.36	7.931	<0.001
5. In the past 4 weeks, about how often did you feel restless or fidgety? (in F19 form)	1.48		
6. In the past 4 weeks, about how often did you feel so restless you could not sit still? (in F11 form)	1.69	5.621	<0.001
6. In the past 4 weeks, about how often did you feel so restless you could not sit still? (in F19 form)	1.17		

F19 form)			
7. In the past 4 weeks, about how often did you feel depressed? (in F11 form)	2.69	7.292	<0.001
7. In the past 4 weeks, about how often did you feel depressed? (in F19 form)	2.00		
8. In the past 4 weeks, about how often did you feel that everything was an effort? (in F11 form)	1.97	7.058	<0.001
8. In the past 4 weeks, about how often did you feel that everything was an effort? (in F19 form)	1.33		
9. In the past 4 weeks, about how often did you feel so sad that nothing could cheer you up? (in F11 form)	2.26	7.148	<0.001
9. In the past 4 weeks, about how often did you feel so sad that nothing could cheer you up? (in F19 form)	1.44		
10. In the past 4 weeks, about how often did you feel worthless? (in F11 form)	2.63	8.477	<0.001
10. In the past 4 weeks, about how often did you feel worthless? (in F19 form)	1.61		
Overall mean score (10 items) (in F11 form)	2.28	10.882	<0.001
Overall mean score (10 items) (in F19 form)	1.60		

(note: Mental health scale: 1 = None of the time, 2=A little of the time, 3=Some of the time, 4=Most of the time, 5=All of the time, lower scores show better mental health well-being)

TABLE 2.2.3 : COMPARING THE PARENTING (SECTION A) IN HERAT AND JALALABAD\_ MATCHED CASES\_ F11 AND F19 FORMS (N=89)

	Mean	t	p
1. My Parents support me and keep me safe. (in F11 form)	4.61	-3.019	0.003
1. My Parents support me and keep me safe. (in F19 form)	4.86		
2. I can write and read my own name. (in F11 form)	4.30	-2.991	0.004

2. I can write and read my own name. (in F19 form)	4.65		
3. I go to school regularly. (in F11 form)	1.71	-5.762	<0.001
3. I go to school regularly. (in F19 form)	3.01		
4. At least one of my Parents can read and write. (in F11 form)	2.76	-2.154	0.034
4. At least one of my Parents can read and write. (in F19 form)	2.98		
5. If I am sick or hurt I will be taken me to medical assistance by my Parents or Family. (in F11 form)	4.67	-2.123	0.037
5. If I am sick or hurt I will be taken me to medical assistance by my Parents or Family. (in F19 form)	4.82		
6. I am often left on my own or without Adults to take care of me if my Parents are not at home (reverse scored). (in F11 form)	2.99	4.262	<0.001
6. I am often left on my own or without Adults to take care of me if my Parents are not at home (reverse scored). (in F19 form)	2.02		
7. I know how to keep myself clean and well. (in F11 form)	4.92	-0.705	0.483
7. I know how to keep myself clean and well. (in F19 form)	4.94		

(note: scale scoring: 5 = Agree, 4 = Slightly Agree, 3 = Neutral, 2 = Slightly Disagree, 1 = Disagree, higher scores show better awareness of parenting; Item 6 is reverse scored item)

TABLE 2.2.4 : COMPARING THE VIOLENCE EXPERIENCE (SECTION C) IN HERAT AND JALALABAD\_MATCHED CASES\_F11 AND F19 FORMS (N=89)

	Mean	t	p
1. Has anyone in your home used drugs and then behaved in a way that frightened you in the last two months? (in F11 form)	1.38	2.405	0.018
1. Has anyone in your home used drugs and then behaved in a way that frightened	1.21		

you in the last two months? (in F19 form)			
2. Have you seen adults in your home fighting each other in a way that frightened you in the last two months? (in F11 form)	2.01	2.927	0.004
2. Have you seen adults in your home fighting each other in a way that frightened you in the last two months? (in F19 form)	1.75		
3. Have you ever been hit or hurt when this fighting is happening? (in F11 form)	1.66	3.275	0.002
3. Have you ever been hit or hurt when this fighting is happening? (in F19 form)	1.34		
4. Has anyone screamed at you very loud and aggressively in the last two months? (in F11 form)	2.72	3.448	0.001
4. Has anyone screamed at you very loud and aggressively in the last two months? (in F19 form)	2.40		
5. Has anyone called your names, by saying ugly slogans or bad thing in the last two months? (in F11 form)	2.53	3.158	0.002
5. Has anyone called your names, by saying ugly slogans or bad thing in the last two months? (in F19 form)	2.25		
6. When you were sick or hurt, did you go to see a doctor or did you take medicines in the last two months? (reverse scored) (in F11 form)	1.76	2.058	0.043
6. When you were sick or hurt, did you go to see a doctor or did you take medicines in the last two months? (reverse scored) (in F19 form)	1.60		
8. Has anyone pushed, grabbed or kicked you in the last two months? (in F11 form)	2.72	4.234	<0.001
8. Has anyone pushed, grabbed or kicked you in the last two months? (in F19 form)	2.28		
9. Has anyone punished you using physical force such as hitting, kicking, squeezing or locking in a room or space in the last two months? (in F11 form)	2.19	3.821	<0.001
9. Has anyone punished you using physical force such as hitting, kicking, squeezing or locking in a room or space in the last two months? (in F19 form)	1.88		

10. Has anyone touched your body in a wrong way? By “wrong way” we mean touching you on your private parts in the last two months? (in F11 form)	1.17	1.348	0.181
10. Has anyone touched your body in a wrong way? By “wrong way” we mean touching you on your private parts in the last two months? (in F19 form)	1.13		

(note: scale scoring: 4 = Many times, 3 = Sometimes, 2 = Not in the past year but this has happened, 1 = Never, higher scores show higher risk of violence; Item 7 not fit for t-test analysis)

TABLE 2.2.5 : CORRELATION COEFFICIENT AMONG THE PSYCHOSOCIAL SUBSCALES IN HERAT AND JALALABAD\_ALL\_F11 FORM (N=226)

Variable	1	2	3	4
1. Parenting	-			
2. Violence Experience	-0.319**	-		
3. Self-efficacy	0.458**	-0.197**	-	
4. Mental Health	-0.147*	0.555**	0.050	-

Note: \*\* $p < .001$ , \* $p < .01$ , \* $p < .05$

TABLE 2.2.6 : CORRELATION COEFFICIENT AMONG THE PSYCHOSOCIAL SUBSCALES IN HERAT AND JALALABAD\_ALL\_F19 FORM (N=110)

Variable	1	2	3	4
1. Parenting	-			
2. Violence Experience	-0.315**	-		
3. Parent visit (detention centre)	-0.016	0.029	-	
4. Self-efficacy	0.266**	-0.281**	0.018	-
5. Mental Health	-0.137	0.161	-0.032	-0.048

Note: \*\* $p < .001$ , \* $p < .01$ , \* $p < .05$



TABLE 2.2.7 : MULTIPLE REGRESSION ANALYSES PREDICTING SELF-EFFICACY IN HERAT AND JALALABAD\_ALL\_F11 FORM (N=226)

	Predictors			Model	
	Parenting $\beta^a$	Violence Experience $\beta^a$	Mental Health $\beta^a$	R	R <sup>2</sup>
Self-efficacy	.430***	-0.198**	0.235**	.502	.252

Note: <sup>a</sup> Standardized coefficients.

Note: \*\* $p < .001$ , \* $p < .01$ , \* $p < .05$

TABLE 2.2.8 : MULTIPLE REGRESSION ANALYSES PREDICTING MENTAL HEALTH IN HERAT AND JALALABAD\_ALL\_F11 FORM (N=226)

	Predictors			Model	
	Parenting $\beta^a$	Violence Experience $\beta^a$	Self-efficacy $\beta^a$	R	R <sup>2</sup>
Mental Health	-0.056	.579***	0.207**	.585	.343

Note: <sup>a</sup> Standardized coefficients.

Note: \*\* $p < .001$ , \* $p < .01$ , \* $p < .05$

TABLE 2.2.9 : MULTIPLE REGRESSION ANALYSES PREDICTING SELF-EFFICACY IN HERAT AND JALALABAD\_ALL\_F19 FORM (N=110)

	Predictors				Model	
	Parenting $\beta^a$	Violence Experience $\beta^a$	Parent visit (detention centre)	Mental Health $\beta^a$	R	R <sup>2</sup>
Self-efficacy	0.201	-0.183	0.027	0.084	.308	.095

Note: <sup>a</sup> Standardized coefficients.

Note: \*\* $p < .001$ , \* $p < .01$ , \* $p < .05$

TABLE 2.2.10 : MULTIPLE REGRESSION ANALYSES PREDICTING MENTAL HEALTH IN HERAT AND JALALABAD\_ALL\_F19 FORM (N=110)

	Predictors				Model	
	Parenting	Violence Experience	Parent visit (detention centre)	Self-efficacy	R	R <sup>2</sup>
	$\beta^a$	$\beta^a$		$\beta^a$		
Mental Health	-0.122	.103	-0.039	0.09	.180	.032

Note: <sup>a</sup> Standardized coefficients.

Note: \*\* $p < .001$ , \* $p < .01$ ,  $p < .05$

#### 4.7 Findings from the Qualitative Analyses

Qualitative data was collected from open ended and text specific questions. This data was analysed from broad themes and further in depth analysis is recommended. The following dot points present the key themes identified from the open-ended questions in F1, F5, F11, and F19 forms:

##### **F1 forms:**

a) **“SWer’s comment (reason for intake)”**: women are suffering from family violence, husbands or other family have drug additions (opium), economic barriers, raising children in poor economic situation.

Children are suffering from difficulties in attending school, some have to leave school for work, neglect.

b) **Comment risk factors for children**: family economic (no income or low income), unemployed parents, lack of life meaning (lack of hope).

**Different groups of people help identify the women and child for the integration program**: community leaders and community elders, social workers, IC graduates, lawyers, VT teachers, media workers.

##### **c) What is the most important need to address to reduce vulnerability?**

Raising family awareness of child neglect and abuse; supporting children to be literate and attend vocational/professional training; create jobs for children; address their psychological/mental challenges (counselling sessions).

##### **d) Main goals of the beneficiaries:**

Learn literacy; professional training and having a job; being independent and supporting the family;

**e) Fear:**

Whether vocational learning (e.g., sewing) can decrease economic hardship/barriers; continue one's work (unemployment); proper one's profession in the future; getting engaged or early-marriage (will stop their study or work); have to take care of a sick parent; worry about children's education/future; suffer from husband's violence; becoming addicted to drugs; committing a crime; living conditions (live in a tent, no water at home, don't have a shelter); insecurity in the village and in the country (AFG).

**f) Strengths:**

For women participants: having patience; could build good relationships with their community; could help their family solve problems (e.g., economic problems); protect their children; support their children attending school.

For child participants: have patience; have hope for the future (have a plan for future); try their best to learn and seek help from teachers (mothers, and social workers); learn a profession and solve his/her problem; could take control of their life, make decisions, feel confidence; trust God (and pray for family).

**g) Hope:**

For women participants: learn literacy and vocational skills; have a permanent job (e.g., become a teacher, a tailor); prevent violence; have a stable job; own a house; solve family's economic problems; support their children; hope their children have better life/future.

For child participants: learn literacy (continue to study); learn vocational skills (learn a good profession); find a job (tailor, teacher, trainer, doctor, engineer, pilot, soldier, workshop owner); support their family; have their own house; become independent and find halal income; improve health and mental health condition; wish their country would become safe.

**F5 form:**

**a) achieved goal:** gain some basic literacy skills, aware of importance of education (would like to return to school), tailoring (and sewing cloths for family), protected from unskilled labour, learn other vocation skills (e.g. mobile repair), improve mental health condition (e.g. depression), win family trust, gain income now, family allow (girl) to work/to come to the Integration Centre, good position in the society with relatives and neighbours, improve social communication, defend her rights, protected from psychological violence, NGR project provide sessions to family.

**b) current needs:** link to the market to earn money (link to customer directly); (girl) family not allow to work outside ; need funds and tools/toolkits to start work; should talk to her father more (family communication/support); need to have a job to support family, if I have a job I won't do crime.

**c) current vulnerability:** school drop-out (need to take care of younger siblings) (reintegration to school), domestic violence, husband/parent has a drug addition, financial problems, raise family awareness (to allow girls to work outside) , need PSS consultation/classes, father in jail and not aware of child rights, weak decision-making power, under influence of elders, abuse from other children, better referrals to a safer environment with proper guidance.

**d) referral and support arrangements**

Social worker: “We will give her the kit and will follow up of her work and her family , awareness about the importance of the work to have income”; providing vocational training (and school courses); providing sessions to raise awareness (child right, importance of work) of parent and child.

**F11 forms:****a) Fear:**

Length of detention; whether they could go to school after release from JRC; whether their family will come to visit them in JRC; relationship with their family (or family enmity) after their release from JRC; whether they could reintegrate to society after release from JRC; economic difficulties for themselves (after release) and their family.

**b) Strengths:**

Having good patience and being persistent; may learn good behaviours in the detention centre; believe social worker could help them prevent family violence; could learning professional (vocational) skills; could become a hopeful conciliator will reconcile this problem; are confident to try their best and find a job after release.

**c) hope**

To be released from JRC; continue schooling (complete education); finding a job; having a good income and could support their family.

**F19 forms:****Section G: Measuring level of confidence of beneficiaries in preparation for reintegration**

90% of the children felt satisfied on assessing the vocational training during detention; however, 75 (out of 110) of them didn't feel the vocation training was helpful as a start to entering a profession. The reasons given are: the training period is short due to the detention time; they didn't learn a profession; some may continue to be detained in an adult prison post release.

Only 17 of them thought they could work as a professional in areas such as working in a workshop, shopkeeping, driving trucks, or tailoring.

Most didn't think vocational training would be helpful in generating income and family financial support. Some believed that after release from JRC they will work and find a way to support their family. Some didn't think they would learn a profession fully. Some children participated in the literacy training during detention, with most of them finding it helpful to learn to read and write. Most didn't think they could find the market/customers for the goods/services they will produce. The challenges for starting their profession include: economic barriers, security condition, couldn't finding a market, unprofessional, short on time and facilities.

Almost all children (except 2 children) had their family visit them in the detention centre. However, they perceived the outcomes of family visits differently: some said their family behaviour didn't change, still didn't treat them well; while some said their family had a positive change of behaviour and cared for them. Most believed that their family really cared for them and supported them (during the detention and after the detention). Most didn't fear their family/friend would continue to hurt them post detention. 77 (out of 110) shared that the local leaders/community/society/family engaged in their integration process, where they could receive different kinds of support. Most felt comfortable to reintegrate to their family and community, and didn't feel like that they would be isolated in society.

Most identified economic barriers, poverty, unemployment and security as the major challenges affecting their efforts at reintegration. However, they believed that with patience,

the capability to learn and vocation training, to find a market, and receive support from family, relatives, social workers and others, that they could help overcome these challenges.



## 5.0 Conclusion and Recommendations

Overall the analyses show that Tsapar 2 programming had a positive influence on women and children. This report presents key findings from a comparison between base-line and program completion data from women and children benefitting from the Tsapar 2 project. In total, 314 cases were matched from the two batches of F1 and F5 forms from women and children attending integration centres in Herat and Jalalabad. F11 and F19 forms from children in detention had 89 matched cases. Overall the results show statistically significant improvements in the majority of measures. This indicates program effectiveness for the integration centre and detention programmes. It shows that the Tsapar 2 intervention programmes had positive outcomes in helping the children and women enhance self-efficacy, mental health, parent-child relationships, literacy, schooling and reducing risks of violence. Vocational training could be attributed to improvement in well-being but results are inconclusive in regard to its impact on women and children's engagement in sustained employment or livelihood activities. Improvements in literacy are also likely to be sustained protective factors for the beneficiaries.

Correlation analyses demonstrated that parenting experience was positively related to self-efficacy and mental health well-being. Experiences of violence were negatively related to self-efficacy and mental health well-being. In relation to the detention program, the frequency of family visits was related to better self-efficacy and mental health for children. This correlation however was not statistically significant. Multiple regression analyses showed that perceived quality of parenting and violence experience were generally significant predictors for the beneficiaries' self-efficacy and mental health. Self-efficacy and mental health were generally correlated but did not consistently predict each other. For the detention cohort, family visits did not significantly predict children's improvement of self-efficacy and mental health.

The analysis of the qualitative data illustrated that women had less hope than children, with children showing higher levels of optimism. This is likely to be due to the fact that women have had more exposure to trauma over their life time. Women and children generally were positive about the impact of the program, vocational training and the psychological sessions. In the detention program, children felt they had good support from their family during visitations. However, they did not feel that the short period of vocational training would be helpful in securing a professional job post-release. Children in detention felt positive about reintegrating with their family, community and society after release. Many of them felt confident to use their learning skills, good behaviour and support from family to overcome the challenges of economic barriers, poverty, security condition and unemployment.

The data sets are very comprehensive and there are numerous other areas of analysis worthy of consideration. However, the scope and time frame for the report was primarily focussed on ascertaining if there was a positive effect from the intervention. Therefore, future analysis of the data sets is recommended.

Women and young people who are vulnerable to being in conflict with the law most often face other challenges such as abuse, violence and neglect. These issues are compounded by the ongoing threat of armed conflict and insecurity. The influence of past and present trauma is often present in lives of the beneficiaries of Tsapar 2. Contextual issues of extreme poverty and inconsistent access to education and health care add to these challenges.

Children who are housed in detention centres are among the most vulnerable in Afghanistan. Their vulnerability continues post-release. Tsapar 2 program provides assistance to these two extremely vulnerable groups. The impact of the project is positive and this has been supported empirically by the data analysis in this report. However, results need to be interpreted in the broader context of poverty, insecurity, public services and a fragile economy. Tsapar 2 has limited or no impact on these structural issues that influence the long term sustainability of positive change achieved through its interventions. As such there is a need for program design to continue to influence structural change and enhancement of public services and infrastructure. One method for this is the results from this evaluation be disseminated to the international community in appropriate publication forums.

Findings indicated that mental health and general functioning improved during the intervention of Tsapar 2. For logistical and ethical reasons it was not possible to have a control group for this evaluation, results however were quite consistent across the data sets. This shows that the model of intervention is effective in at least improving the psychological and social functioning of the child and women beneficiaries. Based on available research on risk factors for being in conflict with the law, improvements in well-being and social functioning are likely to be helpful in reducing risks for being in conflict with the law and recidivism. However, we do not have data on reoffending rates to verify this, nor do we have data on employment or income rates post intervention. Results also indicate that program effectiveness in the integration centre likely improved with successive iterations. This indicates that as the program continued intervention techniques may have improved. As such this shows a good basis for continued funding for similar intervention initiatives for these vulnerable groups. Therefore we recommend that Tsapar 2 intervention models to be continued in future programming. Findings also clearly indicated the impact of violence and positive parenting on most dependant

measures of well-being and functioning. This clearly shows that future programming should focus on preventing violence and abuse as an effective way to reduce vulnerability and risk to problems such as conflict with the law. Due to the high levels and likely history of being exposed to violence, intervention should also address trauma. This may require workers to have training to understand the occurrence of domestic and family violence and its lasting effect of this trauma on psychological and social well-being.

Moreover this project confirms the importance of integrating programming with rigorous research to test and understand intervention impacts on beneficiaries as well as their experience generally. This can be used for advocacy and program planning.

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## Appendix 1: Data Cleaning Process and Challenges

	Tasks and Time Required	Notes
F1 Form 1 <sup>st</sup> batch F5 Form 1 <sup>st</sup> batch	May 2019, 1 week for data cleaning, 2 days for matching	Identify unmatched cases, communication with the TDH research team
F1 Form 2 <sup>nd</sup> batch F5 Form 2 <sup>nd</sup> batch	Nov 2019, 1 week for data cleaning, 2 days for matching	Identify unmatched cases, communication with the TDH research team
F11 Form F19 Form	Dec 2019, 1 week for data cleaning, 2 days for matching	Identify unmatched cases, communication with the TDH research team

F1 form data cleaning notes (some highlights):

(2<sup>nd</sup> batch HRT) has a new item in Section A: “Why has this child/woman been identified as at risk to conflict with the Law? Please describe key vulnerability factors, such as relationship to family and community and access to livelihood. “

- HRT-IC-F-019-246 is a woman, but fill-in Section B in F1 (for Child); made the responses in this part as missing data.
- HRT-IC-F-018-119 is a woman but fill-in Section B in F1 (for Child); made the responses in this part as missing data.
- HRT-IC-F-018-116 is a woman but fill-in Section B in F1 (for Child); made the responses in this part as missing data.
- HRT-IC-F-018-126 is a woman but fill-in Section B in F1 (for Child); made the responses in this part as missing data.
- HRT-IC-F-019-242 is a woman, but fill-in Section B in F1 (for Child); made the responses in this part as missing data.

F5 Form data cleaning notes (some highlights):

- Just have code but no data: HRT-IC-M-019-263; HRT-IC-M-019-263; HRT-IC-M-019-266; HRT-IC-M-019-268; HRT-IC-M-019-274; HRT-IC-M-019-297; HRT-IC-M-019-298; HRT-IC-M-019-302; HRT-IC-M-019-306
- These two cases (NGR-IC-M-019-261 & NGR-IC-M-019-264) don’t have any other date, except for dropping out “Family has moved to an area where follow up is no more possible” . therefore, they are not included in the final analysis.

F11 Form data cleaning notes(some highlights):

- Data of registration, some data input didn’t follow the dd/mm/yy format.
- Working condition: Monthly income, some work (e.g., in the farm), but income is N/A. Why?
- Section C: 4b Where did it happen (tick as many that apply)? But the date only indicates one choice

- 5b Where did it happen (tick as many that apply)? But the date only indicates one choice
- 8a, 8b, 9a, 9b didn't record any "detention" or "detention staff"
- 10b Where did it happen (tick as many that apply)? But the date only indicates one choice

## Appendix 2: F1 Form Questionnaire

### F-1 Beneficiary Case Management Registration Form

#### Case Status: حالت قضیه

<input type="checkbox"/> اضطراری اندک <b>Low Emergency</b>	<input type="checkbox"/> اضطراری متوسط <b>Medium/moderate Emergency</b>	<input type="checkbox"/> اضطراری زیاد <b>High Emergency</b>
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Opening Case: / دوسیه برای این قضیه باز گردد:

Yes  No

#### SW & Project Manager Suggestion / نظریات کارمند اجتماعی و آمر پروژه

--

#### Protection Concern / نگرانی های محافظتی

What are the main concerns of the beneficiary and/or child? / نگرانی های اصلی مستفید شونده و یا هم از طفل چیست؟

<input type="checkbox"/> Sexually Exploited → سوء استفاده جنسی	<input type="checkbox"/> Emotional violence → خشونت عاطفی
<input type="checkbox"/> GBV survivor → بازماندگان خشونت مبتنی بر جنسیت	<input type="checkbox"/> Begging children → اطفال سواگر (خیراتخوار)
<input type="checkbox"/> Victims of exploitation/trafficked/smuggled قربانیان بهره برداری / قاچاق	<input type="checkbox"/> Children associated with armed forces or groups وابسته با گروه های مسلح
<input type="checkbox"/> Arrested/Detained → گرفتاری / توقیف	<input type="checkbox"/> Separated / unaccompanied child → طفل بدون همراه
<input type="checkbox"/> Involved in Worst Forms of Child Labor → کار شاقه	<input type="checkbox"/> Children who run-away from home → اطفال فراری از منزل
<input type="checkbox"/> Mazdur Children → اطفال مزدور	

<input type="checkbox"/> Disabled → معلول	<input type="checkbox"/> Discriminated (Identity, Gender) → تبعیض جنسیتی / هویتی
<input type="checkbox"/> Serious Health issues → مسایل جدی صحتی	<input type="checkbox"/> Not going to School → به مکتب نمی رود
<input type="checkbox"/> Drug use → استفاده مواد مخدر	<input type="checkbox"/> Punishment → تنبیه / تادیب
<input type="checkbox"/> Malnourished children → اطفال سوتغذی	<input type="checkbox"/> Neglect → غفلت
<input type="checkbox"/> Street Child → طفل روی سرک	<input type="checkbox"/> Physically or Mentally Abused → آزار و اذیت ذهنی جسمی
<input type="checkbox"/> Psychosocial disorder (self-injury, suicide, aggressiveness, sadness, etc) → اختلال روانی اجتماعی (آسیب به خود، خودکشی، پرخاشگری، غم و اندوه، و غیره)	<input type="checkbox"/> Living with vulnerable person → زندگی با فرد آسیب پذیر
	<input type="checkbox"/> Early Marriage → ازدواج قبل از وقت
	<input type="checkbox"/> Living with disabled Parents → زندگی با پدر و مادر معلول
	<input type="checkbox"/> Living with Single Parent → زندگی با یکی از والدین

Other (please specify) / دیگر (لطفاً مشخص کنید) .....

**Personal & Family Information (معلومات شخصی و فامیلی)**

نام مستفید شونده/Beneficiary Name:	F/H Name: نام پدر/شوهر	Age: سن	Gender جنسیت <input type="checkbox"/> Male <input type="checkbox"/> Female
Code # کود نمبر	Is F/H alive: آیا پدر/شوهر حیات دارد? <input type="checkbox"/> Yes <input type="checkbox"/> No	Is mother alive? آیا مادر حیات دارد? <input type="checkbox"/> Yes <input type="checkbox"/> No	

در صورتیکه والدین/شوهر وفات نموده باشد، سرپرست فامیل کی است؟ نام \_\_\_\_\_ و ارتباط فامیلی \_\_\_\_\_

If the parents/husband is dead, who is the caregiver? Name: \_\_\_\_\_, Relation: \_\_\_\_\_

تصدیق تولد/تذکره Birth Certificate <input type="checkbox"/> Yes <input type="checkbox"/> No	آیا مستفید شونده سرپرستی فامیل را به عهده دارد؟ Is the beneficiary head of the Family? Yes <input type="checkbox"/> No <input type="checkbox"/>
--	--

<input type="checkbox"/> بازگشت کننده با اسناد Doc. Returnee	<input type="checkbox"/> متضرر محلی HC	<input type="checkbox"/> بیجا شده داخلی IDP	<input type="checkbox"/> بازگشت کننده بدون اسناد Undoc. Returnee
---	---	--	---

معلومات در باره اطفال و بزرگسالان دیگر در فامیل (Details of other children and adults in the family)							
Age سن	1 - 5	5 - 10	10 - 18	19-30	31-60	Over - 60	مجموع / Total
Male مذکر							
Female مونث							

**Living Condition (وضعیت زندگی)**

Present Add: Province/ولایت \_\_\_\_\_, District/السوالی \_\_\_\_\_, Village/قریه \_\_\_\_\_

House خانه  Apartment پارتمان  under tent در زیر خیمه  Comp کمپ

Is this accommodation, a shared accommodation? (آیا این مکان، محل اقامت مشترک است؟) Yes  No

اگر بلی! همراه با چند فامیل \_\_\_\_\_، به تعداد چند نفر زنده گی میکند؟ آقایان \_\_\_\_\_ و خانمها \_\_\_\_\_، تعداد اطاق \_\_\_\_\_

If Yes, how many families? \_\_\_\_\_, how many people living: M \_\_\_\_\_, F \_\_\_\_\_, How many Rooms \_\_\_\_\_

در صورتیکه بیجاشده داخلی و یا بازگشت کننده باشد، آدرس قبلی اش کجا بوده؟ If IDP, and/or Returnee then what was your previous Address?	تاریخ بازگشت: _____ / _____ / _____ Date of Arrival: _____ / _____ / _____
Province/ولایت _____, District/السوالی _____, Village/قریه _____	
در صورتیکه مستفید شونده بازگشت کننده باشد، از کدام کشور بازگشت کرده است؟ If the beneficiary is returnee, then which country has he/she returned from?	

**SW Comment:** توضیحات در باره وضعیت زندگی مستفید شونده توسط کارمند اجتماعی

Good خوب  Medium متوسط  Bad بد

**Economic Condition (وضعیت اقتصادی)**

Income per month / درآمد ماهوار:

0-5000	5000 – 10000	10000 – 15000	15000 - 20000	20000 - 25000	25000 - 30000	More
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

چند نفر از اعضای فامیل کار میکنند؟ \_\_\_\_\_ ، ارتباط فامیلی با مستفید شونده \_\_\_\_\_

How many people are working in the family? \_\_\_\_\_, Relationship with Beneficiary \_\_\_\_\_

**Other information (معلومات دیگر)**

آیا مستفید شونده توافق دارد که اطلاعات جمع آوری شده را با افراد ذیل سهیم سازند؟

Does the beneficiary agree that the information collected can be shared with following people?

	<input type="checkbox"/> YES / بلی	No / نخیر <input type="checkbox"/>
<b>Family</b> فامیل		
<b>Other Organization</b> / سازمان های دیگر		
<b>Government</b> دولت		

پیشنهاد مستفید شونده Beneficiary Suggestion	پیشنهاد سرپرست اش His/her Caregiver Suggestion

خدمات دیگر: آیا شما از طرف کدام ارگان دولتی و یا غیر دولتی کمک گردیده اید؟

**Other Services: Have you been assisted by any other organization or government?**

اسم سازمان Name of Agency	نوع خدمت Service(s) Provided	تاریخ Date	شماره تماس Contact No.

آیا طفل باید در یکی از مراکز ذیل رجعت داده شود:

نخیر  بلی سی پی سی؟

Should the child be referred to CFS? Yes  No

نخیر  بلی سی آف اس؟

or CPC? Yes  No

**Additional Baseline Data to Be Collected**  
**Questionnaire for Women and Children** پرسشنامه برای اطفال و زنان

ما یک سروی برای دانستن تجربیات اطفال و زنان را زمانیکه ممکن است آسیب پذیر باشند انجام میدهیم. این سروی شامل فهمیدن اینکه چگونه اطفال در زمان مواجه شدن با مشکل توسط فامیل یا خانواده احساس حمایت میکنند میباشد. این معلومات به ما کمک خواهد کرد تا بهتر بدانیم که اطفال با چه چالش های مواجه هستند و چگونه میتوانیم از آسیب پذیر شدن و روبرو شدن آنها با مشکلات جلوگیری کنیم. این معلومات همچنان کمک خواهد کرد تا بدانیم که چگونه زنان و اطفال را حمایت نماییم تا در اجتماع شان در امن بوده و مورد حمایت قرار بگیرند. مصاحبه تقریباً 30 تا 60 دقیقه را دربر خواهد گرفت. تمام معلومات به صورت جدی محرمانه نگاه داشته میشود. شما مجبور نیستید به تمام سوالات پاسخ بدهید. ما سوالات مشابه را هنگامیکه شما پروگرام را به پایان رسانیدید میپرسیم. اگر اجازه تان باشد که ادامه دهیم.

We are conducting a survey to understand women and children's experiences when they might be vulnerable. This includes understanding how children feel supported by family and the community when problems may arise. The information will allow us to better understand the challenges children face and what type of things might prevent them from being vulnerable or having problems. This will allow us to better understand how to support women and children to be safe and supported in their communities. The interview will take approximately 30 to 60 minutes. All the information will remain strictly confidential. You can decide not to answer certain questions. We will ask you similar questions when you complete the program with Tdh.

**Please let me know if you want to continue.**

Have you obtained consent to continue with survey? (Verbal Consent is all that is needed) (فقط رضایت لفظی نیاز است) آیا به شما اجازه شروع سروی داده شد؟	<input type="checkbox"/> Yes (بلی) <input type="checkbox"/> No (نخیر)
Please provide age of beneficiary: لطفا سن مستفید شونده را ذکر کنید:	

Reference Number: (نمبر)

(.....ریفرینس)

(Reference number is the file number from Tdh plus 'R' at the end of the number to indicate that this file is included in the research data)

(نمبر ریفرینس عبارت است از نمبر فایل "دوسیه" Tdh با حرف R در اخیر نمبر برای نشان دادن اینکه این فایل شما دیتای تحقیقاتی میباشد).

## SECTION A

This section to be completed by the interviewer based on the information available from the beneficiary, parent or other relevant sources (referring person or other family member).

(این بخش با معلومات بدست آمده از مستفید شونده، والدین و یا منابع مربوط دیگر "شخص رifer کننده یا عضو دیگر فامیل" توسط مصاحبه گیرنده تکمیل میگردد.)

Why has this child/woman been identified as at risk to conflict with the Law? Please describe key vulnerability factors, such as relationship to family and community and access to livelihood.

چرا این طفل/خانم به حیث کسی که در معرض خطر اختلاف با قانون قرار دارد، شناسایی شده است؟ لطفا عوامل کلیدی آسیب پذیری، مثل ارتباط با فامیل و اجتماع و دسترسی به معیشت (وسیله پیش بردن زندگی) را شرح دهید.

Prompts:	
Question:	Answer:
<p>(a) Who identified this woman/child for this program? الف: کی این خانم/طفل را برای این پروگرام شناسایی نموده است؟</p>	
<p>(b) Why has the woman/child been referred? What are the main reasons for the referral and eligibility to the program? Are there particular risks to the beneficiary or family that should be noted? ب: چرا این زن/طفل به این پروگرام راجع شده است؟ دلایل اساسی راجع شدن و واجد شرایط بودن شان در این پروگرام چی است؟ آیا خطرات مشخصی متوجه مستفید شونده یا فامیلش است که باید مد نظر گرفته شود؟</p>	
<p>(c) What is the most important need to address to reduce vulnerability? ج: مهمترین نیاز که برای کاهش آسیب پذیری ذکر شود چی است؟</p>	

(d)What are the main goals of intervention specific to the beneficiary?  
 (د) اهداف اصلی مداخلات مربوط به مستفید شونده چیست؟

## SECTION B

This section to be completed by the interviewer with the beneficiary. If the beneficiary is a Woman then complete Part 1. For Child beneficiaries please complete Part 2.

این بخش توسط مصاحبه گیرنده با مستفید شونده تکمیل می‌گردد. اگر مستفید شونده خانم باشد پس بخش اول را تکمیل کنید. برای اطفال مستفید شونده لطفاً بخش 2 را تکمیل نمایید.

### Part 1: FOR WOMAN – Mother/Parent/(مادر/والدین) برای خانم ها

This section to be completed if beneficiary is a Woman/Mother:

اگر مستفید شونده زن/مادر باشد این بخش تکمیل گردد:

Please say how much you agree with following statements: لطفاً رضایت و موافقت خود را در مورد جملات ذیل بیان کنید:

No	Question	Agree موافق هستم/	Slightly Agree کمی/اندکی موافق هستم/	Neutral / بی طرف (جواب خاصی ندارم)	Slightly Disagree/ اندکی مخالف هستم	Disagree مخالف
1	I am able to fulfil my role as a Mother and Parent. من میتوانم نقش خود را به حیث یک مادر و والدین انجام دهم.					
2	I am able to meet all of my child's basic needs. من میتوانم تمام نیاز های اولیه طفل خود را برآورده کنم.					
3	I feel I have the skills to be good Mother and Parent من حس میکنم که مهارت های یک مادر و والدین خوب بودن را دارا میباشم.					
4	I encourage and support my child to go to school. من طفل خود را برای مکتب رفتن تشویق و حمایت میکنم.					
5	I spend time listening and playing with my child. من زمان معینی را برای بازی با طفلم و گوش دادن به او سپری می نمایم.					
6	I do not leave my child alone unless I know they have someone else to care for them. من طفل خود را به خانه تنها نمیگذارم ، مگر اینکه اطمینان حاصل کنم که شخصی دیگری متوجه آنها است					
7	I have asked my child to work rather than go to school. من از طفل خود خواستم که به عوض مکتب رفتن ، کار کند.					



لطفا رضایت و موافقت خود را در مورد جملات ذیل بیان کنید: Please say how much you agree with following statements:

No	Question	Agree موافق هستم/	Slightly Agree کمی/اندکی موافق هستم/	Neutral / بی طرف (جواب خاصی ندارم)	Slightly Disagree/اندکی مخالف هستم	Disagree مخالف
8	I have asked my child to do things that normally an adult should do. من از طفل خود خواستم کارهای را انجام دهد که معمولاً بزرگسالان انجام میدهند.					
9	If my child is injured or sick I can take them to medical services. اگر طفل من مریض یا زخمی باشد من میتوانم او را به خدمات صحتی ببرم.					
10	I understand the children's need for clean water and washing. من میدانم که اطفال به آب پاک و شستشو نیاز دارند.					
11	I am able to read and write without needing help from others. من بدون کمک دیگران میتوانم بخوانم و بنویسم					
12	Members of my family take drugs or alcohol. اعضای فامیل من مواد مخدره یا مشروبات الکولی استفاده میکنند.					

Are there other comments made by the Woman that are relevant to her knowledge and understanding of being a Mother or Parent, such as access to health care etc.

آیا خانم نظریات دیگری داشته که مرتبط به دانش و فهم وی در رابطه به مادر بودن و والدین بودن باشد. مثلا دست رسی به مراقبت صحتی و غیره

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### Part 2: FOR CHILD BENEFICIARY

This section to be completed if beneficiary is a Child:

اگر مستفید شونده طفل باشد، این بخش تکمیل میگردد

لطفا رضایت و موافقت خود را در مورد جملات ذیل بیان کنید: Please say how much you agree with following statements:

N o	Question	Agree موافق هستم/	Slightly Agree کمی/ان دکی موافق هستم/	Neutral / بی طرف (جواب خاص ندارم)	Slightly Disagree/ ندکی مخالف هستم	Disagree مخالف
1	My Parents support me and keep me safe. والدینم من مرا حمایت مینمایند واز من حفاظت میکنند.					
2	I can write and read my own name. من اسم خود را خوانده و نوشته میتوانم					
3	I go to school regularly. من به طور منظم مکتب میروم.					
4	At least one of my Parents can read and write. حد اقل یکی از والدین من میتواند بخواند و بنویسد.					

Please say how much you agree with following statements:: لطفا رضایت و موافقت خود را در مورد جملات ذیل بیان کنید:

No	Question	Agree موافق هستم/	Slightly Agree کمی/ان دکی موافق هستم/	Neutral / بی طرف (جواب خاصی ندارم)	Slightly Disagree/ ندکی مخالف هستم	Disagree مخالف
5	If I am sick or hurt I will be taken me to medical assistance by my Parents or Family. اگر من مریض یا زخمی شدم والدینم یا فامیلم مرا به خدمات صحتی میبرند.					
6	I am often left on my own or without Adults to take care of me if my Parents are not at home. من در خانه معمولا تنها میمانم یا شخص بزرگسالی نمیباشد که از من مراقبت کند وقتی والدینم خانه نمیباشند					
7	I know how to keep myself clean and well. من میدانم چگونه خود را خوب و پاک نگهدارم.					

**8) I feel closest and most supported by (select as many that apply):**

من به یکی از این ها نزدیک ترین هستم و حمایت میشود (به هر فردی که تطبیق میشود به ترتیب انتخاب کنید):

1. <input type="checkbox"/> Father پدر	6. <input type="checkbox"/> Aunty خاله و عمه	11. <input type="checkbox"/> Grandfather مادرکلان/	16. <input type="checkbox"/> Employer کار فرما
2. <input type="checkbox"/> Mother مادر	7. <input type="checkbox"/> Other relative دیگر خوشاوندان	12. <input type="checkbox"/> Grandmother پدر کلان	17. <input type="checkbox"/> Police پولیس
3. <input type="checkbox"/> Brother (s) برادر (ها)	8. <input type="checkbox"/> Teacher معلم	13. <input type="checkbox"/> Friends/neighbors رفیق و همسایه گان	18. <input type="checkbox"/> Nobody هیچ کس
4. <input type="checkbox"/> Sister (s) خواهر (ها)	9. <input type="checkbox"/> Social worker/community worker (کارمند اجتماعی)	14. <input type="checkbox"/> Community leader بزرگ منطقه	19. <input type="checkbox"/> Other (please specify) (دیگر لطفا مشخص سازید) ..... ..... .....
5. <input type="checkbox"/> Uncle کا کا و ماما	10. <input type="checkbox"/> Non-Government Organisation (NGO) (موسسه غیر دولتی)	15. <input type="checkbox"/> Religious leader روحانیون مذهبی	

Are there other comments made by the Child that are relevant to their responses, such as, health conditions, access to schools, access to health care etc.

آیا طفل نظریات دیگری دارد که مرتبط به جواب هایشان باشد مثلا حالت صحتی، دسترسی به مکاتب، دسترسی به مراقبت صحتی و غیره

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**SECTION C**

From the beneficiary's perspective (this should be like a conversation rather than just questions):

دیدگاه مستفید شونده (این بخش به عوض تنها پرسان کردن سوالات، بیشتر باید شبیه صحبت "محاوره" باشد)

Question:	Answer:
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<p>a) What are the biggest fears for their future? (Are there immediate or long term challenges or issues)</p> <p>بزرگترین ترس های شما برای آینده چی است؟ (چالش ها یا موضوعات طولی مدت و یا هم فوری؟)</p>	
<p>b) What strengths, skills and knowledge do they use to face these challenges and fears? (do they express personal strengths that will help such as determination, energy etc)</p> <p>کدام نقاط قوی، مهارت ها و دانش را آنها برای مقابله با ترس و چالش ها استفاده میکنند؟ (آیا آنها توانایی شخصی مثل انرژی یا تصمیم گیری ( را بیان میکنند</p>	
<p>c) What do they hope for the future? (What would they like to be different in six months' time and five years' time? This could include some goals, and things they would like to achieve in the next few months of being in the program.)</p> <p>این اطفال برای آینده چی آرزو میکنند؟ در مدت شش ماه و پنج سال چی تغییری را میخواهند ببینند. این موضوع میتواند شامل بعضی اهداف و چیز هایی باشد که آنها میخواهند در چند ماه آینده بعد از شرکت در این ( برنامه بدست بیاورند</p>	

#### SECTION D

This section of the interviews asks some questions regarding experiences where you have been harmed in some way physically or emotionally. The questions refer to your experiences. It is confidential. If you need help or want to discuss these experiences in more detail please tell the interviewer. (Interviewer to ask these questions) در این بخش از مصاحبه ما از شما بعضی سوالات در رابطه به تجربه ضرر جسمی و احساسی شما میپرسیم. سوالات به تجربه شما مربوط میشود. تمام جوابات شما محرم میباشد. اگر شما به کمکی نیاز دارید یا میخواهید در باره تجربه تان با جزئیات بیشتر صحبت کنید، لطفاً به مصاحبه کننده بگویید. (مصاحبه کننده باید سوالات ذیل را بپرسد)

No	Question	چندین بار Many times	بعضی اوقات Sometimes	هیچ گاه Never	در سال گذشته نه، اما این اتفاق افتاده است. Not in the past year but this has happened
1	<p><b>Has anyone in your home used drugs and then behaved in a way that frightened you?</b></p> <p>آیا یک عضوی از فامیل شما از مواد مخدر استفاده میکند و پس از آن طوری رفتار نماید که شما از آن بترسید؟</p>				
2	<p><b>Have you seen adults in your home fighting each other in a way that frightened you?</b></p> <p>یا گاهی شما بزرگسالان را در خانه تان دیده اید که با یک دیگر جنگ نمایند و شما ترسیده باشید؟</p>				
3	<p><b>Have you ever been hit or hurt when this fighting is happening?</b></p> <p>یا در هنگام جنگ بزرگسالان شما لت خورده یا زخمی شده اید؟</p>				
4	<p><b>Has anyone screamed at you very loud and aggressively?</b></p> <p>یا شخصی بالای شما به آواز بلند چیغ زده و قهر شده است؟</p>				
4.a	<p>If this happened, who was it by? / اگر این کار شده این کار را کی کرده بود؟</p> <p><input type="checkbox"/> Adult   <input type="checkbox"/> بزرگسالان   another child or adolescent   <input type="checkbox"/> طفل دیگر یا نوجوانان   Both هر دو</p>				

4.b	Where did it happen (tick as many that apply)? (به هر تعدادی که قابل تطبیق است انتخاب کنید) <input type="checkbox"/> Home /خانه <input type="checkbox"/> street /سرك <input type="checkbox"/> workplace محل كار <input type="checkbox"/> community اجتماع <input type="checkbox"/> school مکتب
5	Has anyone called you names, said mean things to you? آیا کسی شما را با لقب های زشت صدا کرده یا چیز های بدی به شما گفته است؟ در سال گذشته نه، اما این اتفاق افتاده است. هیچ گاه بعضی اوقات چندین بار <input type="checkbox"/> Many times <input type="checkbox"/> Sometimes <input type="checkbox"/> Never <input type="checkbox"/> Not in the past year but this has happened
5.a	If this happened, who was it by? . هر دو Both <input type="checkbox"/> طفل دیگر یا نوجوانان <input type="checkbox"/> another child or adolescent <input type="checkbox"/> بزرگسالان <input type="checkbox"/> Adult <input type="checkbox"/>
5.b	Where did it happen (tick as many that apply)? (به هر تعدادی که قابل تطبیق است انتخاب کنید) <input type="checkbox"/> Home <input type="checkbox"/> street خانه <input type="checkbox"/> workplace محل كار <input type="checkbox"/> community اجتماع <input type="checkbox"/> school مکتب
6	When you were sick or hurt, did you go to see a doctor or did you take medicines? در زمانی که شما مریض یا زخمی شده بودید، آیا شما به دکتر رفته یا دوا گرفته بودید؟ در سال گذشته نه، اما این اتفاق افتاده است. هیچ گاه بعضی اوقات چندین بار <input type="checkbox"/> Many times <input type="checkbox"/> Sometimes <input type="checkbox"/> Never <input type="checkbox"/> Not in the past year but this has happened

<b>7) Whose support/help have you sought for when you had difficulties in last year (tick as many that apply)?</b> در سال گذشته وقتی شما با مشکلات مواجه شده بودید کی شما را کمک کرده بود ؟ (به هر تعدادی که قابل تطبیق است انتخاب کنید)			
1. <input type="checkbox"/> Father پدر	6. <input type="checkbox"/> Aunt خاله و عمه	11. <input type="checkbox"/> Grandfather مادرکلان	16. <input type="checkbox"/> Employer کارفرما
2. <input type="checkbox"/> Mother مادر	7. <input type="checkbox"/> Other relative دیگر خویشاوندان	12. <input type="checkbox"/> Grandmother پدرکلان	17. <input type="checkbox"/> Police پولیس
3. <input type="checkbox"/> Brother (s) برادر (ها)	8. <input type="checkbox"/> Teacher معلم	13. <input type="checkbox"/> Friends/neighbors رفیق و همسایه گان	18. <input type="checkbox"/> Nobody هیچ کس
4. <input type="checkbox"/> Sister (s) خواهر (ها)	9. <input type="checkbox"/> Social worker/community worker (کارمند اجتماعی)	14. <input type="checkbox"/> Community leader بزرگ منطقه	19. <input type="checkbox"/> Other (please specify) (دیگر لطفا مشخص سازید) ..... ..... .....
5. <input type="checkbox"/> Uncle کا کا و ماما	10. <input type="checkbox"/> Non-Government Organisation (NGO) (موسسه غیر دولتی)	15. <input type="checkbox"/> Religious leader روحانیون مذهبی	
8) Has anyone pushed, grabbed or kicked you? آیا کسی شما را تپله کرده، چنگ زده یا لگد زده ؟ در سال گذشته نه، اما این اتفاق افتاده است. هیچ گاه بعضی اوقات چندین بار <input type="checkbox"/> Many times <input type="checkbox"/> Sometimes <input type="checkbox"/> Never <input type="checkbox"/> Not in the past year but this has happened			
8 a. If this happened, who was it by? اگر این کار شده این کار را کی کرده بود؟ <input type="checkbox"/> Adult بزرگسالان <input type="checkbox"/> another child or adolescent <input type="checkbox"/> اطفال یا نوجوانان both هر دو			
8. b Where did it happen? در کجا اتفاق افتاد؟ <input type="checkbox"/> Home <input type="checkbox"/> street خانه <input type="checkbox"/> workplace محل كار <input type="checkbox"/> community اجتماع <input type="checkbox"/> school مکتب			
9) Has anyone punished you using physical force such as hitting, kicking, squeezing or locking in a room or space? آیا کسی با استفاده از قوه فیزیکی مانند لت و کوب، لگد زدن، فشار دادن یا بند کردن شما در اتاقی یا جای دیگری شما را مجازات کرده است؟ در سال گذشته نه، اما این اتفاق افتاده است. هیچ گاه بعضی اوقات چندین بار <input type="checkbox"/> Many times <input type="checkbox"/> Sometimes <input type="checkbox"/> Never <input type="checkbox"/> Not in the past year but this has happened			
9.a. If this happened, who was it by? اگر این کار شده این کار را کی کرده بود؟ <input type="checkbox"/> Adult بزرگسالان <input type="checkbox"/> another child or adolescent <input type="checkbox"/> اطفال یا نوجوانان both هر دو			
9.b Where did it happen? در کجا اتفاق افتاد؟ <input type="checkbox"/> Home <input type="checkbox"/> street خانه <input type="checkbox"/> workplace محل كار <input type="checkbox"/> community اجتماع <input type="checkbox"/> school مکتب			

Before asking this question, the social worker has to introduce the topic of wrong touch in a sensitive and culturally appropriate way.  
 قبل از اینکه کارمند اجتماعی این سوال را مطرح سازد باید یک مقدمه در مورد تماس غلط با در نظر داشت رسوم و عینات منطقه به طریق مناسب بیان نماید.

**10) Has anyone touched your body in a wrong way? By "wrong way" we mean touching you on your private parts?**

آیا کسی به بدن (وجود) شما بطور غلط تماس نموده؟ "بطور غلط" عبارت از تماس گرفتن به بخشهای محرم بدن تان میباشد؟

در سال گذشته نه، اما این اتفاق افتاده است. هیچ گاه بعضی اوقات چندین بار

- Many times  Sometimes  Never  Not in the past year but this has happened

10. a If this ever happened, who was it by? اگر این کار شده این کار را کی کرده بود.

- Adult بزرگسالان  another child or adolescent  طفل دیگر یا نوجوان  both هر دو

10.b How well did you know the person or people? شما شخص مذکور را چقدر خوب میشناسید؟

- Not at all اصلا نمیشناسم  Not very well خیلی خوب نه  Very well بسیار خوب

10.c Where did it happen (tick as many that apply)? در کجا اتفاق افتاد؟ (به هر تعدادی که قابل تطبیق است انتخاب کنید)

- Home خانه  street سرک  workplace محل کار  community اجتماع  school مکتب

**11) Do you wish to say more in regard to what has been asked?** آیا در مورد چیزی که از شما پرسیده شد میخواهید چیز بیشتری بگویید؟

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**SECTION E**

This section of the interviews asks some questions regarding experiences at school or work. The questions refer to your experiences. It is confidential. If you need help or want to discuss these experiences in more detail please tell the interviewer. (Interviewer to ask these questions)

این بخش مصاحبه سوالاتی را در مورد تجربه مکتب یا محل کار میپرسد. سوالات به تجربه شما ربط دارد. تمام جوابات شما محرم میباشد. اگر شما به کمک نیاز دارید یا میخواهید در باره این موضوع با جزئیات بیشتر صحبت کنید لطفاً به مصاحبه کننده بگویید. (مصاحبه کننده باید سوالات ذیل را بپرسد.)

**1) Are you going to school now?** آیا شما در حال حاضر مکتب میروید؟

- Yes (بلی)  
 No (نخیر)

**2) Have you ever attended school in the past?** آیا شما در زمان گذشته به مکتب رفته بوده اید؟

- Yes (بلی)  
 No (نخیر)

**3) If you attend school, what was the last grade you attended and finished? (Please specify semester)**

در صورتیکه به مکتب رفته اید در کدام صنف بودید یا انرا تکمیل کردید؟ (لطفاً سمستر را مشخص نماید)

Grade صنف	1	2	3	4	5	6	7	8	9	10	11	12
Semester سمیستر												

**4) Why do you not go to school? چرا شما به مکتب نمی روید؟**

- I have to do work at home من باید در خانه کار کنم
- I have to work outside my home من باید بیرون از خانه کار کنم
- My parents do not allow me to go to school والدینم اجازه نمیدهند که مکتب بروم
- I take care of my brothers and sisters من از برادران و خواهران خود مواظبت می کنم
- There is no school nearby در این نزدیکی ها مکتب وجود ندارد
- I do not like to go to school من خوش ندارم که به مکتب بروم
- My family is poor فامیل من غریب است
- Other (Please specify) لطفاً مشخص سازید) دیگر

**5) Do you work now? آیا فعلاً شما کار می کنید؟**

- Yes (بلی)
- No (نخیر)

**6) What type of work you do? کدام نوع کار را شما انجام می دهید؟**

- Selling items in the street فروختن اشیاء در سرک
- Work in a shop/restaurant کار در دکان یا هتل
- Work in a workshop کار در ورکشاپ
- Shoes polishing رنگ کردن بوت
- Vegetable market مارکیٹ ترکاری
- Washing car's windows/screens شستن موتر یا پاک کردن شیشه های ان
- Bagging گدایی
- Construction Work (کار ساخت و ساز (ساختمانی)
- Other (Specify) \_\_\_\_\_  
(دیگر (مشخص سازید)

**7) Was it your choice to go to work? مدر یا این انتخاب شما بود که کار کنید؟**

- Yes بلی  No نخیر

**8) If no, who asked you to go to work? اگر جواب نخیر، کی شما را مجبور به کار کردن نمود؟**

- My parents والدین من
- Other family members دیگر اعضای فامیل
- I had to feed my brothers sisters and/or other family members .  
من مجبور بودم برای خواهران و برادران و دیگر اعضای فامیل خود نان/ غذا پیدا کنم
- Neighbours (همسایه ها)
- Other (Please specify) \_\_\_\_\_ (دیگر (مشخص سازید)

9) Have you had contact with Police in the last 6 months? در شش ماه گذشته آیا با پولیس در تماس بودید؟

Yes بلی  No نخیر

If yes, why did this contact occur (include any details of family involvement)?

اگر جواب شما بلی است، به چی دلیل با پولیس در ارتباط بودید (جزئیات در مورد دخیل بودن فامیل را نیز شامل سازید)؟

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## SECTION F

This section asks you how you deal with particular problems and how you find a way to achieve things. (Interviewer to ask these questions)

این بخش از شما میپرسد که شما چگونه با مشکلات مقابله میکنید و چگونه راه خود را برای بدست آوردن چیزی درمیابید (مصاحبه کننده سوالات ذیل را باید بپرسد).

1. I can always manage to solve difficult problems if I try hard enough.

اگر به اندازه کافی تلاش کنم همیشه قادر به حل مشکلات سخت میباشم.

Not at all true  Hardly true  Moderately true  Exactly true

کاملاً صحیح است تا حدی صحیح است کمی صحیح است اصلاً صحیح نیست

2. If someone opposes me, I can find the means and ways to get what I want.

اگر کسی با من مخالفت کند، می توانم راه و روش هایی برای رسیدن به آنچه که میخوام پیدا کنم.

Not at all true  Hardly true  Moderately true  Exactly true

کاملاً صحیح است تا حدی صحیح است کمی صحیح است اصلاً صحیح نیست

3. It is easy for me to stick to my aims and accomplish my goals.

به راحتی میتوانم اهدافم را دنبال کنم و به مقصودم برسم.

Not at all true  Hardly true  Moderately true  Exactly true

کاملاً صحیح است تا حدی صحیح است کمی صحیح است اصلاً صحیح نیست

4. I am confident that I could deal efficiently with unexpected events.

مطمئن هستم که میتوانم به طور موثری با مسایل غیر مترقبه روبرو شوم.

Not at all true  Hardly true  Moderately true  Exactly true

کاملاً صحیح است تا حدی صحیح است کمی صحیح است اصلاً صحیح نیست

5. Thanks to my resourcefulness, I know how to handle unforeseen situations.

بخاطر ابتکار و شایستگی ام، میدانم چطور با موقعیت های غیر قابل پیش بینی مقابله کنم.

Not at all true  Hardly true  Moderately true  Exactly true

کاملاً صحیح است تا حدی صحیح است کمی صحیح است اصلاً صحیح نیست

6. I can solve most problems if I invest the necessary effort.

اگر به اندازه کافی تلاش کنم میتوانم اکثر مشکلات را حل کنم.

Not at all true  Hardly true  Moderately true  Exactly true

کاملاً صحیح است تا حدی صحیح است کمی صحیح است اصلاً صحیح نیست

7. I can remain calm when facing difficulties because I can rely on my coping abilities.

در برخورد با مشکلات میتوانم خونسردی یا آرامش خود را حفظ کنم چون به توانایی درونی خود اعتماد دارم.

Not at all true  Hardly true  Moderately true  Exactly true

کاملاً صحیح است تا حدی صحیح است کمی صحیح است اصلاً صحیح نیست

8. When I am confronted with a problem, I can usually find several solutions.

وقتی با مشکلی روبرو میشوم معمولاً میتوانم چندین راه حل کنم.

Not at all true    Hardly true    Moderately true    Exactly true

کاملاً صحیح است   تا حدی صحیح است   کمی صحیح است   اصلاً صحیح نیست

9. If I am in trouble, I can usually think of a solution.

اگر در دروس بیفتم یا گرفتاری برایم پیش بیاید معمولاً میتوانم چاره ای بیابم.

Not at all true    Hardly true    Moderately true    Exactly true

کاملاً صحیح است   تا حدی صحیح است   کمی صحیح است   اصلاً صحیح نیست

10. I can usually handle whatever comes my way.

مهم نیست چی در سر راهم قرار گیرد، معمولاً قادر به رفع یا حل آن میباشم.

Not at all true    Hardly true    Moderately true    Exactly true

کاملاً صحیح است   تا حدی صحیح است   کمی صحیح است   اصلاً صحیح نیست

## SECTION G

In this section we ask you about how you are feeling over the last month. (Interviewer to ask these questions)						
در این بخش ما از شما میپرسیم که شما در چهار هفته گذشته (یک ماه اخیر) چی احساس و حالت های داشته اید؟ (مصاحبه کننده باید این سوالات را بپرسد).						
No	Question	All of the time / همیشه	Most of the time/ بیشتر / وقت ها	Some of the time / گاهی اوقات	A little of the time گاهی بندرت	None of the time هیچگاه
1	In the past 4 weeks, about how often did you feel tired out for no good reason? در چهار هفته گذشته تقریباً چند مدت بدون دلیل احساس خستگی کردید؟					
2	In the past 4 weeks, about how often did you feel nervous? در چهار هفته گذشته، تقریباً چند مدت احساس عصبی بودن کردید؟					
3	In the past 4 weeks, about how often did you feel so nervous that nothing could calm you down?					
4	In the past 4 weeks, about how often did you feel hopeless? در چهار ماه گذشته، تقریباً چند مدت احساس ناامیدی کردید؟					
5	In the past 4 weeks, about how often did you feel restless or fidgety? در چهار ماه گذشته تقریباً چند مدت احساس نا آرامی و بی قراری کردید؟					
6	In the past 4 weeks, about how often did you feel so restless you could not sit still? در چهار هفته گذشته، تقریباً چند مدت اینقدر احساس نا آرامی میکردید که نمیتوانستید بی حرکت بنشینید؟					
7	In the past 4 weeks, about how often did you feel depressed? در چهار ماه گذشته، تقریباً چند مدت احساس افسردگی کردید؟					
8	In the past 4 weeks, about how often did you feel that everything was an effort? در چهار هفته گذشته، تقریباً چند مدت احساس کردید که همه کار ها را دارید به زور انجام میدید؟					
9	In the past 4 weeks, about how often did you feel so sad that nothing could cheer you up? در چهار هفته گذشته، تقریباً چند مدت احساس کردید که که شما چنان غمگینید که هیچ چیز نمیتواند شما را سر حال بیاورد؟					



In this section we ask you about how you are feeling over the last month. (Interviewer to ask these questions)

در این بخش ما از شما میپرسیم که شما در چهار هفته گذشته (یک ماه اخیر) چی احساس و حالت های داشته اید؟ (مصاحبه کننده باید این سوالات را بپرسد).

No	Question	All of the time / همیشه	Most of the time / بیشتر وقت ها	Some of the time / گاهی اوقات	A little of the time / گاهی بندرت	None of the time / هیچگاه
10	In the past 4 weeks, about how often did you feel worthless? در چهار هفته گذشته، تقریباً چه مدتی احساس بی ارزش بودن کردید؟					

## Appendix 3: F5 Form Questionnaire

### **Additional Baseline Data to Be Collected** **Questionnaire for Women and Children / پرسشنامه برای اطفال و زنان**

When you started the program we asked you some questions. As you are now completing the program we are asking some similar questions. Things might still be the same or they might have changed so don't think about what you answered last time think about how the questions relate to your situation now. We are conducting a survey to understand women and children's experiences when they might be vulnerable. This includes understanding how children feel supported by family and the community when problems may arise. The information will allow us to better understand the challenges children face and what type of things might prevent them from being vulnerable or having problems. This will allow us to better understand how to support women and children to be safe and supported in their communities. The interview will take approximately 30 to 60 minutes. All the information will remain strictly confidential.

وقتی شما این پروگرام (برنامه) را آغاز نمودید ما از شما بعضی سولات پرسیدیم. حالا که شما این پروگرام را به آخر رسانیده اید ما سولات مشابه را از شما میپرسیم. ممکن است بسیاری از موضوعات از سابق تا حل فرقی داشته و یا هم مثل سابق باشند پس شما در هنگام جواب دادن به سولات در مورد جواب های قبلی خود فکر نکنید و سولات را به حالت فعلی خود ربط بدهید. ما یک سروی را جهت فهمیدن تجارب زنان و اطفال زمانیکه شاید آسیب پذیر باشند، انجام میدهیم. فهمیدن این که اطفال از جانب خانواده و اجتماع تا چه اندازه احساس حمایت میکنند زمانیکه با مشکلی روبرو میشوند نیز شامل این سروی میباشد. این معلومات به ما کمک میکند تا بفهمیم که اطفال با چه چالش ها روبرو هستند و چی عوامل میتواند مانع آسیب پذیری آنها گردد. این معلومات به ما کمک می کند تا بدانیم که چگونه از زنان و اطفال حمایت نماییم تا در اجتماع در امن باشند. این مصاحبه 30 الی 60 دقیقه را خواهد گرفت. تمام معلومات بطور جدی محرم نگهداشته میشود.

Reference number from last data collection Phase 1.....

نمبر ریفرینس از مرحله (فاز) اول

(Reference number is the case file number plus R at the end)

... در آخر R(ریفرینس عبارت است از نمبر فایل (دوسیه) قضیه با اضافه نمودن حرف

(Explain to beneficiary this is based on some questions that they were asked at the beginning of the program, but they are different questions. The purpose is to see how their situation is now after completing or existing the program)

(برای ذینفع یا مستفید شونده واضح سازید که این سروی بر اساس سوالاتی تهیه شده که در شروع پروگرام از آنها پرسیده شده بود، اما سولات سروی فعلی متفاوت میباشد. هدف این سروی مقایسه حالات شان قبل و بعد از تکمیل پروگرام میباشد)

## SECTION A

This section to be completed by the interviewer based on the information available from the beneficiary, parent or other relevant sources (referring person or other family member).

(این بخش با معلومات بدست آمده از ذینفع یا مستفید شونده ، والدین یا منابع مربوطه دیگر {شخص راجع کننده یا دیگر عضو فامیل} توسط مصاحبه کننده تکمیل میگردد.

Has this child/woman risks to conflict with the Law changed? Please describe key vulnerability factors, such as relationship to family and community and access to livelihood.

آیا خطرات در تضاد با قانون قرارگرفتن این طفل یا خانم تغییر کرده؟ لطفا عوامل کلیدی آسیب پذیری ، مثل ارتباط با فامیل و اجتماع و دسترسی به معیشت (وسیله پیش بردن زندگی) را شرح دهید.

Prompts:	
Question:	Answer:
<p>(a) What goals have been achieved during program? (Look at goals originally set) چه اهدافی در جریان این برنامه بدست آمده است؟ (به اهدافی که (در ابتدا) (در اصل/اساسا تعیین شده بود توجه کنید</p>	
<p>(b) What is the current needs? What barriers exist to achieve goals and meet needs? در حال حاضر چه نیاز های وجود دارد؟ چی موانع برای بدست آوردن اهداف و پاسخگویی/برآورده ساختن به نیاز ها وجود دارد؟</p>	
<p>(c) What are vulnerabilities remain? چه آسیب پذیری ها هنوز باقی مانده است؟</p>	
<p>(d) What referral or support arrangements have been put in place for beneficiary and family? برای ذینفع یا مستفید شونده و فامیل ایشان چه نوع حمایت یا مراجعه (مرجع) در نظر گرفته شده است؟</p>	

## SECTION B

This section to be completed by the interviewer with the beneficiary. If the beneficiary is a Woman then complete Part 1. For Child beneficiaries please complete Part 2.

این بخش توسط مصاحبه کننده با ذینفع (مستفید شونده) تکمیل میگردد. اگر ذینفع خانم است بخش اول را تکمیل کنید. اگر ذینفع (یا مستفید شونده) طفل است لطفا بخش دوم را تکمیل (خانه پری) نمایید.

### بخش اول: برای خانم – مادر/والدین/Mother/Parent – FOR WOMAN

This section to be completed if beneficiary is a Woman/Mother (یا مستفید شونده) خانم/مادر است این بخش باید تکمیل شود/

لطفا رضایت و موافقت خود را در مورد جملات ذیل بیان کنید: Please say how much you agree with following statements:						
No	Question	Agree موافق هستم/	Slightly Agree کمی/اندکی موافق هستم/	Neutral / بی طرف (جواب خاصی ندارم)	Slightly Disagree/اندکی مخالف هستم	Disagree مخالف
1	I am able to fulfil my role as a Mother and Parent. من میتوانم نقش خود را به حیث یک مادر و والدین انجام دهم.					
2	I am able to meet all of my child's basic needs. من میتوانم تمام نیاز های اولیه طفل خود را برآورده کنم.					
3	I feel I have the skills to be good Mother and Parent من حس میکنم که مهارت های یک مادر و والدین خوب بودن را دارا میباشم.					
4	I encourage and support my child to go to school. من طفل خود را برای مکتب رفتن تشویق و حمایت میکنم.					
5	I spend time listening and playing with my child. من زمان معینی را برای بازی با طفلم و گوش دادن به او سپری می نمایم.					
6	I do not leave my child alone unless I know they have someone else to care for them. من طفل خود را به خانه تنها نمیگذارم ، مگر اینکه اطمینان حاصل کنم که شخصی دیگری متوجه آنها است					
7	I have asked my child to work rather than go to school. من از طفل خود خواستم که به عوض مکتب رفتن ، کار کند.					
8	I have asked my child to do things that normally an adult should do. من از طفل خود خواستم کارهای را انجام دهد که معمولاً بزرگسالان انجام میدهند.					
9	If my child is injured or sick I can take them to medical services. اگر طفل من مریض یا زخمی باشد من میتوانم او را به خدمات صحتی ببرم.					
10	I understand the children's need for clean water and washing. من میدانم که اطفال به آب پاک و شستشو نیاز دارند.					
11	I am able to read and write without needing help from others. من بدون کمک دیگران میتوانم بخوانم و بنویسم					
12	Members of my family take drugs or alcohol. اعضای فامیل من مواد مخدره یا مشروبات الکولی استفاده میکنند.					

Are there other comments made by the Woman that are relevant to her knowledge and understanding of being a Mother or Parent, such as access to health care etc.

آیا خانم نظریات دیگری داشته که مرتبط به دانش و فهم وی در رابطه به مادر بودن و والدین بودن باشد. مثلا دست رسی به مراقبت صحتی وغیره

**Part 2: FOR CHILD BENEFICIARY** برای طفل مستفید شونده

This section to be completed if beneficiary is a Child: اگر مستفید شونده طفل باشد، این بخش تکمیل میگردد:

Please say how much you agree with following statements / لطفا رضایت و موافقت خود را در مورد جملات ذیل بیان کنید:

N	Question	Agree موافق هستم	Slightly Agree کمی/اندکی موافق هستم	Neutral / بی طرف (جواب خاصی ندارم)	Slightly Disagree اندک/کمی مخالف هستم	Disagree مخالف
1	<b>My Parents support me and keep me safe.</b> والدینم من مرا حمایت مینمایند و از من حفاظت میکنند.					
2	<b>I can write and read my own name.</b> من اسم خود را خوانده و نوشته میتوانم					
3	<b>I go to school regularly.</b> من به طور منظم مکتب میروم.					
4	<b>At least one of my Parents can read and write.</b> حد اقل یکی از والدین من میتواند بخواند و بنویسد.					
5	<b>If I am sick or hurt I will be taken me to medical assistance by my Parents or Family.</b> اگر من مریض یا زخمی شدم والدینم یا فامیلم مرا به خدمات صحتی میبرند.					
6	<b>I am often left on my own or without Adults to take care of me if my Parents are not at home.</b> من در خانه معمولا تنها میمانم یا شخص بزرگسالی نمیباشد که از من مراقبت کند وقتی والدینم خانه نمیباشند					
7	<b>I know how to keep myself clean and well.</b> من میدانم چگونه خود را خوب و پاک نگهدارم.					

**8) I feel closest and most supported by (select as many that apply):**

من به یکی از این ها نزدیک ترین هستم و حمایت میشوم (به هر فردی که تطبیق میشود به ترتیب انتخاب کنید):

1. <input type="checkbox"/> Father پدر	6. <input type="checkbox"/> Aunty خاله و عمه	11. <input type="checkbox"/> Grandfather/مادرکلان	16. <input type="checkbox"/> Employer کار فرما
2. <input type="checkbox"/> Mother مادر	7. <input type="checkbox"/> Other relative دیگر خوشاوندان	12. <input type="checkbox"/> Grandmother پدر کلان	17. <input type="checkbox"/> Police پولیس
3. <input type="checkbox"/> Brother (s) برادر (ها)	8. <input type="checkbox"/> Teacher معلم	13. <input type="checkbox"/> Friends/neighbours رفیق و همسایه گان	18. <input type="checkbox"/> Nobody هیچ کس
4. <input type="checkbox"/> Sister (s) خواهر (ها)	9. <input type="checkbox"/> Social worker/community worker (کارمند اجتماعی)	14. <input type="checkbox"/> Community leader بزرگ منطقه	19. <input type="checkbox"/> Other (please specify) (دیگر لطفا مشخص سازید)
5. <input type="checkbox"/> Uncle کا کا و ماما	10. <input type="checkbox"/> Non-Government Organisation (NGO) (موسسه غیر دولتی)	15. <input type="checkbox"/> Religious leader روحانیون مذهبی	..... ..... .....

Are there other comments made by the Child that are relevant to their responses, such as, health conditions, access to schools, access to health care etc. آیا طفل نظریات دیگری دارد که مرتبط به جواب هایشان باشد مثلا حالت صحتی، دسترسی به مکتب، دسترسی به مراقبت صحتی و غیره

### SECTION C

From the beneficiary's perspective (this should be like a conversation rather than just questions):

دیدگاه مستفید شونده (این بخش به عوض تنها پرسان کردن سوالات، بیشتر باید شبیه صحبت "محواره" باشد)

Question:	Answer:
<p>a) What are the biggest fears for their future? (Are there immediate or long term challenges or issues)</p> <p>بزرگترین ترس ها ی شما برای آینده چی است؟ (چالش ها یا موضوعات طویل المدت و یا هم فوری؟)</p>	
<p>b) What strengths, skills and knowledge do they use to face these challenges and fears? (do they express personal strengths that will help such as determination, energy etc)</p> <p>کدام نقاط قوی، مهارت ها و دانش را آنها برای مقابله با ترس و چالش ها استفاده میکنند؟ (آیا آنها توانایی شخصی مثل انرژی یا تصمیم گیری را بیان میکنند)</p>	
<p>c) What do they hope for the future? (What would they like to be different in six months' time and five years' time? This could include some goals, and things they would like to achieve in the next few months of being in the program.)</p> <p>این اطفال برای آینده چی آرزو میکنند؟ در مدت شش ماه و پنج سال چی تغییری را میخواهند ببینند. این موضوع میتواند شامل بعضی اهداف و چیز هایی باشد که آنها میخواهند در چند ماه آینده بعد از (شرکت در این برنامه بدست بیاورند)</p>	

### SECTION D

This section of the interviews asks some questions regarding experiences where you have been harmed in some way physically or emotionally. The questions refer to your experiences. It is confidential. It is important that this only refers to the last two months. If you need help or want to discuss these experiences in more detail please tell the interviewer. (Interviewer to ask these questions)

در این بخش از مصاحبه ما از شما بعضی سوالات در رابطه به تجربه ضرر جسمی و احساسی شما میپرسیم. سوالات به تجربه شما مربوط میشود. تمام جوابات شما محرم میباشد. باید یادآورد شد که این سوالات فقط به دو ماه گذشته ارتباط دارد. اگر شما به کمکی نیاز دارید یا میخواهید در باره (تجربه تان با جزئیات بیشتر صحبت کنید، لطفاً به مصاحبه کننده بگویید. (مصاحبه کننده باید سوالات ذیل را بپرسد)

No	Question	چندین بار Many times	بعضی اوقات Sometimes	هیچ گاه Never	در سال گذشته نه، اما این اتفاق افتاده است. Not in the past year but this has happened
1	Has anyone in your home used drugs and then behaved in a way that frightened you in the last two months? (آیا در دو ماه اخیر کسی در خانه شما مواد مخدر استفاده نموده و با شما چنین (برخورد نموده که شما ترسیده باشید؟)				
2	Have you seen adults in your home fighting each other in a way that frightened you in the last two months? (آیا در دو ماه اخیر شما جنگی میان بزرگسالان در خانه خود دیده اید که شما را (ترسانده باشد؟)				
3	Have you ever been hit or hurt when this fighting is happening? یا در هنگام جنگ بزرگسالان شما لطمه خورده یا زخمی شده اید؟				
4	Has anyone screamed at you very loud and aggressively in the last two months? آیا در دو ماه اخیر شخصی بالای شما به آواز بلند چیغ زده و قهر شده است؟				
4.a	If this happened, who was it by? / اگر این کار شده این کار را کی کرده بود هر دو Both    طفل دیگر یا نوجوانان    بزرگسالان    another child or adolescent    Adult				
4.b	Where did it happen (tick as many that apply)/(به هر تعدادی که قابل تطبیق است انتخاب کنید) مکتب school    اجتماع community    محل کار workplace    سرک street    خانه Home				
5	Has anyone called your names, by saying ugly slogans or bad thing in the last two months? آیا در دو ماه گذشته کسی شما را با لقب های زشت صدا کرده یا چیز های بدی به شما گفته است؟ در سال گذشته نه، اما این اتفاق افتاده است.    هیچ گاه    بعضی اوقات    چندین بار Many times    Sometimes    Never    Not in the past year but this has happened				
5.a	If this happened, who was it by? / اگر این کار شده این کار را کی کرده بود هر دو Both    طفل دیگر یا نوجوانان    بزرگسالان    another child or adolescent    Adult				
5.b	Where did it happen (tick as many that apply)? (به هر تعدادی که قابل تطبیق است انتخاب کنید) مکتب school    اجتماع community    محل کار workplace    سرک street    خانه Home				
6	When you were sick or hurt, did you go to see a doctor or did you take medicines in the last two months? در دو ماه گذشته، در زمانی که شما مریض یا زخمی شده بودید، آیا شما به داکتر رفته یا دوا گرفته بودید؟ در سال گذشته نه، اما این اتفاق افتاده است.    هیچ گاه    بعضی اوقات    چندین بار Many times    Sometimes    Never    Not in the past year but this has happened				

7) Whose support/help have you sought for when you had difficulties in last year (tick as many that apply)? در سال گذشته وقتی شما با مشکلات مواجه شده بودید کی شما را کمک کرده بود؟ (به هر تعدادی که قابل تطبیق است انتخاب کنید)			
1. <input type="checkbox"/> Father پدر	6. <input type="checkbox"/> Aunty خاله و عمه	11. <input type="checkbox"/> Grandfather/مادرکلان	16. <input type="checkbox"/> Employer کارفرما
2. <input type="checkbox"/> Mother مادر	7. <input type="checkbox"/> Other relative دیگر خویشاوندان	12. <input type="checkbox"/> Grandmother پدر کلان	17. <input type="checkbox"/> Police پولیس
3. <input type="checkbox"/> Brother (s) برادر (ها)	8. <input type="checkbox"/> Teacher معلم	13. <input type="checkbox"/> Friends/neighbours رفیق و همسایه گان	18. <input type="checkbox"/> Nobody هیچ کس
4. <input type="checkbox"/> Sister (s) خواهر (ها)	9. <input type="checkbox"/> Social worker/community worker (کارمند اجتماعی)	14. <input type="checkbox"/> Community leader بزرگ منطقه	19. <input type="checkbox"/> Other (please specify) (دیگر لطفاً مشخص سازید)
5. <input type="checkbox"/> Uncle کا و ماما	10. <input type="checkbox"/> Non-Government Organisation (NGO) (موسسه غیر دولتی)	15. <input type="checkbox"/> Religious leader روحانیون مذهبی	..... ..... .....
8. Has anyone pushed, grabbed or kicked you in the last two months? در دو ماه گذشته، آیا کسی شما را تپله کرده، چنگ زده یا لگد زده بود؟ در سال گذشته نه، اما این اتفاق افتاده است.    هیچ گاه    بعضی اوقات    چندین بار <input type="checkbox"/> Many times <input type="checkbox"/> Sometimes <input type="checkbox"/> Never <input type="checkbox"/> Not in the past year but this has happened			

8 a. If this happened, was it by an? گر این کار شده این کار را کی کرده بود؟  
 Adult بزرگسالان  another child or adolescent  اطفال یا نوجوانان both هر دو

8. b Where did it happen? در کجا اتفاق افتاد؟  
 Home  street خانه  workplace محل کار  community اجتماع  school مکتب

9. Has anyone punished you using physical force such as hitting, kicking, squeezing or locking in a room or space in the last two months?  
 در دو ماه گذشته، آیا کسی شما را با استفاده از قوه فیزیکی مانند لت و کوب، لگد زدن، فشار دادن یا بند کردن شما در اتاقی یا جای دیگری شما را مجازات کرده است؟ در سال گذشته نه، اما این اتفاق افتاده است. هیچ گاه بعضی اوقات چندین بار  
 Many times  Sometimes  Never  Not in the past year but this has happened

9. a. If this happened, was it by an? اگر این کار شده این کار را کی کرده بود؟  
 Adult بزرگسالان  another child or adolescent  اطفال یا نوجوانان both هر دو

9. b Where did it happen? در کجا اتفاق افتاد؟  
 Home  street خانه  workplace محل کار  community اجتماع  school مکتب

**Before asking this question, the social worker has to introduce the topic of wrong touch in a sensitive and culturally appropriate way.**  
 قبل از اینکه کارمند اجتماعی این سوال را مطرح سازد باید یک مقدمه در مورد تماس غلط با در نظر داشت رسوم و عینات منطقه به طریق مناسب بیان نماید.

10. Has anyone touched your body in a wrong way? By "wrong way" we mean touching you on your private parts in the last two months?  
 در دو ماه گذشته، آیا کسی به بدن (وجود) شما بطور غلط تماس نموده؟ "بطور غلط" عبارت از تماس گرفتن به بخشهای محرم بدن تان میباشد؟ در سال گذشته نه، اما این اتفاق افتاده است. هیچ گاه بعضی اوقات چندین بار  
 Many times  Sometimes  Never  Not in the past year but this has happened

10. a If this ever happened, who was it by? اگر این کار شده این کار را کی کرده بود.  
 Adult بزرگسالان  another child or adolescent  طفل دیگر یا نوجوانان both هر دو

10.b How well did you know the person or people? شما شخص مذکور را چقدر خوب میشناسید؟  
 Not at all اصلا نمیشناسم  Not very well خیلی خوب نه  Very well بسیار خوب

10.c Where did it happen (tick as many that apply)? در کجا اتفاق افتاد؟ (به هر تعدادی که قابل تطبیق است انتخاب کنید)  
 Home  street خانه  workplace محل کار  community اجتماع  school مکتب

11) Do you wish to say more in regard to what has been asked? آیا در مورد چیزی که از شما پرسیده شد میخواهید چیز بیشتری بگویید؟  
 .....  
 .....  
 .....  
 .....  
 .....

**SECTION E**



This section of the interviews asks some questions regarding experiences at school or work. The questions refer to your experiences. It is confidential. If you need help or want to discuss these experiences in more detail please tell the interviewer. (Interviewer to ask these questions)

این بخش مصاحبه سؤالاتی را در مورد تجربه در مکتب یا محل کار میپرسد. سؤالات به تجربه شما ربط دارد. اگر شما به کمک نیاز دارید یا میخواهید در باره این موضوع با جزئیات بیشتر صحبت کنید لطفاً به مصاحبه کننده بگویید. (مصاحبه کننده باید سؤالات ذیل را بپرسد)

1) Are you going to school now? آیا شما در حال حاضر مکتب میروید؟  
 Yes (بلی)  
 No (نخیر)

2) Have you ever attended school in the past? آیا شما در زمان گذشته به مکتب رفته بوده اید؟  
 Yes (بلی)  
 No (نخیر)

3) If you attend school, what was the last grade you attended and finished? (Please specify semester)  
 در صورتیکه به مکتب رفته اید در کدام صنف بودید یا آنرا تکمیل کردید؟ (لطفاً سمستر را مشخص نمایید)

Grade صنف	1	2	3	4	5	6	7	8	9	10	11	12
Semester سمیستر												

4) Why do you not go to school? چرا شما به مکتب نمی روید؟  
 I have to do work at home / من باید در خانه کار کنم  
 I have to work outside my home / من باید بیرون از خانه کار کنم  
 My parents do not allow me to go to school / والدینم اجازه نمیدهند که مکتب بروم  
 I take care of my brothers and sisters / من از برادران و خواهران خود مواظبت می کنم  
 There is no school nearby / در این نزدیکی ها مکتب وجود ندارد  
 I do not like to go to school / من خوش ندارم که به مکتب بروم  
 My family is poor / فامیل من غریب است  
 Other (Please specify) / دیگر (لطفاً مشخص سازید)

5) Do you work now? آیا فعلاً شما کار می کنید؟  
 Yes (بلی)  
 No (نخیر)

6) What type of work you do? کدام نوع کار را شما انجام میدید؟  
 Selling items in the street / فروختن اشیاء در سرک  
 Work in a shop/restaurant / کار در دکان یا هونل  
 Work in a workshop / کار در ورکشاپ  
 Shoes polishing / رنگ کردن بوت  
 Vegetable market / مارکیت ترکاری  
 Washing car's windows/screens / شستن موتر یا پاک کردن شیشه های آن  
 Bagging / گدایی  
 Construction Work / (کار ساخت و ساز (ساختمانی)  
 Other (Specify) / دیگر (مشخص سازید)

7) Was it your choice to go to work? یا این انتخاب شما بود که کار کنید؟  
 Yes بلی  No نخیر

8) If no, who asked you to go to work? اگر جواب نخیر، کی شما را مجبور به کار کردن نمود؟  
 My parents / والدین من  
 Other family members / دیگر اعضای فامیل  
 I had to feed my brothers sisters and/or other family members / من مجبور بودم برای خواهران و برادران و دیگر اعضای فامیل خود نان/ غذا پیدا کنم  
 Neighbours (همسایه ها)  
 Other (Please specify) / دیگر (مشخص سازید)

9) Have you had contact with Police in the last 6 months? در شش ماه گذشته آیا با پولیس در تماس بودید؟

Yes بلی  No نخیر

If yes, why did this contact occur (include any details of family involvement)?

اگر جواب شما بلی است، به چی دلیل با پولیس در ارتباط بودید (جزئیات در مورد دخیل بودن فامیل را نیز شامل سازید)؟

.....

.....

.....

.....

.....

## SECTION F

This section asks you how you deal with particular problems and how you find a way to achieve things

NOW. (Interviewer to ask these questions. Answers should relate to how they feel now in relation to approaching problems)

این بخش از شما میپرسد که شما چگونه با مشکلات مقابله میکنید و چگونه راه خود را برای بدست آوردن چیزی درمیابید در حال حاضر؟ (مصاحبه

کننده باید این سوال را پرسان کند. جوابات باید مربوط به احساس فعلی آنها در برابر روبرو شدن با مشکلات باشد)

11. I can always manage to solve difficult problems if I try hard enough اگر به اندازه کافی تلاش کنم همیشه قادر  
به حل مشکلات سخت میباشم/

Not at all true / اصلا صحیح نیست  Hardly true / کمی صحیح است  Moderately true / تا حدی صحیح است  Exactly true / کاملا صحیح است

12. If someone opposes me, I can find the means and ways to get what I want.

اگر کسی با من مخالفت کند، می توانم راه و روش هایی برای رسیدن به آنچه که میخواهم پیدا کنم.

Not at all true / اصلا صحیح نیست  Hardly true / کمی صحیح است  Moderately true / تا حدی صحیح است  Exactly true / کاملا صحیح است

13. It is easy for me to stick to my aims and accomplish my goals. به راحتی میتوانم اهدافم را دنبال کنم و به مقصودم برسم.

Not at all true / اصلا صحیح نیست  Hardly true / کمی صحیح است  Moderately true / تا حدی صحیح است  Exactly true / کاملا صحیح است

14. I am confident that I could deal efficiently with unexpected events. مطمئن هستم که میتوانم به طور موثری با مسایل غیر مترقبه روبرو شوم.

Not at all true / اصلا صحیح نیست  Hardly true / کمی صحیح است  Moderately true / تا حدی صحیح است  Exactly true / کاملا صحیح است

15. Thanks to my resourcefulness, I know how to handle unforeseen situations.

بخاطر ابتکار و شایستگی ام، میدانم چطور با موقعیت های غیر قابل پیش بینی مقابله کنم.

Not at all true / اصلا صحیح نیست  Hardly true / کمی صحیح است  Moderately true / تا حدی صحیح است  Exactly true / کاملا صحیح است

16. I can solve most problems if I invest the necessary effort. اگر به اندازه کافی تلاش کنم متوانم اکثر مشکلات را حل کنم.

Not at all true / اصلا صحیح نیست  Hardly true / کمی صحیح است  Moderately true / تا حدی صحیح است  Exactly true / کاملا صحیح است

17. I can remain calm when facing difficulties because I can rely on my coping abilities.

در برخورد با مشکلات میتوانم خونسردی یا آرامش خود را حفظ کنم چون به توانایی درونی خود اعتماد دارم.

Not at all true / اصلا صحیح نیست  Hardly true / کمی صحیح است  Moderately true / تا حدی صحیح است  Exactly true / کاملا صحیح است

18. When I am confronted with a problem, I can usually find several solutions.

وقتی با مشکلی روبرو میشوم معمولا میتوانم چندین راه حل کنم.

Not at all true / اصلا صحیح نیست  Hardly true / کمی صحیح است  Moderately true / تا حدی صحیح است  Exactly true / کاملا صحیح است

19. If I am in trouble, I can usually think of a solution. اگر در دردسر بیفتم یا گرفتاری برآیم پیش بیاید معمولا میتوانم چاره ای بیابم.

Not at all true / اصلا صحیح نیست  Hardly true / کمی صحیح است  Moderately true / تا حدی صحیح است  Exactly true / کاملا صحیح است

20. I can usually handle whatever comes my way. مهم نیست چی در سر راهم قرار گیرد، معمولا قادر به رفع یا حل آن میباشم.

Not at all true / اصلا صحیح نیست  Hardly true / کمی صحیح است  Moderately true / تا حدی صحیح است  Exactly true / کاملا صحیح است

## SECTION G

In this section we ask you about how you are feeling over the last month. (Interviewer to ask these questions)

در این بخش ما از شما میپرسیم که شما در چهار هفته گذشته (یک ماه اخیر) چی احساس و حالت های داشته اید؟ (مصاحبه کننده باید این سوالات را بپرسد).

No	Question	All of the time / همیشه	Most of the time/ بیشتر وقت ها	Some of the time / گاهی اوقات	A little of the time گاهی بندرت	None of the time هیچگاه
1	In the past 4 weeks, about how often did you feel tired out for no good reason? در چهار هفته گذشته تقریباً چند مدت بدون دلیل احساس خستگی کردید؟					
2	In the past 4 weeks, about how often did you feel nervous? در چهار هفته گذشته، تقریباً چند مدت احساس عصبی بودن کردید؟					
3	In the past 4 weeks, about how often did you feel so nervous that nothing could calm you down? در چهار هفته گذشته، تقریباً چند مدت احساس عصبی کردین که هیچ چیز شما را آرام نکرده باشه؟					
4	In the past 4 weeks, about how often did you feel hopeless? در چهار هفته گذشته، تقریباً چند مدت احساس نا امیددی کردید؟					
5	In the past 4 weeks, about how often did you feel restless or fidgety? در چهار هفته گذشته تقریباً چند مدت احساس نا آرامی و بی قراری کردید؟					
6	In the past 4 weeks, about how often did you feel so restless you could not sit still? در چهار هفته گذشته، تقریباً چند مدت اینقدر احساس نا آرامی میکردید که نمیتوانستید بی حرکت بنشینید؟					
7	In the past 4 weeks, about how often did you feel depressed? در چهار هفته گذشته، تقریباً چند مدت احساس افسردگی کردید؟					
8	In the past 4 weeks, about how often did you feel that everything was an effort? در چهار هفته گذشته، تقریباً چند مدت احساس کردید که همه کار ها را دارید به زور انجام میدهید؟					
9	In the past 4 weeks, about how often did you feel so sad that nothing could cheer you up? در چهار هفته گذشته، تقریباً چند مدت احساس کردید که که شما چنان غمگینید که هیچ چیز نمیتواند شما را سر حال بیاورد؟					
10	In the past 4 weeks, about how often did you feel worthless? در چهار هفته گذشته، تقریباً چه مدتی احساس بی ارزش بودن کردید؟					

## Appendix 4: F11 Form Questionnaire

**Beneficiary File Code # :** \_\_\_\_\_

**Date of Registration:** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Permanent Add:**

Province: \_\_\_\_\_ District: \_\_\_\_\_

Village/Add; \_\_\_\_\_

**Current Add:**

Province: \_\_\_\_\_ District: \_\_\_\_\_

Village/Add; \_\_\_\_\_

### 1. Personal Information

<u>1.1</u>	<b>Beneficiary Name:</b>	
<u>1.2</u>	<b>Beneficiary F/HName:</b>	
<u>1.3</u>	<b>Grand F/Name:</b>	
<u>1.4</u>	<b>Gender:</b>	Boy <input type="checkbox"/> Girl <input type="checkbox"/> Woman <input type="checkbox"/>
<u>1.5</u>	<b>Date of Birth:</b>	____/____/____ Age: _____
<u>1.6</u>	<b>Education Level:</b>	Yes <input type="checkbox"/> No <input type="checkbox"/> if yes, grade _____
<u>1.7</u>	<b>Tazkira/National ID Card</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<u>1.8</u>	<b>Mother tongue:</b>	Dari <input type="checkbox"/> Pashto <input type="checkbox"/> Uzbaki <input type="checkbox"/> Other: _____
<u>1.9</u>	<b>Family Contact#:</b>	

### 2. Medical & Physical Status Information

<u>2.1</u>	<b>Has the child current any illness?</b>	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, give details : _____
<u>2.2</u>	<b>Has the child any disability?</b>	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes, give details : _____

### 3. Working Condition

Child Labor Yes  No

Street Vender	Porter	Rag picking	Shop keeper	Restaurant/hotel	Apprentice	begging	Other, please explain	Monthly Income/AFN

### 4. Family Information

<u>4.1</u>	<b>Parents Live status:</b>	Father Alive: yes <input type="checkbox"/> No <input type="checkbox"/> Mother Alive: yes <input type="checkbox"/> No <input type="checkbox"/>
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<u>4.2</u>	<b>Head of Family:</b>	Father <input type="checkbox"/> Mother <input type="checkbox"/> Other: <input type="checkbox"/> If other what is the relation with child: _____
<u>4.3</u>	<b>Child is living with whom?</b>	Father <input type="checkbox"/> Mother <input type="checkbox"/> Other: <input type="checkbox"/> If other what is the relation with child: _____
<u>4.4</u>	<b>Number of Family members:</b>	_____
<u>4.5</u>	<b>Family migration status:</b>	Returnee: <input type="checkbox"/> IDP: <input type="checkbox"/> Local: <input type="checkbox"/>
<u>4.6</u>	<b>Do you live in a camp?</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<u>4.7</u>	<b>Parents' employment status (select highest) Job Detail:</b>	Both parents unemployed <input type="checkbox"/> One parent self-employed <input type="checkbox"/> Both parents self-employed <input type="checkbox"/> Father only permanently employed <input type="checkbox"/> Mother only permanently employed <input type="checkbox"/> Both parents permanently employed <input type="checkbox"/>
<u>4.8</u>	<b>Average Family Income per month average:</b>	_____AFN

#### 5. Arrest and Offense Information

<u>5.1</u>	<b>Date Of arrest</b>	_____/_____/_____
<u>5.2</u>	<b>Place of Arrest</b>	District _____ Province _____
<u>5.3</u>	<b>Type of Offence</b>	
<u>5.4</u>	<b>Date of entry to JRC</b>	_____/_____/_____
<u>5.5</u>	<b>SIR submitted</b>	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes date of submission: _____/_____/_____
<u>5.7</u>	<b>Criminal background, if any</b>	Yes <input type="checkbox"/> No <input type="checkbox"/> If yes what was the offence:
<u>5.8</u>	<b>Does the family visit child in JRC?</b>	Yes <input type="checkbox"/> No <input type="checkbox"/> If No why?

**Additional Baseline Data to Be Collected**  
**Questionnaire for Children** و زنانپرشننامه برای اطفال

ما یک سروی برای دانستن تجربیات اطفال و زنان را زمانیکه ممکن است آسیب پذیر باشند انجام میدهم. این سروی شامل فهمیدن اینکه چگونه اطفال در زمان مواجه شدن با مشکل توسط فامیل یا خانواده احساس حمایت میکنند میباشد. این معلومات به ما کمک خواهد کرد تا بهتر بدانیم که اطفال با چه چالش های مواجه هستند و چگونه میتوانیم از آسیب پذیر شدن و روبرو شدن آنها با مشکلات جلوگیری کنیم. این معلومات همچنان کمک خواهد کرد تا بدانیم که چگونه زنان و اطفال را حمایت نماییم تا در اجتماع شان در امن بوده و مورد حمایت قرار بگیرند. مصاحبه تقریباً 30 تا 60 دقیقه را دربر خواهد گرفت. تمام معلومات به صورت جدی محرم نگهداشته میشود. شما مجبور نیستید به تمام سوالات پاسخ بدهید. ما سوالات مشابه را هنگامیکه شما پروگرام را به پایان رسانیدید میپرسیم. اگر اجازه تان باشد که ادامه دهیم.

We are conducting a survey to understand children's experiences when they might be vulnerable. This includes understanding how children feel supported by family and the community when problems may arise. The information will allow us to better understand the challenges children face and what type of things might prevent them from being vulnerable or having problems. This will allow us to better understand how to support children to be safe and supported in their communities. The interview will take approximately 30 to 60 minutes. All the information will remain strictly confidential. You can decide not to answer certain questions. We will ask you similar questions when you complete the program with Tdh.

**Please let me know if you want to continue.**

Have you obtained consent to continue with survey? (Verbal Consent is all that is needed) (فقط رضایت لفظی نیاز است) آیا به شما اجازه شروع سروی داده شد؟	<input type="checkbox"/> Yes (بلی) <input type="checkbox"/> No (نخیر)
Please provide age of beneficiary: لطفا سن مستفید شونده را ذکر کنید:	

Reference Number: (نمبر)

(ریفرینس).....

(Reference number is the file number from Tdh plus 'R' at the end of the number to indicate that this file is included in the research data)

(نمبر ریفرینس عبارت است از نمبر فایل "دوسیه" Tdh با حرف R در اخیر نمبر برای نشان دادن اینکه این فایل شما دیتای تحقیقاتی میباشد).

## SECTION A

This section to be completed by the interviewer with the beneficiary.

این بخش توسط مصاحبه گیرنده با مستفید شونده تکمیل می‌گردد. اگر مستفید شونده خانم باشد پس بخش اول را تکمیل کنید. برای اطفال مستفید شونده لطفاً بخش 2 را تکمیل نمایید

لطفا رضایت و موافقت خود را در مورد جملات ذیل بیان کنید:: Please say how much you agree with following statements:						
N o	Question	Agree موافق هستم/	Slightly Agree/ کمی دکی موافق هستم/	Neutral/ بی طرف (جواب خاصی ندارم)	Slightly Disagree/ اندکی مخالف هستم	Disagree مخالف
1	<b>My Parents support me and keep me safe.</b> والدینم من مرا حمایت مینمایند و از من حفاظت میکنند.					
2	<b>I can write and read my own name.</b> من اسم خود را خوانده و نوشته میتوانم					
3	<b>I go to school regularly.</b> من به طور منظم مکتب میروم.					
4	<b>At least one of my Parents can read and write.</b> حد اقل یکی از والدین من میتواند بخواند و بنویسد.					
5	<b>If I am sick or hurt I will be taken me to medical assistance by my Parents or Family.</b> اگر من مریض یا زخمی شدم والدینم یا فامیلم مرا به خدمات صحتی میبرند.					
6	<b>When I was at home I was often left on my own or without Adults to take care of me if my Parents are not at home.</b> من در خانه معمولاً تنها میمانم یا شخص بزرگسالی نمیباشد که از من مراقبت کند وقتی والدینم خانه نمیباشند					
7	<b>I know how to keep myself clean and well.</b> من میدانم چگونه خود را خوب و پاک نگهدارم.					

8) I feel closest and most supported by (select as many that apply): من به یکی از این ها نزدیک ترین هستم و حمایت میشود (به هر فردی که تطبیق میشود به ترتیب انتخاب کنید):			
1. <input type="checkbox"/> Father پدر	6. <input type="checkbox"/> Aunty خاله و عمه	11. <input type="checkbox"/> Grandfather مادرکلان	16. <input type="checkbox"/> Employer کار فرما
2. <input type="checkbox"/> Mother مادر	7. <input type="checkbox"/> Other relative دیگر خوشاوندان	12. <input type="checkbox"/> Grandmother پدر کلان	17. <input type="checkbox"/> Police پولیس
3. <input type="checkbox"/> Brother (s) برادر (ها)	8. <input type="checkbox"/> Teacher معلم	13. <input type="checkbox"/> Friends/ neighbours رفیق و همسایه گان	18. <input type="checkbox"/> Nobody هیچ کس
4. <input type="checkbox"/> Sister (s) خواهر (ها)	9. <input type="checkbox"/> Social worker/ community worker (کارمند اجتماعی)	14. <input type="checkbox"/> Community leader بزرگ منطقه	19. <input type="checkbox"/> Other (please specify) (دیگر لطفاً مشخص سازید) ..... ..... .....
5. <input type="checkbox"/> Uncle کا و ماما	10. <input type="checkbox"/> Non-Government Organisation (NGO) (موسسه غیر دولتی)	15. <input type="checkbox"/> Religious leader روحانیون مذهبی	

Are there other comments made by the Child that are relevant to their responses, such as, health conditions, access to schools, access to health care etc.

آیا طفل نظریات دیگری دارد که مرتبط به جواب هایشان باشد مثلاً حالت صحتی، دسترسی به مکاتب، دسترسی به مراقبت صحتی و غیره

.....  
 .....  
 .....  
 .....  
 .....  
 .....

**SECTION B**

From the beneficiary's perspective (this should be like a conversation rather than just questions):

دیدگاه مستفید شونده (این بخش به عوض تنها پرسان کردن سوالات، بیشتر باید شبیه صحبت "محواره" باشد)

Question:	Answer:
<p>a) What are the biggest fears for their future? (Are there immediate or long term challenges or issues)</p> <p>بزرگترین ترس های شما برای آینده چی است؟ (چالش ها یا (موضوعات طویل المدت و یا هم فوری؟</p>	
<p>b) What strengths, skills and knowledge do they use to face these challenges and fears? (do they express personal strengths that will help such as determination, energy etc)</p> <p>کدام نقاط قوی، مهارت ها و دانش را آنها برای مقابله با ترس و چالش ها استفاده میکنند؟ (آیا آنها توانایی شخصی مثل انرژی یا تصمیم گیری ( را بیان میکنند</p>	
<p>c) What do they hope for the future? (What would they like to be different in six months' time and five years' time? This could include some goals, and things they would like to achieve in the next few months of being in the program.)</p> <p>این اطفال برای آینده چی آرزو میکنند؟ در مدت شش ماه و پنج سال چی تغییری را میخواهند ببینند. این موضوع میتواند شامل بعضی اهداف و چیز هایی باشد که آنها میخواهند در چند ماه آینده بعد از شرکت در این ( برنامه بدست بیاورند</p>	



## SECTION C

This section of the interviews asks some questions regarding experiences where you have been harmed in some way physically or emotionally. The questions refer to your experiences. It is confidential. If you need help or want to discuss these experiences in more detail please tell the interviewer. (Interviewer to ask these questions) در این بخش از مصاحبه ما از شما بعضی سوالات در رابطه به تجربه ضرر جسمی و احساسی شما میپرسیم. سوالات به تجربه شما مربوط (مصاحبه کننده تمام جوابات شما محرم میباشد. اگر شما به کمکی نیاز دارید یا میخواهید در باره تجربه تان با جزئیات بیشتر صحبت کنید، لطفاً به مصاحبه کننده بگویید. (مصاحبه کننده باید سوالات ذیل را بپرسد)

No	Question	چندین بار Many times	بعضی اوقات Sometimes	هیچ گاه Never	در سال گذشته نه، اما این اتفاق افتاده است. Not in the past year but this has happened
1	<b>Has anyone in your home used drugs and then behaved in a way that frightened you?</b> آیا یک عضوی از فامیل شما از مواد مخدر استفاده میکند و پس از آن طوری رفتار نماید که شما از آن بترسید؟				
2	<b>Have you seen adults in your home fighting each other in a way that frightened you?</b> یا گاهی شما بزرگسالان را در خانه تان دیده اید که با یک دیگر جنگ نمایند و شما ترسیده باشید؟				
3	<b>Have you ever been hit or hurt when this fighting is happening?</b> یا در هنگام جنگ بزرگسالان شما لت خورده یا زخمی شده اید؟				
4	<b>Has anyone screamed at you very loud and aggressively?</b> یا شخصی بالای شما به آواز بلند چیغ زده و قهر شده است؟				
4.a	If this happened, who was it by? / اگر این کار شده این کار را کی کرده بود? <input type="checkbox"/> Adult <input type="checkbox"/> Bزرگسالان   another child or adolescent <input type="checkbox"/> طفل دیگر یا نوجوانان <input type="checkbox"/> Both هر دو				
4.b	Where did it happen (tick as many that apply)? در کجا اتفاق افتاد؟ (به هر تعدادی که قابل تطبیق است انتخاب کنید) <input type="checkbox"/> Home / <input type="checkbox"/> خانه   street/ <input type="checkbox"/> سرک   workplace <input type="checkbox"/> محل کار   community <input type="checkbox"/> اجتماع   school اجتماع				
5	<b>Has anyone called you names, said mean things to you?</b> آیا کسی شما را با لقب های زشت صدا کرده یا چیز های بدی به شما گفته است? در سال گذشته نه، اما این اتفاق افتاده است.   هیچ گاه   بعضی اوقات   چندین بار <input type="checkbox"/> Many times <input type="checkbox"/> Sometimes <input type="checkbox"/> Never <input type="checkbox"/> Not in the past year but this has happened				
5.a	If this happened, who was it by? / اگر این کار شده این کار را کی کرده بود. <input type="checkbox"/> Adult <input type="checkbox"/> Bزرگسالان   another child or adolescent <input type="checkbox"/> طفل دیگر یا نوجوانان <input type="checkbox"/> Both هر دو				
5.b	Where did it happen (tick as many that apply)? در کجا اتفاق افتاد؟ (به هر تعدادی که قابل تطبیق است انتخاب کنید) <input type="checkbox"/> Home <input type="checkbox"/> خانه   street <input type="checkbox"/> سرک   workplace <input type="checkbox"/> محل کار   community <input type="checkbox"/> اجتماع   school اجتماع				
6	<b>When you were sick or hurt, did you go to see a doctor or did you take medicines?</b> در زمانی که شما مریض یا زخمی شده بودید، آیا شما به دکتر رفته یا دوا گرفته بودید? در سال گذشته نه، اما این اتفاق افتاده است.   هیچ گاه   بعضی اوقات   چندین بار <input type="checkbox"/> Many times <input type="checkbox"/> Sometimes <input type="checkbox"/> Never <input type="checkbox"/> Not in the past year but this has happened				

7) Whose support/help have you sought for when you had difficulties in last year (tick as many that apply)? در سال گذشته وقتی شما با مشکلات مواجه شده بودید کی شما را کمک کرده بود؟ (به هر تعدادی که قابل تطبیق است انتخاب کنید)			
1. <input type="checkbox"/> Father پدر	6. <input type="checkbox"/> Aunty خاله و عمه	11. <input type="checkbox"/> Grandfather مادرکلان	16. <input type="checkbox"/> Employer کارفرما
2. <input type="checkbox"/> Mother مادر	7. <input type="checkbox"/> Other relative دیگر خویشاوندان	12. <input type="checkbox"/> Grandmother پدر کلان	17. <input type="checkbox"/> Police پولیس
3. <input type="checkbox"/> Brother (s) برادر (ها)	8. <input type="checkbox"/> Teacher معلم	13. <input type="checkbox"/> Friends/neighbors رفیق و همسایه گان	18. <input type="checkbox"/> Nobody هیچ کس
4. <input type="checkbox"/> Sister (s) خواهر (ها)	9. <input type="checkbox"/> Social worker/community worker (کارمند اجتماعی)	14. <input type="checkbox"/> Community leader بزرگ منطقه	19. <input type="checkbox"/> Other (please specify)

5. <input type="checkbox"/> Uncle کا کا و ماما	10. <input type="checkbox"/> Non-Government Organisation (NGO) (موسسه غیر دولتی)	15. <input type="checkbox"/> Religious leader روحانیون مذهبی	(دیگر لطفا مشخص سازید) ..... ..... ..... .....
8) Has anyone pushed, grabbed or kicked you? آیا کسی شما را تپله کرده، چنگ زده یا لگد زده؟ در سال گذشته نه، اما این اتفاق افتاده است. هیچ گاه بعضی اوقات چندین بار <input type="checkbox"/> Many times <input type="checkbox"/> Sometimes <input type="checkbox"/> Never <input type="checkbox"/> Not in the past year but this has happened			
8 a. If this happened, who was it by? اگر این کار شده این کار را کی کرده بود؟ <input type="checkbox"/> Adult بزر detention staf <input type="checkbox"/> fگسالان <input type="checkbox"/> another child or adolescent هر دو <input type="checkbox"/> اطفال یا نوجوانان			
8. b Where did it happen? در کجا اتفاق افتاد؟ <input type="checkbox"/> Home <input type="checkbox"/> خانه street <input type="checkbox"/> سر workplace <input type="checkbox"/> محل community <input type="checkbox"/> اجتماع school <input type="checkbox"/> مکتب detention centre			
9) Has anyone punished you using physical force such as hitting, kicking, squeezing or locking in a room or space? آیا کسی با استفاده از قوه فیزیکی مانند لت و کوب، لگد زدن، فشار دادن یا بند کردن شما در اتاقی یا جای دیگری شما را مجازات کرده است؟ در سال گذشته نه، اما این اتفاق افتاده است. هیچ گاه بعضی اوقات چندین بار <input type="checkbox"/> Many times <input type="checkbox"/> Sometimes <input type="checkbox"/> Never <input type="checkbox"/> Not in the past year but this has happened			
9.a. If this happened, who was it by? اگر این کار شده این کار را کی کرده بود؟ <input type="checkbox"/> Adult بزرگسالان <input type="checkbox"/> another child or adolescent اطفال یا نوجوانان <input type="checkbox"/> detention staff هر دو			
9.b Where did it happen? در کجا اتفاق افتاد؟ <input type="checkbox"/> Home <input type="checkbox"/> خانه street <input type="checkbox"/> سر workplace <input type="checkbox"/> محل community <input type="checkbox"/> اجتماع school <input type="checkbox"/> مکتب detention centre گسالان			
<b>Before asking this question, the social worker has to introduce the topic of wrong touch in a sensitive and culturally appropriate way.</b> قبل از اینکه کارمند اجتماعی این سوال را مطرح سازد باید یک مقدمه در مورد تماس غلط با در نظر داشت رسوم و عینعات منطقه به طریق مناسب بیان نماید.			
<b>10) Has anyone touched your body in a wrong way? By "wrong way" we mean touching you on your private parts?</b> آیا کسی به بدن (وجود) شما بطور غلط تماس نموده؟ "بطور غلط" عبارت از تماس گرفتن به بخشهای محرم بدن تان میباشد. در سال گذشته نه، اما این اتفاق افتاده است. هیچ گاه بعضی اوقات چندین بار <input type="checkbox"/> Many times <input type="checkbox"/> Sometimes <input type="checkbox"/> Never <input type="checkbox"/> Not in the past year but this has happened			
10. a If this ever happened, who was it by? اگر این کار شده این کار را کی کرده بود. <input type="checkbox"/> Adult بزرگسالان <input type="checkbox"/> another child or adolescent <input type="checkbox"/> طفل دیگر یا نوجوانان <input type="checkbox"/> both هر دو			
10.b How well did you know the person or people? شما شخص مذکور را چقدر خوب میشناسید؟ اصلا نمیشناسم خیلی خوب نه بیسار خوب <input type="checkbox"/> Not at all <input type="checkbox"/> Not very well <input type="checkbox"/> Very well			
10.c Where did it happen (tick as many that apply)? در کجا اتفاق افتاد؟ (به هر تعدادی که قابل تطبیق است انتخاب کنید) <input type="checkbox"/> Home <input type="checkbox"/> خانه street <input type="checkbox"/> سر workplace <input type="checkbox"/> محل community <input type="checkbox"/> اجتماع school <input type="checkbox"/> مکتب detention centre			

11) Do you wish to say more in regard to what has been asked? آیا در مورد چیزی که از شما پرسیده شد میخواهید چیز بیشتری بگویید؟

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## SECTION D

This section of the interviews asks some questions regarding experiences at school or work. The questions refer to your experiences. It is confidential. If you need help or want to discuss these experiences in more detail please tell the interviewer. (Interviewer to ask these questions)

این بخش مصاحبه سؤالاتی را در مورد تجربه مکتب یا محل کار میپرسد. سؤالات به تجربه شما ربط دارد. تمام جوابات شما محرم میباشد. اگر شما به کمک نیاز دارید یا میخواهید در باره این موضوع با جزئیات بیشتر صحبت کنید لطفاً به مصاحبه کننده بگویید. (مصاحبه کننده باید سؤالات ذیل را بپرسد.)

**1) Have you ever attended school in the past?** آیا شما در زمان گذشته به مکتب رفته بوده اید؟

Yes (بلی)  
 No (نخیر)

**2) Did you go regularly to school?**

Yes (بلی)  
 No (نخیر)

**3) If you attend school, what was the last grade you attended and finished? (Please specify semester)**  
 در صورتیکه به مکتب رفته اید در کدام صنف بودید یا آنرا تکمیل کردید؟ (لطفاً سمستر را مشخص نمایید)

Grade صنف	1	2	3	4	5	6	7	8	9	10	11	12
Semester سمیستر												

**4) If you did not attend school before detention or did not go very often, why did you not go to school?** چرا شما به مکتب نمی روید؟

I had to do work at home من باید در خانه کار کنم  
 I had to work outside my home من باید بیرون از خانه کار کنم  
 My parents did not allow me to go to school والدینم اجازه نمیدهند که مکتب بروم  
 I took care of my brothers and sisters من از برادران و خواهران خود مواظبت می کنم  
 There was no school nearby در این نزدیکی ها مکتب وجود ندارد  
 I did not like to go to school من خوش ندارم که به مکتب بروم  
 My family is poor فامیل من غریب است  
 Other (Please specify) دیگر (لطفاً مشخص سازید)

**5) Did you work before being in detention?** آیا فعلاً شما کار می کنید؟

Yes (بلی)  
 No (نخیر)

**6) What type of work did you do?** کدام نوع کار را شما انجام میدید؟

Selling items in the street فروختن اشیاء در سرک  
 Work in a shop/restaurant کار در دکان یا هوتل  
 Work in a workshop کار در ورکشاپ  
 Shoes polishing رنگ کردن بوت  
 Vegetable market مارکیٹ ترکاری  
 Washing car's windows/screens شستن موتر یا پاک کردن شیشه های آن  
 Bagging گدایی  
 Construction Work (کار ساخت و ساز (ساختمانی)  
 Other (Specify) \_\_\_\_\_  
 دیگر (مشخص سازید)

**7) Was it your choice to go to work?** مدر یا این انتخاب شما بود که کار کنید؟

Yes  No (نخیر)

8) If no), who asked you to go to work? اگر جواب نخیر، کی شما را مجبور به کار کردن نمود؟

My parents والدین من

Other family members دیگر اعضای فامیل

I had to feed my brothers sisters and/or other family members .

من مجبور بودم برای خواهران و برادران و دیگر اعضای فامیل خود نان/ غذا پیدا کنم

Neighbours (همسایه ها)

Other (Please specify) \_\_\_\_\_ (دیگر (مشخص سازید)

9) Have you had contact with Police in the last 6 months? در شش ماه گذشته آیا با پولیس در تماس بودید؟

Yes  No  بله  نه

If yes, why did this contact occur (include any details of family involvement)?

اگر جواب شما بلی است، به چی دلیل با پولیس در ارتباط بودید (جزئیات در مورد دخیل بودن فامیل را نیز شامل سازید)؟

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## SECTION E

This section asks you how you deal with particular problems and how you find a way to achieve things. (Interviewer to ask these questions)

این بخش از شما میپرسد که شما چگونه با مشکلات مقابله میکنید و چگونه راه خود را برای بدست آوردن چیزی درمیابید (مصاحبه کننده سوالات ذیل را باید بپرسد).

<p>21. I can always manage to solve difficult problems if I try hard enough. اگر به اندازه کافی تلاش کنم همیشه قادر به حل مشکلات سخت میباشم.  <input type="checkbox"/> Not at all true   <input type="checkbox"/> Hardly true   <input type="checkbox"/> Moderately true   <input type="checkbox"/> Exactly true                      کاملاً صحیح است   تا حدی صحیح است   کمی صحیح است   اصلاً صحیح نیست</p>
<p>22. If someone opposes me, I can find the means and ways to get what I want. اگر کسی با من مخالفت کند، می توانم راه و روش هایی برای رسیدن به آنچه که میخواهم پیدا کنم.  <input type="checkbox"/> Not at all true   <input type="checkbox"/> Hardly true   <input type="checkbox"/> Moderately true   <input type="checkbox"/> Exactly true                      کاملاً صحیح است   تا حدی صحیح است   کمی صحیح است   اصلاً صحیح نیست</p>
<p>23. It is easy for me to stick to my aims and accomplish my goals. به راحتی میتوانم اهدافم را دنبال کنم و به مقصودم برسم.  <input type="checkbox"/> Not at all true   <input type="checkbox"/> Hardly true   <input type="checkbox"/> Moderately true   <input type="checkbox"/> Exactly true                      کاملاً صحیح است   تا حدی صحیح است   کمی صحیح است   اصلاً صحیح نیست</p>
<p>24. I am confident that I could deal efficiently with unexpected events. مطمین هستم که میتوانم به طور موثری با مسایل غیر مترقبه روبرو شوم.  <input type="checkbox"/> Not at all true   <input type="checkbox"/> Hardly true   <input type="checkbox"/> Moderately true   <input type="checkbox"/> Exactly true                      کاملاً صحیح است   تا حدی صحیح است   کمی صحیح است   اصلاً صحیح نیست</p>
<p>25. Thanks to my resourcefulness, I know how to handle unforeseen situations. بخاطر ابتکار و شایستگی ام، میدانم چطور با موقعیت های غیر قابل پیش بینی مقابله کنم.  <input type="checkbox"/> Not at all true   <input type="checkbox"/> Hardly true   <input type="checkbox"/> Moderately true   <input type="checkbox"/> Exactly true                      کاملاً صحیح است   تا حدی صحیح است   کمی صحیح است   اصلاً صحیح نیست</p>
<p>26. I can solve most problems if I invest the necessary effort. اگر به اندازه کافی تلاش کنم متوانم اکثر مشکلات را حل کنم.  <input type="checkbox"/> Not at all true   <input type="checkbox"/> Hardly true   <input type="checkbox"/> Moderately true   <input type="checkbox"/> Exactly true                      کاملاً صحیح است   تا حدی صحیح است   کمی صحیح است   اصلاً صحیح نیست</p>
<p>27. I can remain calm when facing difficulties because I can rely on my coping abilities. در برخورد با مشکلات میتوانم خونسردی یا آرامش خود را حفظ کنم چون به توانایی درونی خود اعتماد دارم.  <input type="checkbox"/> Not at all true   <input type="checkbox"/> Hardly true   <input type="checkbox"/> Moderately true   <input type="checkbox"/> Exactly true                      کاملاً صحیح است   تا حدی صحیح است   کمی صحیح است   اصلاً صحیح نیست</p>
<p>28. When I am confronted with a problem, I can usually find several solutions. وقتی با مشکلی روبرو میشوم معمولاً میتوانم چندین راه حل کنم.  <input type="checkbox"/> Not at all true   <input type="checkbox"/> Hardly true   <input type="checkbox"/> Moderately true   <input type="checkbox"/> Exactly true                      کاملاً صحیح است   تا حدی صحیح است   کمی صحیح است   اصلاً صحیح نیست</p>
<p>29. If I am in trouble, I can usually think of a solution. اگر در دردسر بیفتم یا گرفتاری برآیم پیش بیاید معمولاً میتوانم چاره ای بیابم.  <input type="checkbox"/> Not at all true   <input type="checkbox"/> Hardly true   <input type="checkbox"/> Moderately true   <input type="checkbox"/> Exactly true                      کاملاً صحیح است   تا حدی صحیح است   کمی صحیح است   اصلاً صحیح نیست</p>
<p>30. I can usually handle whatever comes my way. مهم نیست چی در سر راهم قرار گیرد، معمولاً قادر به رفع یا حل آن میباشم.  <input type="checkbox"/> Not at all true   <input type="checkbox"/> Hardly true   <input type="checkbox"/> Moderately true   <input type="checkbox"/> Exactly true                      کاملاً صحیح است   تا حدی صحیح است   کمی صحیح است   اصلاً صحیح نیست</p>

## SECTION F

In this section we ask you about how you are feeling over the last month. (Interviewer to ask these questions)

در این بخش ما از شما میپرسیم که شما در چهار هفته گذشته (یک ماه اخیر) چی احساس و حالت های داشته اید؟ (مصاحبه کننده باید این سوالات را بپرسد).

No	Question	All of the time / همیشه	Most of the time / بیشتر وقت ها	Some of the time / گاهی اوقات	A little of the time / گاهی بندرت	None of the time / هیچگاه
1	In the past 4 weeks, about how often did you feel tired out for no good reason? در چهار هفته گذشته تقریباً چند مدت بدون دلیل احساس خستگی کردید؟					
2	In the past 4 weeks, about how often did you feel nervous? در چهار هفته گذشته، تقریباً چند مدت احساس عصبی بودن کردید؟					
3	In the past 4 weeks, about how often did you feel so nervous that nothing could calm you down?					
4	In the past 4 weeks, about how often did you feel hopeless? در چهار ماه گذشته، تقریباً چند مدت احساس ناامیدی کردید؟					
5	In the past 4 weeks, about how often did you feel restless or fidgety? در چهار ماه گذشته تقریباً چند مدت احساس نا آرامی و بی قراری کردید؟					
6	In the past 4 weeks, about how often did you feel so restless you could not sit still? در چهار هفته گذشته، تقریباً چند مدت اینقدر احساس ناآرامی میکردید که نمیتوانستید بی حرکت بنشینید؟					
7	In the past 4 weeks, about how often did you feel depressed? در چهار ماه گذشته، تقریباً چند مدت احساس افسردگی کردید؟					
8	In the past 4 weeks, about how often did you feel that everything was an effort? در چهار هفته گذشته، تقریباً چند مدت احساس کردید که همه کار ها را دارید به زور انجام میدهید؟					
9	In the past 4 weeks, about how often did you feel so sad that nothing could cheer you up? در چهار هفته گذشته، تقریباً چند مدت احساس کردید که شما چنان غمگینید که هیچ چیز نمیتواند شما را سر حال بیاورد؟					
10	In the past 4 weeks, about how often did you feel worthless? در چهار هفته گذشته، تقریباً چه مدتی احساس بی ارزش بودن کردید؟					

## Appendix 5: F19 Form Questionnaire

### Additional Baseline Data to Be Collected

#### Questionnaire for Children و زنانپرشننامه برای اطفال

ما یک سروی برای دانستن تجربیات اطفال و زنان را زمانیکه ممکن است آسیب پذیر باشند انجام میدهیم. این سروی شامل فهمیدن اینکه چگونه اطفال در زمان مواجه شدن با مشکل توسط فامیل یا خانواده احساس حمایت میکنند میباشد. این معلومات به ما کمک خواهد کرد تا بهتر بدانیم که اطفال با چه چالش های مواجه هستند و چگونه میتوانیم از آسیب پذیر شدن و روبرو شدن آنها با مشکلات جلوگیری کنیم. این معلومات همچنان کمک خواهد کرد تا بدانیم که چگونه زنان و اطفال را حمایت نماییم تا در اجتماع شان در امن بوده و مورد حمایت قرار بگیرند. مصاحبه تقریباً 30 تا 60 دقیقه را دربر خواهد گرفت. تمام معلومات به صورت جدی محرمانه نگاه داشته میشود. شما مجبور نیستید به تمام سوالات پاسخ بدهید. ما سوالات مشابه را هنگامی که شما پروگرام را به پایان رسانیدید میپرسیم. اگر اجازه تان باشد که ادامه دهیم.

We are conducting a survey to understand children's experiences when they might be vulnerable. This includes understanding how children feel supported by family and the community when problems may arise. The information will allow us to better understand the challenges children face and what type of things might prevent them from being vulnerable or having problems. This will allow us to better understand how to support children to be safe and supported in their communities. The interview will take approximately 30 to 60 minutes. All the information will remain strictly confidential. You can decide not to answer certain questions. We will ask you similar questions when you complete the program with Tdh.

**Please let me know if you want to continue.**

Have you obtained consent to continue with survey? (Verbal Consent is all that is needed) (آیا به شما اجازه شروع سروی داده شد؟ (فقط رضایت لفظی نیاز است))	<input type="checkbox"/> Yes (بله) <input type="checkbox"/> No (نخیر)
Please provide age of beneficiary: لطفا سن مستفید شونده را ذکر کنید:	

Reference Number: (نمبر)

(ریفرینس).....

(Reference number is the file number from Tdh plus 'R' at the end of the number to indicate that this file is included in the research data)

(نمبر ریفرینس عبارت است از نمبر فایل "دوسیه" Tdh با حرف R در اخیر نمبر برای نشان دادن اینکه این فایل شما دیتای تحقیقاتی میباشد).



## SECTION A

This section to be completed by the interviewer with the beneficiary.

این بخش توسط مصاحبه گیرنده با مستفید شونده تکمیل می‌گردد. اگر مستفید شونده خانم باشد پس بخش اول را تکمیل کنید. برای اطفال مستفید شونده لطفاً بخش 2 را تکمیل نمایید

لطفا رضایت و موافقت خود را در مورد جملات ذیل بیان کنید:: Please say how much you agree with following statements:						
No	Question	Agree موافق هستم/ /	Slightly Agree کمی/ان دکی موافق هستم/ /	Neutral/ بی طرف (جواب خاصی ندارم)	Slightly Disagree/ا ندکی مخالف هستم	Disagree مخالف
1	<b>My Parents support me and keep me safe.</b> والدینم من مرا حمایت مینمایند و از من حفاظت میکنند.					
2	<b>I can write and read my own name.</b> من اسم خود را خوانده و نوشته میتوان					
3	<b>I plan to go to school regularly.</b> من به طور منظم مکتب میروم.					
4	<b>At least one of my Parents can read and write.</b> حد اقل یکی از والدین من میتواند بخواند و بنویسد.					
5	<b>If I am sick or hurt I know will be taken me to medical assistance by my Parents or Family.</b> اگر من مریض یا زخمی شدم والدینم یا فامیلم مرا به خدمات صحی میبرند.					
6	<b>When I return home I feel confident that I will not be left on my own or without Adults to take care of me if my Parents are not at home.</b> من در خانه معمولاً تنها میمانم یا شخص بزرگسالی نمیباشد که از من مراقبت کند وقتی والدینم خانه نمیباشند					
7	<b>I know how to keep myself clean and well.</b> من میدانم چگونه خود را خوب و پاک نگهدارم.					

### 8) I feel closest and most supported by (select as many that apply):

من به یکی از این ها نزدیک ترین هستم و حمایت میشوم (به هر فردی که تطبیق میشود به ترتیب انتخاب کنید):

1. <input type="checkbox"/> Father پدر	6. <input type="checkbox"/> Aunty خاله و عمه	11. <input type="checkbox"/> Grandfather مادرکلان	16. <input type="checkbox"/> Employer کار فرما
2. <input type="checkbox"/> Mother مادر	7. <input type="checkbox"/> Other relative دیگر خوشاوندان	12. <input type="checkbox"/> Grandmother پدر کلان	17. <input type="checkbox"/> Police پولیس
3. <input type="checkbox"/> Brother (s) برادر (ها)	8. <input type="checkbox"/> Teacher معلم	13. <input type="checkbox"/> Friends/neighbors رفیق و همسایه گان	18. <input type="checkbox"/> Nobody هیچ کس

4. <input type="checkbox"/> Sister (s) خواهر (ها)	9. <input type="checkbox"/> Social worker/community worker (کارمند اجتماعی)	14. <input type="checkbox"/> Community leader بزرگ منطقه	19. <input type="checkbox"/> Other (please specify)
5. <input type="checkbox"/> Uncle کا کا و ماما	10. <input type="checkbox"/> Non-Government Organisation (NGO) (موسسه غیر دولتی)	15. <input type="checkbox"/> Religious leader روحانیون مذهبی	(دیگر لطفا مشخص سازید) ..... ..... .....

Are there other comments made by the Child that are relevant to their responses, such as, health conditions, access to schools, access to health care etc.

آیا طفل نظریات دیگری دارد که مرتبط به جواب هایشان باشد مثلا حالت صحی، دسترسی به مکاتب، دسترسی به مراقبت صحی وغیره

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## SECTION B

From the beneficiary's perspective (this should be like a conversation rather than just questions):

دیدگاه مستفید شونده (این بخش به عوض تنها پرسان کردن سوالات، بیشتر باید شبیه صحبت "محواره" باشد)

Question:	Answer:
<p>a) What are the biggest fears for their future? (Are there immediate or long term challenges or issues)</p> <p>بزرگترین ترس ها ی شما برای آینده چی است؟ (چالش ها یا (موضوعات طویل المدت و یا هم فوری؟</p>	
<p>b) What strengths, skills and knowledge do they use to face these challenges and fears? (do they express personal strengths that will help such as determination, energy etc)</p> <p>کدام نقاط قوی، مهارت ها و دانش را آنها برای مقابله با ترس و چالش ها استفاده میکنند؟ (آیا آنها توانایی شخصی مثل انرژی یا تصمیم گیری ( را بیان میکنند</p>	
<p>c) What do they hope for the future? (What would they like to be different in six months' time and five years' time? This could include some goals, and things they would like to achieve in the next few months of being in the program.)</p> <p>این اطفال برای آینده چی آرزو میکنند؟ در مدت شش ماه و پنج سال چی تغییری را میخواهند ببینند. این موضوع میتواند شامل بعضی اهداف و چیز هایی باشد که آنها میخواهند در چند ماه آینده بعد از شرکت در این ( برنامه بدست بیاورند</p>	

## SECTION C

This section of the interviews asks some questions regarding experiences where you have been harmed in some way physically or emotionally. The questions refer to your experiences since being in detention and your time receiving assistance from Tdh. It is confidential. If you need help or want to discuss these experiences in more detail please tell the interviewer. (Interviewer to ask these questions) در این بخش از مصاحبه ما از شما بعضی سوالات در رابطه با تجربه ضربه جسمی و احساسی شما میپرسیم. سوالات به تجربه شما مربوط میشود. تمام جوابات شما محرمانه میباشد. اگر شما به کمکی نیاز دارید یا میخواهید در باره تجربه تان با جزئیات بیشتر صحبت کنید، لطفاً به مصاحبه کننده بگویید. (مصاحبه کننده باید سوالات ذیل را پرسد)

No	Question	چندین بار Many times	بعضی اوقات Sometimes	هیچ گاه Never	در سال گذشته نه، اما این اتفاق افتاده است. Not in the past year but this has happened
1	<b>Has anyone in your home used drugs and then behaved in a way that frightened you?</b> آیا یک عضوی از فامیل شما از مواد مخدر استفاده میکند و پس از آن طوری رفتار نماید که شما از آن بترسید؟				
2	<b>Have you seen adults in your home fighting each other in a way that frightened you?</b> یا گاهی شما بزرگسالان را در خانه تان دیده اید که با یک دیگر جنگ نمایند و شما ترسیده باشید؟				
3	<b>Have you ever been hit or hurt when this fighting is happening?</b> یا در هنگام جنگ بزرگسالان شما لگت خورده یا زخمی شده اید؟				
4	<b>Has anyone screamed at you very loud and aggressively?</b> یا شخصی بالای شما به آواز بلند چیغ زده و قهر شده است؟				
4.a	If this happened, who was it by? / اگر این کار شده این کار را کی کرده بود? <input type="checkbox"/> Adult <input type="checkbox"/> بزرگسالان another child or adolescent <input type="checkbox"/> طفل دیگر یا نوجوانان <input type="checkbox"/> Both هر دو				
4.b	Where did it happen (tick as many that apply)? در کجا اتفاق افتاد؟ (به هر تعدادی که قابل تطبیق است انتخاب کنید) <input type="checkbox"/> Home / <input type="checkbox"/> street/ <input type="checkbox"/> محل <input type="checkbox"/> workplace <input type="checkbox"/> محل <input type="checkbox"/> community <input type="checkbox"/> school اجتماع				
5	<b>Has anyone called you names, said mean things to you?</b> آیا کسی شما را با لقب های زشت صدا کرده یا چیز های بدی به شما گفته است? در سال گذشته نه، اما این اتفاق افتاده است. <input type="checkbox"/> هیچ گاه <input type="checkbox"/> بعضی اوقات <input type="checkbox"/> چندین بار <input type="checkbox"/> Many times <input type="checkbox"/> Sometimes <input type="checkbox"/> Never <input type="checkbox"/> Not in the past year but this has happened				
5.a	If this happened, who was it by? / اگر این کار شده این کار را کی کرده بود. <input type="checkbox"/> Adult <input type="checkbox"/> بزرگسالان another child or adolescent <input type="checkbox"/> طفل دیگر یا نوجوانان <input type="checkbox"/> Both هر دو				
5.b	Where did it happen (tick as many that apply)? در کجا اتفاق افتاد؟ (به هر تعدادی که قابل تطبیق است انتخاب کنید) <input type="checkbox"/> Home <input type="checkbox"/> street <input type="checkbox"/> محل <input type="checkbox"/> workplace <input type="checkbox"/> محل <input type="checkbox"/> community <input type="checkbox"/> school اجتماع				
6	<b>When you were sick or hurt, did you go to see a doctor or did you take medicines?</b> در زمانی که شما مریض یا زخمی شده بودید، آیا شما به دکتر رفته یا دوا گرفته بودید? در سال گذشته نه، اما این اتفاق افتاده است. <input type="checkbox"/> هیچ گاه <input type="checkbox"/> بعضی اوقات <input type="checkbox"/> چندین بار <input type="checkbox"/> Many times <input type="checkbox"/> Sometimes <input type="checkbox"/> Never <input type="checkbox"/> Not in the past year but this has happened				

7) Whose support/help have you sought for when you had difficulties in last year (tick as many that apply)? در سال گذشته وقتی شما با مشکلات مواجه شده بودید کی شما را کمک کرده بود؟ (به هر تعدادی که قابل تطبیق است انتخاب کنید)			
1. <input type="checkbox"/> Father پدر	6. <input type="checkbox"/> Aunty خاله و عمه	11. <input type="checkbox"/> Grandfather/مادرکلان	16. <input type="checkbox"/> Employer کار فرما
2. <input type="checkbox"/> Mother مادر	7. <input type="checkbox"/> Other relative دیگر خوشاوندان	12. <input type="checkbox"/> Grandmother پدر کلان	17. <input type="checkbox"/> Police پولیس
3. <input type="checkbox"/> Brother (s) برادر (ها)	8. <input type="checkbox"/> Teacher معلم	13. <input type="checkbox"/> Friends/neighbours رفیق و همسایه گان	18. <input type="checkbox"/> Nobody هیچ کس

4. <input type="checkbox"/> Sister (s) (ها) خواهر	9. <input type="checkbox"/> Social worker/community worker (کارمند اجتماعی)	14. <input type="checkbox"/> Community leader (بزرگ منطقه)	19. <input type="checkbox"/> Other (please specify) (دیگر لطفا مشخص سازید) ..... ..... .....
5. <input type="checkbox"/> Uncle (ها) کا و ماما	10. <input type="checkbox"/> Non-Government Organisation (NGO) (موسسه غیر دولتی)	15. <input type="checkbox"/> Religious leader (روحانیون مذهبی)	
8) Has anyone pushed, grabbed or kicked you? آیا کسی شما را تپله کرده، چنگ زده یا لگد زده؟ در سال گذشته نه، اما این اتفاق افتاده است. هیچ گاه بعضی اوقات چندین بار <input type="checkbox"/> Many times <input type="checkbox"/> Sometimes <input type="checkbox"/> Never <input type="checkbox"/> Not in the past year but this has happened			
8 a. If this happened, who was it by? اگر این کار شده این کار را کی کرده بود؟ <input type="checkbox"/> Adult <input type="checkbox"/> detention staff (بزرگسالان) <input type="checkbox"/> another child or adolescent (هر دو) <input type="checkbox"/> children or adolescents (اطفال یا نوجوانان)			
8. b Where did it happen? در کجا اتفاق افتاد؟ <input type="checkbox"/> Home <input type="checkbox"/> street (خانه) <input type="checkbox"/> workplace (سرکار) <input type="checkbox"/> community (محل) <input type="checkbox"/> school detention centre (مکتب school detention centre)			
9) Has anyone punished you using physical force such as hitting, kicking, squeezing or locking in a room or space? آیا کسی با استفاده از قوه فیزیکی مانند لگد زدن، فشار دادن یا بند کردن شما در اتاقی یا جای دیگری شما را مجازات کرده است؟ در سال گذشته نه، اما این اتفاق افتاده است. هیچ گاه بعضی اوقات چندین بار <input type="checkbox"/> Many times <input type="checkbox"/> Sometimes <input type="checkbox"/> Never <input type="checkbox"/> Not in the past year but this has happened			
9.a. If this happened, who was it by? اگر این کار شده این کار را کی کرده بود؟ <input type="checkbox"/> Adult (بزرگسالان) <input type="checkbox"/> another child or adolescent (اطفال یا نوجوانان) <input type="checkbox"/> detention staff (هر دو)			
9.b Where did it happen? در کجا اتفاق افتاد؟ <input type="checkbox"/> Home <input type="checkbox"/> street (خانه) <input type="checkbox"/> workplace (سرکار) <input type="checkbox"/> community (محل) <input type="checkbox"/> school detention centre (مکتب school detention centre)			
<b>Before asking this question, the social worker has to introduce the topic of wrong touch in a sensitive and culturally appropriate way.</b> قبل از اینکه کارمند اجتماعی این سوال را مطرح سازد باید یک مقدمه در مورد تماس غلط با در نظر داشت رسوم و عینت منطقه به طریق مناسب بیان نماید.			
<b>10) Has anyone touched your body in a wrong way? By "wrong way" we mean touching you on your private parts?</b> آیا کسی به بدن (وجود) شما بطور غلط تماس نموده؟ "بطور غلط" عبارت از تماس گرفتن به بخشهای محرم بدن تان میباشد. در سال گذشته نه، اما این اتفاق افتاده است. هیچ گاه بعضی اوقات چندین بار <input type="checkbox"/> Many times <input type="checkbox"/> Sometimes <input type="checkbox"/> Never <input type="checkbox"/> Not in the past year but this has happened			
10. a. If this ever happened, who was it by? اگر این کار شده این کار را کی کرده بود. <input type="checkbox"/> Adult (بزرگسالان) <input type="checkbox"/> another child or adolescent (طفل دیگر یا نوجوانان) <input type="checkbox"/> both detention staff (هر دو)			
10.b How well did you know the person or people? شما شخص مذکور را چقدر خوب میشناسید؟ بسیار خوب <input type="checkbox"/> خیلی خوب نه <input type="checkbox"/> اصلا نمیشناسم <input type="checkbox"/> <input type="checkbox"/> Not at all <input type="checkbox"/> Not very well <input type="checkbox"/> Very well			
10.c Where did it happen (tick as many that apply)? در کجا اتفاق افتاد؟ (به هر تعدادی که قابل تطبیق است انتخاب کنید) <input type="checkbox"/> Home <input type="checkbox"/> street (خانه) <input type="checkbox"/> workplace (سرکار) <input type="checkbox"/> community (محل) <input type="checkbox"/> school detention centre (مکتب school detention centre)			

11) Do you wish to say more in regard to what has been asked? آیا در مورد چیزی که از شما پرسیده شد میخواهید چیز بیشتری بگویید؟

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## SECTION D

This section of the interviews asks some questions regarding experiences at school or work. The questions refer to your experiences. It is confidential. If you need help or want to discuss these experiences in more detail please tell the interviewer. (Interviewer to ask these questions)

این بخش مصاحبه سؤالاتی را در مورد تجربه مکتب یا محل کار میپرسد. سؤالات به تجربه شما ربط دارد. تمام جوابات شما محرّم میباشد. اگر شما به کمک نیاز دارید یا میخواهید در باره این موضوع با جزئیات بیشتر صحبت کنید لطفاً به مصاحبه کننده بگویید. (مصاحبه کننده باید سؤالات ذیل را بپرسد.)

**1) During your time in detention and receiving assistance did you attend education/school or training activities?** آیا شما در زمان گذرته به مکتب رفته بوده اید؟  
گذشته به مکتب رفته بوده اید؟

Yes (بلی)

No (نخیر)

**2) How often did this occur?**

Daily  Every few days  Weekly  Monthly  Rarely  Never

No (نخیر)

**3) If you attend school while on detention, what was the last grade you attended and finished? (Please specify semester)**

در صورتیکه به مکتب رفته اید در کدام صنف بودید یا انرا تکمیل کردید؟ (لطفاً سمسٹر را مشخص نماید)

Grade	1	2	3	4	5	6	7	8	9	10	11	12
صنف												
Semester												
سمسٹر												

**4) What was the main training or education activity you attended?**

School

Basic Literacy

Special tutoring in preparation for school

Vocational training

Please list type

**5) Do you plan to go to work after detention?**

Yes (بلی) go to Q6

No go to Q5a (نخیر)

5a) I plan to go to school?

Yes go to Q9

No go to Q5b (نخیر)

5b) I plan to go to Vocational Training?

Yes (بلی)

No (نخیر)

**6) What type of work will you do?** کدام نوع کار را شما انجام میدهید؟

Selling items in the street فروختن اشیاء در سرک

Work in a shop/restaurant کار در دکان یا هوتل

Work in a workshop کار در ورکشاپ

Shoes polishing رنگ کردن بوت

<input type="checkbox"/> Vegetable market مارکیت ترکاری <input type="checkbox"/> Washing car's windows/screens شستن موتر یا پاک کردن شیشه های ان <input type="checkbox"/> Bagging گدایی <input type="checkbox"/> Construction Work (ساختمانی ساز و ساخت و ساز) <input type="checkbox"/> Other (Specify) _____ دیگر (مشخص سازید)
<b>7) Is it your choice to go to work?</b> مدر یا این انتخاب شما بود که کار کنید؟ <input type="checkbox"/> Yes <input type="checkbox"/> No نخبیر
<b>8) If no, who asked you to go to work?</b> اگر جواب نخبیر، کی شما را مجبور به کار کردن نمود؟ <input type="checkbox"/> My parents والدین من <input type="checkbox"/> Other family members دیگر اعضای فامیل <input type="checkbox"/> I had to feed my brothers sisters and/or other family members . من مجبور بودم برای خواهران و برادران و دیگر اعضای فامیل خود نان/ غذا پیدا کنم <input type="checkbox"/> Neighbours (همسایه ها) <input type="checkbox"/> Other (Please specify) _____ دیگر (مشخص سازید)
<b>9) Have you had contact with Police in the last 6 months?</b> در شش ماه گذشته آیا با پولیس در تماس بودید؟ <input type="checkbox"/> Yes <input type="checkbox"/> No نخبیر <b>If yes, why did this contact occur (include any details of family involvement)?</b> اگر جواب شما بلی است، به چی دلیل با پولیس در ارتباط بودید (جزئیات در مورد دخیل بودن فامیل را نیز شامل سازید)؟ ..... ..... ..... ..... ..... .....



## SECTION E

This section asks you how you deal with particular problems and how you find a way to achieve things. (Interviewer to ask these questions)

این بخش از شما میپرسد که شما چگونه با مشکلات مقابله میکنید و چگونه راه خود را برای بدست آوردن چیزی درمیابید (مصاحبه کننده سوالات ذیل را باید بپرسد).

<p>31. I can always manage to solve difficult problems if I try hard enough. اگر به اندازه کافی تلاش کنم همیشه قادر به حل مشکلات سخت میباشم.  <input type="checkbox"/> Not at all true   <input type="checkbox"/> Hardly true   <input type="checkbox"/> Moderately true   <input type="checkbox"/> Exactly true                      کاملاً صحیح است   تا حدی صحیح است   کمی صحیح است   اصلاً صحیح نیست</p>
<p>32. If someone opposes me, I can find the means and ways to get what I want. اگر کسی با من مخالفت کند، می توانم راه و روش هایی برای رسیدن به آنچه که میخواهم پیدا کنم.  <input type="checkbox"/> Not at all true   <input type="checkbox"/> Hardly true   <input type="checkbox"/> Moderately true   <input type="checkbox"/> Exactly true                      کاملاً صحیح است   تا حدی صحیح است   کمی صحیح است   اصلاً صحیح نیست</p>
<p>33. It is easy for me to stick to my aims and accomplish my goals. به راحتی میتوانم اهدافم را دنبال کنم و به مقصودم برسم.  <input type="checkbox"/> Not at all true   <input type="checkbox"/> Hardly true   <input type="checkbox"/> Moderately true   <input type="checkbox"/> Exactly true                      کاملاً صحیح است   تا حدی صحیح است   کمی صحیح است   اصلاً صحیح نیست</p>
<p>34. I am confident that I could deal efficiently with unexpected events. مطمین هستم که میتوانم به طور موثری با مسایل غیر مترقبه روبرو شوم.  <input type="checkbox"/> Not at all true   <input type="checkbox"/> Hardly true   <input type="checkbox"/> Moderately true   <input type="checkbox"/> Exactly true                      کاملاً صحیح است   تا حدی صحیح است   کمی صحیح است   اصلاً صحیح نیست</p>
<p>35. Thanks to my resourcefulness, I know how to handle unforeseen situations. بخاطر ابتکار و شایستگی ام، میدانم چطور با موقعیت های غیر قابل پیش بینی مقابله کنم.  <input type="checkbox"/> Not at all true   <input type="checkbox"/> Hardly true   <input type="checkbox"/> Moderately true   <input type="checkbox"/> Exactly true                      کاملاً صحیح است   تا حدی صحیح است   کمی صحیح است   اصلاً صحیح نیست</p>
<p>36. I can solve most problems if I invest the necessary effort. اگر به اندازه کافی تلاش کنم متوانم اکثر مشکلات را حل کنم.  <input type="checkbox"/> Not at all true   <input type="checkbox"/> Hardly true   <input type="checkbox"/> Moderately true   <input type="checkbox"/> Exactly true                      کاملاً صحیح است   تا حدی صحیح است   کمی صحیح است   اصلاً صحیح نیست</p>
<p>37. I can remain calm when facing difficulties because I can rely on my coping abilities. در برخورد با مشکلات میتوانم خونسردی یا آرامش خود را حفظ کنم چون به توانایی درونی خود اعتماد دارم.  <input type="checkbox"/> Not at all true   <input type="checkbox"/> Hardly true   <input type="checkbox"/> Moderately true   <input type="checkbox"/> Exactly true                      کاملاً صحیح است   تا حدی صحیح است   کمی صحیح است   اصلاً صحیح نیست</p>
<p>38. When I am confronted with a problem, I can usually find several solutions. وقتی با مشکلی روبرو میشوم معمولاً میتوانم چندین راه حل کنم.  <input type="checkbox"/> Not at all true   <input type="checkbox"/> Hardly true   <input type="checkbox"/> Moderately true   <input type="checkbox"/> Exactly true                      کاملاً صحیح است   تا حدی صحیح است   کمی صحیح است   اصلاً صحیح نیست</p>
<p>39. If I am in trouble, I can usually think of a solution. اگر در دردسر بیفتم یا گرفتاری برایم پیش بیاید معمولاً میتوانم چاره ای بیابم.  <input type="checkbox"/> Not at all true   <input type="checkbox"/> Hardly true   <input type="checkbox"/> Moderately true   <input type="checkbox"/> Exactly true                      کاملاً صحیح است   تا حدی صحیح است   کمی صحیح است   اصلاً صحیح نیست</p>
<p>40. I can usually handle whatever comes my way. مهم نیست چی در سر راهم قرار گیرد، معمولاً قادر به رفع یا حل آن میباشم.  <input type="checkbox"/> Not at all true   <input type="checkbox"/> Hardly true   <input type="checkbox"/> Moderately true   <input type="checkbox"/> Exactly true                      کاملاً صحیح است   تا حدی صحیح است   کمی صحیح است   اصلاً صحیح نیست</p>



## SECTION F

In this section we ask you about how you are feeling over the last month. (Interviewer to ask these questions)

در این بخش ما از شما میپرسیم که شما در چهار هفته گذشته (یک ماه اخیر) چی احساس و حالت های داشته اید؟ (مصاحبه کننده باید این سوالات را بپرسد).

No	Question	All of the time / همیشه	Most of the time / بیشتر وقت ها	Some of the time / گاهی اوقات	A little of the time / گاهی بندرت	None of the time / هیچگاه
1	In the past 4 weeks, about how often did you feel tired out for no good reason? در چهار هفته گذشته تقریباً چند مدت بدون دلیل احساس خستگی کردید؟					
2	In the past 4 weeks, about how often did you feel nervous? در چهار هفته گذشته، تقریباً چند مدت احساس عصبی بودن کردید؟					
3	In the past 4 weeks, about how often did you feel so nervous that nothing could calm you down?					
4	In the past 4 weeks, about how often did you feel hopeless? در چهار ماه گذشته، تقریباً چند مدت احساس ناامیدی کردید؟					
5	In the past 4 weeks, about how often did you feel restless or fidgety? در چهار ماه گذشته تقریباً چند مدت احساس نا آرامی و بی قراری کردید؟					
6	In the past 4 weeks, about how often did you feel so restless you could not sit still? در چهار هفته گذشته، تقریباً چند مدت اینقدر احساس ناآرامی میکردید که نمیتوانستید بی حرکت بنشینید؟					
7	In the past 4 weeks, about how often did you feel depressed? در چهار ماه گذشته، تقریباً چند مدت احساس افسردگی کردید؟					
8	In the past 4 weeks, about how often did you feel that everything was an effort? در چهار هفته گذشته، تقریباً چند مدت احساس کردید که همه کار ها را دارید به زور انجام میدهید؟					
9	In the past 4 weeks, about how often did you feel so sad that nothing could cheer you up? در چهار هفته گذشته، تقریباً چند مدت احساس کردید که که شما چنان غمگینید که هیچ چیز نمیتواند شما را سر حال بیاورد؟					
10	In the past 4 weeks, about how often did you feel worthless? در چهار هفته گذشته، تقریباً چه مدتی احساس بی ارزش بودن کردید؟					