

Endline Study of Commercial Sexual Exploitation of Children in Napak District of Karamoja, Uganda Global Fund to End Modern Slavery Final Study Report

December 20, 2022

This publication was produced for review by the Global Fund to End Modern Slavery. It was prepared by ICF Macro, Inc.



This research study was commissioned by the Global Fund to End Modern Slavery, in partnership with ICF. A gift of the United States Government.

This research was funded by a cooperative agreement with the United States Department of State. The opinions, findings, and conclusions stated herein are those of the authors and do not necessarily reflect those of the United States Department of State or GFEMS.

LIST OF ABBREVIATIONS

ACASI	audio computer-assisted self-interview
BD	baseline difference
CAPI	computer-assisted personal interviewing
CI	confidence interval
CSEC	commercial sexual exploitation of children
D	difference
DID	difference-in-differences
ED	endline difference
ILO	International Labour Organization
LL	lower limit
SE	standard error
UL	upper limit
UYDEL	Uganda Youth Development Link

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ACKNOWLEDGMENTS

This report was prepared by the ICF study team and benefited from the contributions of Makerere University.

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The authors would like to thank the Global Fund to End Modern Slavery, the United States Department of State Office to Monitor and Combat Trafficking in Persons, Terre des Hommes, Dwelling Places, and Karen Snyder (consultant) for providing valuable feedback on the final report that helped improve its quality.

EXECUTIVE SUMMARY

This report is the endline report for a two-time-point study of commercial sexual exploitation of children (CSEC) in Napak District of the Karamoja Region in Uganda. The objectives of this study are two-fold. The first objective is to evaluate the effectiveness of the Community Action to End Child Trafficking and Sexual Exploitation project, known as Community Action project, funded by the Global Fund to End Modern Slavery through a grant from the U.S. Department of State Office to Monitor and Combat Trafficking in Persons, in changing the knowledge, attitudes, and practices of Napak residents regarding CSEC and child trafficking. To enable the evaluation of the effectiveness of this project, our sample included both intervention and control areas in Napak. Baseline data collection took place in February and March 2021 before the start of the intervention. Endline data collection took place in July and August 2022 near the end of the intervention. This report compares knowledge, attitudes, and practices related to CSEC from before and after the intervention in control and intervention areas to shed light on the effectiveness of the intervention. The second objective is to create a population-based measure of CSEC in Napak. Like the baseline report from June 2021, this endline report provides an estimate of the prevalence of CSEC in Napak District.

Community Action project was implemented by Terre des Hommes and Dwelling Places in Napak District of Karamoja from 2021 to 2022. It targeted both prevention and response to CSEC, with the aim of protecting 2,000 at-risk children in Napak District from CSEC. The project sought to reduce vulnerability to CSEC and raise awareness among community members to identify and report suspected cases of CSEC. The project activities evaluated in this study included establishing child right clubs and supporting CSEC victims to return to and remain in school, increasing knowledge among Napak residents of child trafficking laws and policies and responsible parties, and strengthening positive parenting practices.

Background

Napak District of Karamoja is a rural region in northeast Uganda. In Karamoja, child trafficking is a significant concern because most internal trafficking child victims in Uganda are ethnically Karamojong. Karamoja's extremely high rate of multidimensional child poverty (84 percent), which refers to a lack of both material and social needs,¹ and a traditional acceptance of migration for livelihood increase children's vulnerability to CSEC. The prevalence of CSEC and a thorough identification of vulnerabilities and risk factors have not been fully studied in Uganda. No prior studies offer an estimate of the prevalence of CSEC in the Karamoja Region.

Methods

The study is designed to provide estimates representative of all adults and all children ages 12 to 17 in Napak District. The sample includes both the intervention area in which Community Action project was expected to be implemented and control areas in Napak. The final baseline sample included 986 households (adults) and 830 children ages 12 to 17. For the endline, we returned to the same households as much as possible. The final endline sample size was 888 household-level (adult) interviews and 414 child interviews. There were no statistically significant differences between the demographic characteristics of adults or children at the two time points.

The design called for a comparison of the change over time for respondents in the intervention sub-counties and control sub-counties. However, we found that respondents living in intervention and control sub-counties participated in the intervention in approximately equal proportions. We reassigned

¹ Multidimensional poverty refers to a lack of both "material and social needs," including "health care and education, a social and family life, clean and safe drinking water, housing that is not squalid and overcrowded, adequate clothing, and regular meals with sufficient and nutritious food." (UNICEF. (2019). *Situation analysis of children in Uganda*. New York: UNICEF. <https://www.unicef.org/esa/sites/unicef.org/esa/files/2019-10/UNICEF-Uganda-2019-Situation-Analysis-of-Children.pdf>)

participants to treatment and control groups, called “exposed” and “unexposed,” based on their exposure to the project. We use a difference-in-differences (DID) approach with the exposed and unexposed groups to evaluate the effect of the intervention.

Findings

Exposure to and engagement with Community Action project: Nearly 40 percent of adults attended at least one of Community Action’s in-person offerings (the “exposed” group), including theater plays, parent trainings, and community dialogues. Men had greater levels of attendance and active engagement compared to women. One-fifth of children participated in a child rights club activity (the “exposed” group), and the participation was similar for boys and girls.

Changes in knowledge: The DID analysis indicates that the intervention had a positive effect on adult knowledge of child trafficking risk factors, but this effect is not statistically significant. The project had a positive effect of the adult knowledge of the Trafficking in Persons Act of 2009 (statistically significant), the Napak District Child Protection Ordinance (not statistically significant), and the term “child trafficking” (not statistically significant).

Changes in attitude: There was a slight increase in the age at which adults felt that people should seek and perform income-generating activities to provide for their families and the age at which it is good to go and look for food and money in another town, and the increase was greater for adults in the exposed group than the unexposed group, but the effect was not statistically significant. There was an increase in both groups in the proportion of adults who listed both mothers and fathers when asked who should make the decision about whether a child migrates for work, but the difference between the groups was not statistically significant.

The percentage of people agreeing with this statement, “CSEC survivors should be treated the same as everyone else” decreased between baseline and endline for both the unexposed and exposed groups, and the decrease was greater for respondents in the exposed group (although not statistically significant). Respondents may have disagreed with the statement because they feel that CSEC survivors need additional support rather than being treated the same as everyone else.

The awareness of the risk of trafficking in the respondent’s community decreased among unexposed respondents and increased among respondents in the exposed group, but this difference is not statistically significant. The percentage of children who believe that migrating is the only way to make enough money to survive decreased for both the unexposed and exposed groups between baseline and endline, with a slightly greater decrease for the exposed group, and the difference was not statistically significant.

Changes in practice:

Improved parenting practices. The project had a positive effect on practices regarding caregivers knowing their children’s whereabouts and children’s friends (although the results do not rise to the level of statistical significance), but the project had no effect on adult perceptions of children’s truthfulness.

The proportion of children who stated that their caregivers always know where they are decreased for children in the unexposed group and increased for the children in the exposed group. The difference is statistically significant, suggesting that the project has a positive impact on parent-child communication. The proportion of children who report that their caregivers know their friends very well decreased for children in the unexposed group and increased for children in the exposed group, and the difference was not statistically significant.

The proportion of children who report never keeping secrets from their caregivers decreased for children in the unexposed group and increased for children in the exposed group. This difference is statistically significant, and this is another indicator that the project had a positive impact on parent-child

communication. The proportion of children who report talking to their caregivers about important things a lot increased in both unexposed and exposed groups. The increase was greater in the exposed group, but the difference was not statistically significant.

Self-evaluations also indicated that the project had an effect on parenting practices. The majority (82 percent) of those who listened to or participated in Community Action project activities made changes to their parenting practices, and the rate was slightly higher for men (86 percent) than women (79 percent). The most common change was more open communication with children, reported by 73 percent of those who made a change.

Greater interest in the topic of child trafficking. Adults in the exposed group were significantly more likely to state that they talk about child trafficking more than one year ago (77 percent for the exposed group, compared to 57 percent for the unexposed group). Children in the exposed group were also significantly more likely to state that they talk about child trafficking more than one year ago (90 percent for the exposed group, compared to 60 percent for the unexposed group).

Prevalence of CSEC: At endline, a total of 6 percent of children had ever experienced CSEC, 3 percent experienced CSEC in the last year, and 2 percent experienced CSEC in the past month. The sample size of children who had experienced CSEC is too small for reliable analysis by gender or age. All of the endline estimates are lower than baseline estimates, but the endline results are not directly comparable to the baseline results because of the change in mode of administration, from entirely self-administered to interviewer-administered for half of the children. The DID results indicate that the prevalence of CSEC decreased both for children in the exposed and unexposed groups, but the decrease was greater for children in the exposed group (not statistically significant).

Conclusions and recommendations

For nearly every indicator, participants in the project demonstrated the results that the project hoped to achieve. For three indicators, the DID between participants and non-participants was statistically significant. For the remaining indicators, there was no statistical significance. However, the lack of statistical significance may reflect insufficient power to detect the effect rather than a lack of effect. Taken as a whole, the results suggest that Community Action project was successful in its efforts to raise awareness around child trafficking and improve parent-child relationships.

Future programming of this kind could explore how to increase the participation and active engagement of women. Future research should explore whether similar programming conducted over a longer period of time with a longer period between waves of data collection results in a sustained change in the prevalence of CSEC.

There is a continued need for a variety of interventions in Napak communities. Despite improvements over the past year, there is still a need for interventions to prevent CSEC in Napak District. Future programming could explore CSEC that is taking place within Napak communities as well as CSEC that results from child trafficking away from Karamoja. There is also a continued need to support the integration of CSEC survivors.

I. STUDY OBJECTIVES AND BACKGROUND

I.1. Introduction and objective of the study

This report is the endline report for a two-time-point study of commercial sexual exploitation of children (CSEC) in Napak District of the Karamoja Region in Uganda. The objectives of this study are two-fold. The first objective is to evaluate the effectiveness of the Community Action to End Child Trafficking and Sexual Exploitation project, known as Community Action project, funded by the Global Fund to End Modern Slavery. in changing the knowledge, attitudes, and practices of Napak residents regarding CSEC and child trafficking. To enable the evaluation of the effectiveness of this project, our sample included both intervention and control areas in Napak. Baseline data collection took place in February and March 2021 before the start of the intervention. Endline data collection took place in July and August 2022 near the end of the intervention. This report compares knowledge, attitudes, and practices related to CSEC from before and after the intervention in control and intervention areas to shed light on the effectiveness of the intervention.

The second objective is to create a population-based measure of CSEC in Napak. Like the baseline report from June 2021, this endline report provides an estimate of the prevalence of CSEC in Napak District.

This endline report first presents background information, followed by a discussion of the study design and limitations. The background section and study design sections are largely the same as presented in the baseline report.² The study design section discusses ethical issues, including ethics committee approvals and our child protection protocol. The findings section explores first the background characteristics of households and respondents and then exposure to the intervention, followed by changes to knowledge, attitudes, and practices. Finally, we provide conclusions about the change in prevalence and the effectiveness of the intervention.

I.2. Community Action project

The Community Action project was implemented by Terre des Hommes and Dwelling Places in Napak District of Karamoja from 2021 to 2022. It targeted both prevention and response to CSEC, with the aim of protecting 2,000 at-risk children in Napak District from CSEC. The project sought to reduce vulnerability to CSEC and raise awareness among community members to identify and report suspected cases of CSEC.

The project activities evaluated in this study included establishing child right clubs and supporting CSEC victims to return to and remain in school, increasing knowledge among Napak residents of child trafficking laws and policies and responsible parties, and strengthening positive parenting practices.

I.3. Defining CSEC and child sex trafficking

CSEC and child sex trafficking are overlapping terms that describe “crimes of a sexual nature committed against children and adolescents that involve exploitation for financial or other gain.”³ For the purposes of this study, the terms will be used interchangeably and will be defined as follows: CSEC/child sex

² ICF. (2021). *Household study of commercial sexual exploitation of children in Napak District of Karamoja, Uganda*. Rockville, MD: ICF. https://www.gfems.org/wp-content/uploads/2021/09/Karamoja-Household-Study_Final.pdf

³ Barnert, E., et al. (2017). Commercial sexual exploitation and sex trafficking of children and adolescents: A narrative review. *Acad Pediatr*, 17(8), 825–829. <https://www.ncbi.nlm.nih.gov/pmc/articles/pmc5673585/>

trafficking occurs “when a child (under 18 years of age) is recruited, enticed, harbored, transported, provided, obtained, patronized, solicited, or maintained to perform a commercial sex act.”^{4,5}

A commercial sex act is “any sex act on account of which anything of value is given to or received by any person.”⁶ Sex is defined as “genital or anal contact or penetration of another person, regardless of whether such contact is genital, oral, or manual.”⁷ It “can include virtual situations, such as when a trafficker pays to watch a trafficking victim engaging in a sex act, including self-masturbation.”⁸ For the purpose of this study, CSEC/child sex trafficking includes any situation in which “a child, whether or not at the direction of any other person, engages in sexual activity in exchange for anything of value, which includes [both monetary and] non-monetary things such as food, shelter, drugs, or protection from any person.”⁹

Examples of activities that would be considered CSEC/child trafficking if they result in anything of value being given to or received by any person may include, but are not limited to, the following:¹⁰

- Prostitution of children
- “Sugar daddy”/“sugar mama” relationships (in which a child may be performing sexual favors in return for gifts or other support)
- Student-teacher relationships in which students perform sexual favors in return for grades or material goods

Although the definition of sex trafficking of adults requires an element of force, fraud, or coercion, these are not necessary for the offense to be considered human trafficking in the case of children.

Non-contact sexual exploitation of children, such as pornography or stripping, is outside the scope of this study. Non-transactional and non-commercial sexual exploitation are also outside the scope of this study. Mail order bride trade and early marriage may also be linked to child trafficking but are outside the scope of this study.

1.4. CSEC in Uganda

CSEC is known to occur in Uganda, but its prevalence and a thorough identification of vulnerabilities and risk factors among certain populations have not been fully studied. Our literature review revealed no previous studies of CSEC in Uganda using a probability sample other than the baseline report for this study. The literature review included a search of the web and academic databases using terms such as “CSEC” “child trafficking” “child prostitution” AND Uganda or Karamoja. We also found no other previous studies focused on CSEC in Karamoja using any methodological design.

Prior studies of CSEC in Uganda have relied on snowball and convenience sampling. The largest study of CSEC to date was conducted by the International Labour Organization (ILO) and the Ugandan Ministry of Gender, Labour and Social Development in 2004.¹¹ Using snowball sampling to identify respondents, this study interviewed 728 children in 4 districts (Busia, Kabarole, Lira, and Mbale). Uganda Youth

⁴ <https://www.state.gov/what-is-trafficking-in-persons/>

⁵ Although the definition of sex trafficking of adults requires an element of force, fraud, or coercion, these are not necessary for the offense to be considered human trafficking in the case of children (<https://www.state.gov/what-is-trafficking-in-persons/>).

⁶ Trafficking Victims Protection Act of 2000. <https://www.govinfo.gov/content/pkg/PLAW-106publ386/pdf/PLAW-106publ386.pdf>

⁷ African Programming & Research Initiative to End Slavery (APRIES). (2020). *Human trafficking statistical definitions: Prevalence reduction innovation forum*. Athens, GA: African Programming & Research Initiative to End Slavery.

⁸ Ibid

⁹ <https://ojjdp.ojp.gov/programs/commercial-sexual-exploitation-children>

¹⁰ Mail order bride trade and early marriage may also be linked to child trafficking but are outside the scope of this study.

¹¹ International Labour Organization (ILO) & Ministry of Gender, Labour and Social Development, Uganda. (2004). *Child labour and commercial sex exploitation of children in Uganda*. Kampala, Uganda: ILO & Ministry of Gender, Labour and Social Development, Uganda.

Development Link (UYDEL) conducted a CSEC study with a broader geographic focus in 2011.¹² The UYDEL study recruited 529 respondents from purposively selected areas known to have children engaged in commercial sexual exploitation in each of the country's four regions. Like the 2004 study, the UYDEL study recruited participants using snowball sampling. More recently, in 2019, the United Nations Population Fund undertook an assessment of CSEC among 822 girls in 3 high-risk areas of Uganda: Kampala, Namayingo, and Arua.¹³ Participants were recruited by peer educators and through peer referrals. Other studies of vulnerable children in Uganda also provide information about CSEC in Uganda. Swahn et al. (2016) conducted 1,134 surveys with youth ages 12 to 18 who lived in slums or on the streets in Kampala.¹⁴ These youth were recruited from a drop-in center operated by UYDEL and were asked questions about their sexual activity, including commercial sexual exploitation.

The baseline report for the present study found that about 12 percent of children in Napak District had ever experienced CSEC, with 11 percent of all children experiencing it within the past year and 7 percent experiencing it within the past week.¹⁵

Other than the baseline report of the present study, none of these studies offers an estimate of the prevalence of CSEC in any region of Uganda. Two offer estimates of the size of the population affected. Although the basis of the estimate is not provided, the ILO (2004) study estimated the number of CSEC victims in Uganda “to be between 7,000 – 12,000 children” (p. 30). UYDEL (2011) argued that the national number had risen to 18,000 in 2011 but does not offer an explanation of how this estimate was achieved. Although the United Nations Population Fund (2019) study did not attempt to estimate the overall number of children in CSEC in the country, it concluded that CSEC is a growing, underestimated, and underrepresented issue of grave social, economic, and policy concern in Uganda.

Three of the four studies included both males and females in their samples.¹⁶ Among respondents who experienced CSEC, 9 percent were male in the ILO (2004) study, 6 percent were male in the Swahn et al. (2016) study, and 16 percent were male in the UYDEL (2011) study. However, these studies used non-probability methods, so it is impossible to generalize more broadly about the experiences of CSEC among boys beyond the study samples. The baseline analysis for the present study included both boys and girls and found no statistically significant differences in the prevalence of CSEC in Napak by gender.¹⁷

As mentioned previously, there have been no prior studies focused on CSEC in the Karamoja Region. This gap in knowledge is significant, considering the many media reports of child trafficking in the region.¹⁸ In Karamoja, child trafficking is a significant concern because the majority of internal trafficking

¹² Uganda Youth Development Link. (2011). *Commercial sexual exploitation of children in Uganda - A critical review of efforts to address CSEC in Uganda 2005-2011*. Kampala, Uganda: Uganda Youth Development Link.

¹³ Nielsen, J., Kabagenyi, A., & Schmidt-Sane, M. (2019). *Assessment of commercial sexual exploitation among female minors in high-risk areas of Uganda; A mixed method study*. Uganda: United Nations Population Fund.

¹⁴ Swahn, H.M., Culbreth, R., Salazar, L.F., Kasirye, R., & Seeley, J. (2016). Prevalence of HIV and associated risks of sex work among youth in the slums of Kampala. *AIDS Research and Treatment*, 5360180.

¹⁵ ICF. (2021). *Household study of commercial sexual exploitation of children in Napak District of Karamoja, Uganda*. Rockville, MD: ICF. https://www.gfems.org/wp-content/uploads/2021/09/Karamoja-Household-Study_Final.pdf

¹⁶ Uganda Youth Development Link. (2011). *Commercial sexual exploitation of children in Uganda - A critical review of efforts to address CSEC in Uganda 2005-2011*. Kampala, Uganda: Uganda Youth Development Link; Swahn, H.M., Culbreth, R., Salazar, L.F., Kasirye, R., & Seeley, J. (2016). Prevalence of HIV and associated risks of sex work among youth in the slums of Kampala. *AIDS Research and Treatment*, 5360180; International Labour Organization (ILO) & Ministry of Gender, Labour and Social Development, Uganda. (2004). *Child labour and commercial sex exploitation of children in Uganda*. Kampala, Uganda: ILO & Ministry of Gender, Labour and Social Development, Uganda.

¹⁷ ICF. (2021). *Household study of commercial sexual exploitation of children in Napak District of Karamoja, Uganda*. Rockville, MD: ICF. https://www.gfems.org/wp-content/uploads/2021/09/Karamoja-Household-Study_Final.pdf

¹⁸ For example: Olandason, W. (2014, October 10). *6000 children trafficked out of Karamoja*. Uganda Radio Network; Agiresaasi, A. (2020, February 2). Anti-trafficking efforts face resistance in Uganda's Karamoja Region. *Global Press Journal*. <https://globalpressjournal.com/africa/uganda/anti-trafficking-efforts-face-resistance-ugandas-karamoja-region/>; Mafabi, D. (2018, September 29). Child trafficking is big business in Karamoja. *PML Daily*. <https://www.pmldaily.com/features/2018/09/child-trafficking-is-big-business-in-karamoja.html>; The Independent. (2020, January 21). Inadequate funding hindering fight against human trafficking in Napak. *The Independent*.

child victims in Uganda are ethnically Karamojong¹⁹ due to a confluence of factors, including Karamoja's extremely high rate of multidimensional child poverty (84 percent)²⁰ and a traditional acceptance of migration for livelihood.²¹ This study aims to address this gap by providing an in-depth analysis of knowledge, attitudes, and practices related to CSEC and the prevalence of CSEC in Napak District of Karamoja.

2. STUDY DESIGN

2.1 Sampling methodology

2.1.1 Baseline sampling methodology

The baseline Karamoja survey was designed to select a household sample that could yield 900 completed adult interviews and up to 1,800 completed child interviews. Of these 900 interviews, 600 were assigned to the intervention group and 300 to the control group during each time point. We developed these sample sizes to ensure the precision of survey estimates for the intervention group as well as overall, but also to support powerful comparisons between the two groups. Design effects were expected to be 1.5 or less. Clustering effects were not expected to be strong within the study areas, and the sampling design had many primary sampling units.

The first-stage sampling frame was based on the Uganda (2014) Census containing data for parishes in Napak District. The data contain more than 7,500 parishes nationwide, with population sizes also available at the higher levels of sub-counties, counties, and districts. First-stage sampling units, or primary sampling units, were villages in each parish.

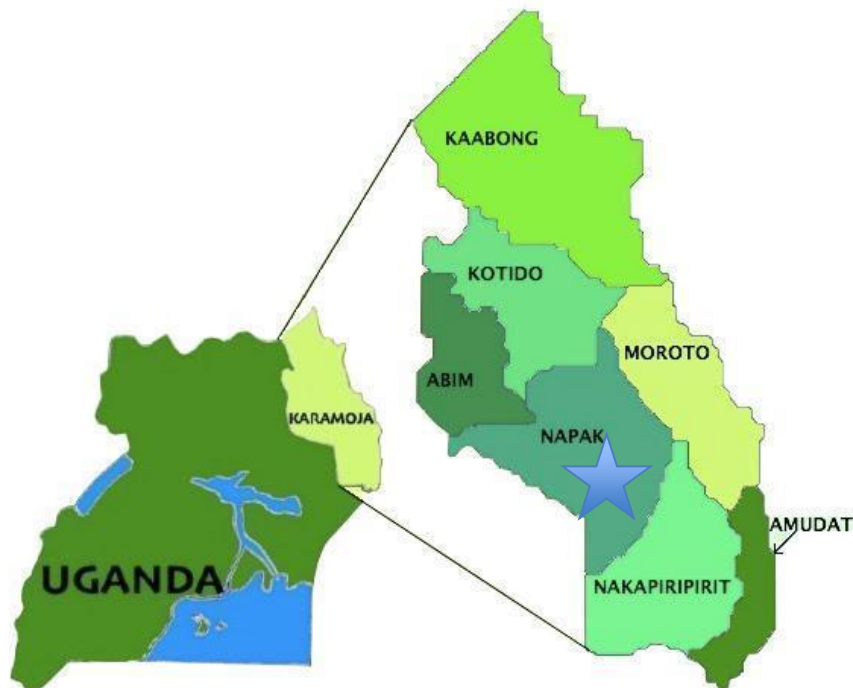
<https://www.independent.co.ug/inadequate-funding-hindering-fight-against-human-trafficking-in-napak/>; Ojore, G. (2021). Napak leaders rally Karamoja to end regional child trafficking. *New Vision*.

¹⁹ U.S. Department of State. (2018). *2018 trafficking in persons report: Uganda*. Washington, DC: U.S. Department of State. <https://www.state.gov/reports/2018-trafficking-in-persons-report/%20uganda/>

²⁰ UNICEF. (2019). *Situation analysis of children in Uganda*. New York, NY: UNICEF. <https://www.unicef.org/esa/sites/unicef.org/esa/files/2019-10/UNICEF-Uganda-2019-Situation-Analysis-of-Children.pdf>

²¹ International Organization for Migration. (2014). *Child migration from Karamoja*. Washington, DC: International Organization for Migration. https://publications.iom.int/system/files/pdf/karamoja_childmigration.pdf

Figure 1. Map of Karamoja, by District



Source: <https://www.ugandapartners.org/tag/karamoja/>

We identified 17 target parishes in 4 sub-counties (Matanyi, Lokopo, Loppei, and Longerechira) for the intervention group. For the control group sample, we identified nine parishes in two control sites (Iriiri and Ngoloriet). To reach the total sample size of 900 households in the 26 parishes, we would need to complete interviews in about 35 households per parish.

Primary sampling units, also referred to as clusters or enumeration areas, were villages in parishes. We selected 3 sample villages using probability proportional to size in each sample parish and 13 households per village, resulting in a selection of 1,001 households. The 101 additional households were included to allow for household non-participation.

Upon arrival in a selected village, field staff acquired or created a list of all households in the village. A household is defined as a person or group of persons, related or unrelated, who—for at least 6 of the last 12 months—normally cook, eat, and live together in the same dwelling unit, acknowledge one household head, and share living arrangements. In more than half of the villages sampled, village leadership (Local Council I) had some form of household register at the Local Council I. In places where the village leadership lacked a register, other sources, such as the village health team, were relied on to provide registers. The field teams worked with the area leadership to create an updated list of households based on the available register. The supervisor then entered the total number of households into a computer-assisted personal interviewing (CAPI) program.

The CAPI program selected 13 households to interview using a systematic sampling interval computed to generate a nearly constant number of households interviewed per cluster (e.g., the interval is larger in larger clusters). After the CAPI program provided the list of selected households, the supervisor assigned households to individual interviewers. With the help of a local guide, interviewers attempted interviews at each of the selected households. Households in which an interview could not be completed, for example due to extended absence, were not replaced.

The questionnaire included within-household selection of one adult and up to two children. Any household member, including children, could complete the screening questions that selected the adult respondent. Any adult (age 18+) household member could provide responses to the adult questionnaire, but a parent of an age-eligible child was preferred. The CAPI program guided the interviewer to select a parent of a child ages 12 to 17, if available, and if not, any available adult. Approximately half of adult baseline respondents (47 percent) were parents of children ages 12 to 17.²² The responding adult was asked to list each child ages 6 to 17, and then asked whether each child ages 12 to 17 was available for interview. The adult was asked whether she or he was a parent of each child.

Up to two children per household were randomly selected for the child interview. Children who were the child of the adult respondent were prioritized, but any children ages 12 to 17 in the household was eligible. If a selected child was no longer available or refused, interviewers replaced the child with the oldest available eligible child.

The final baseline sample size was 986 household-level (adult) interviews and 830 child interviews. Section 4 discusses the reasons why, on average, less than one child per household was interviewed. Baseline data collection took place in February and March 2021, and endline data collection took place in July and August 2022.

2.1.2 Endline sampling methodology

For the endline, we returned to the same households as much as possible. The endline CAPI program preloaded the household respondent name, children’s names, and Global Positioning System coordinates for each baseline household. Interviewers used this information and worked with local guides to locate the baseline households. Midway through fieldwork, it was decided to add replacement households when no one from the baseline household was available or the entire household had moved away. The replacement was the household to the right of the original dwelling.

Within the household (both original and replacement), any adult (age 18+) household member could provide responses to the adult questionnaire, but a parent of an age-eligible child was preferred. In original households, interviewers attempted to interview the same children who were interviewed during baseline. In some cases, the baseline children were over age 18 at endline, but they were still included in child sample. If the children who were interviewed at baseline were no longer in the household or not available during the fielding period, they were replaced with other children ages 12 to 17. We selected up to three children per household during the endline.

The final endline sample size was 888 household-level (adult) interviews and 414 child interviews. Of these 888 households, 756 also participated in the baseline study (Table 1). Of the 414 children, 278 also participated in interviews at baseline.

Table 1. Baseline and Endline Study Participation (Adults and Children, Unweighted)

	Baseline			Endline		
	Baseline and endline	Baseline only	Total	Baseline and endline	Endline only	Total
Adults/households	756	230	986	756	132	888
Child respondents	278	552	830	278	136	414

2.1.3 Missing children

Field team members reported a noticeable absence of children in many villages at both baseline and endline. At baseline, respondents reported 1,190 children ages 12 to 17 living in their households, but

²² See Appendix G of the baseline report for more details on the differences in responses between the two groups.

only 860 of these children were available during the 1 to 2 days that interviewers were working in their village. Therefore, more than one-fourth of children (28 percent) were not available to be selected for interview at baseline.

At endline, we attempted to complete follow-up interviews with the 830 children interviewed at baseline, but we were only able to interview 278 of these children. For 133 of the 552 children not interviewed, we do not have information about their whereabouts because no one from their household was interviewed. We collected information about the remaining 419 baseline children from the adult household member. Half of these children were no longer considered members of the household they had been members of during the baseline study because they had migrated (31 percent of baseline children not interviewed at endline for whom we have information) or had gotten married (4 percent), or for other reasons (Table 2). Half of these children were still members of the household but were not available for interview during the one to two days that interviewers were working in the village according to the adult respondent. Reasons included being at school (22 percent of baseline children not interviewed at endline for whom we have information), visiting friends or family (9 percent), working or looking for work (7 percent), or tending cattle (4 percent), among others.

The field team intentionally spent time in each village during non-school hours (late afternoon or weekends) to capture school-going children in the sample. Some of the 22 percent of children reported to be at school attend boarding schools, but it is likely that others are away from home in conditions of child trafficking. For example, employers of child domestic workers sometimes promise to enroll the children in school, but the children end up in exploitative conditions in domestic work.²³

Table 2. Status of children interviewed at baseline but not at endline (adults, weighted)

	%
Child was no longer a member of the household at endline	50%
<i>Reason child was no longer a member of the household at endline^a</i>	
<i>Migrated</i>	31%
<i>Married</i>	4%
<i>Ran away</i>	2%
<i>Passed away</i>	1%
<i>Other</i>	9%
<i>DK/Ref</i>	6%
Child was a member of the household but not available for interview according to adult respondent	50%
<i>Reason child was not available for interview</i>	
<i>At school</i>	22%
<i>Visiting friends/family</i>	9%
<i>Working/looking for work</i>	7%
<i>Tending cattle</i>	4%
<i>Relocated due to insecurity</i>	2%
<i>Other</i>	6%
Number of children	419^b

^a Multiple responses allowed

^b 552 baseline children were not interviewed at endline. This table excludes the 133 children (24 percent of all children not interviewed at endline) for whom we have no endline information because no adults from their households were interviewed at endline.

²³ For example, see ICF. (2022). *Decent work for Ugandan domestic workers in Uganda and Kenya*. Rockville, MD: ICF.

2.1.4 Comparison of baseline and endline sample

Table 3 presents the demographic characteristics of the adults at baseline and endline. There were no statistically significant differences between the demographic characteristics at the two time points. Adult ages at endline were similar to the ages of adults at baseline. As in the baseline, most adult respondents were female (81 percent), and field staff reported that male and younger adult household members were often away from home caring for cattle or pursuing income-generating activities. There were very low levels of schooling at both baseline and endline. At endline, three-fourths (75 percent) of adult respondents had no formal schooling.

Table 3. Adult Respondent Background Characteristics at Baseline and Endline (Adults, Unweighted)

Respondent characteristic	Baseline		Endline		P-value
	% (SE)	N	% (SE)	N	
Age (years)		986		888	0.498
Under 18 ^a	0.1% (0.1)		-		
18–19	0.8% (0.3)		0.3% (0.2)		
20–29	20.8% (1.2)		19.1% (1.3)		
30–39	25.3% (1.3)		22.1% (1.4)		
40–49	16.9% (1.1)		19.0% (1.3)		
50 or older	36.1% (1.5)		39.4% (1.6)		
Gender		986		886	0.772
Male	22.0% (1.3)		18.6%(1.3)		
Female	78.0% (1.3)		81.3%(1.3)		
Educational attainment		986		888	0.787
No formal schooling	70.9% (1.4)		75.0%(1.5)		
Some preschool or primary	18.8% (1.2)		16.6%(1.2)		
Completed primary	7.6% (0.8)		7.0%(0.9)		
Completed upper secondary or higher	0.1% (0.3)		0.6%(0.3)		
Vocational and technical training	1.4% (0.3)		0.6%(0.3)		
Functional adult literacy program	0.04% (0.2)		0.3%(0.2)		

^a One child-headed household was included at baseline.

Note: This table presents the unweighted demographic characteristics because the weighted age and gender distributions will match the population and are therefore not very informative.

Table 4 presents the demographic characteristics of the children at baseline and endline. Despite the absences discussed in *Section 2.1.3. Missing children*, there were no statistically significant differences between the demographic characteristics of the children in the baseline sample, compared to the endline sample. At endline, children’s ages ranged from ages 12 to 19,²⁴ with half (50 percent) ages 12 to 13, one-third (33 percent) ages 14 to 15, and the remaining 17 percent ages 16 to 19 (Table 5). As expected, children were slightly older on average at endline, compared to baseline, because of the longitudinal nature of the study. As in the baseline, there were more female than male child respondents at endline (61 percent, compared to 39 percent). These children may have migrated, may have been trafficked, or may have been caring for cattle or attending school elsewhere when the field teams visited. The proportion of children who completed some schooling increased between the baseline and endline (58 percent to 66 percent), likely due to the reopening of schools that had been closed due to COVID-19. The percentage who had completed primary or higher remained very low at less than 4 percent at

²⁴ Children who were interviewed at baseline could be over age 18 at endline. Replacement children at endline were eligible only if they were ages 12 to 17.

both time points. Nearly all child respondents had never been married (97 percent). Only 3 percent of the children were married or cohabiting, and 4 percent had children of their own.

Table 4. Respondent Background Characteristics (Children, Unweighted)

Respondent characteristic	Baseline		Endline		P-value
	% (SE)	N	% (SE)	N	
Age (years)		829		413	0.666
12–13	57.0% (1.7)		49.9% (2.5)		
14–15	28.5% (1.5)		33.2% (2.3)		
16–17	14.3% (1.2)		14.8% (1.7)		
18–19	-		2.2% (0.7)		
Gender		830		414	0.825
Male	34.2% (1.6)		39.1% (2.4)		
Female	65.8% (1.6)		60.9% (2.4)		
Educational attainment		830		414	0.571
No formal schooling	38.2% (1.6)		29.7% (2.2)		
Some preschool or primary	58.1% (1.7)		66.2% (2.3)		
Completed primary	3.5% (0.6)		3.9% (0.9)		
Completed upper secondary or higher	0.2% (0.2)		-		
Vocational and technical training	-		0.2% (0.2)		
Functional adult literacy program	-				
Marital status		830		407	0.987
Never married	96.9% (0.6)		96.8% (0.9)		
Married/cohabitating	2.8% (0.6)		2.7% (0.8)		
Widowed/divorced/separated	0.4% (0.2)		0.5% (0.3)		
Has any children	2.9% (0.6)	830	4.1% (1.0)	414	0.399

Note: This table presents the unweighted demographic characteristics because the weighted age and gender distributions will match the population and are therefore not very informative.

Table 5 shows the child respondents by sex and age at baseline and endline. As at baseline, many male children and older children were absent from their households at endline.

Table 5. Child Respondent Age by Sex at Baseline and Endline (Children, Unweighted)

Age (years)	Baseline		Endline	
	Male % (SE)	Female % (SE)	Male % (SE)	Female % (SE)
12	36.4% (2.9)	36.8% (2.1)	25.3% (3.4)	23.9% (2.7)
13	21.2% (2.4)	20.0% (1.7)	29.0% (3.6)	23.1% (2.7)
14	13.4% (2.0)	16.5% (1.6)	15.4% (2.8)	17.5% (2.4)
15	14.5% (2.1)	12.5% (1.4)	14.2% (2.7)	17.9% (2.4)
16	6.7% (1.5)	8.1% (1.2)	9.6% (2.3)	8.8% (1.8)
17	7.8% (1.6)	6.2% (1.0)	4.9% (1.7)	6.4% (1.5)
18	-	-	1.2% (0.9)	2.0% (0.9)
19	-	-	0.6% (0.6)	0.4% (0.4)
Number of respondents (N)	283	546	162	251

This analysis confirms that despite the significant outmigration from the Karamoja Region, the study samples at baseline and endline were similar in terms of demographic composition. They were also similar in terms of poverty likelihood (see Appendix C). However, there may be other differences that we are unable to measure (see Section 4. Study challenges and limitations).

2.1.5 Weighting and estimation

This section describes the weighting process adopted for the household survey data. Survey weights reflected the differential probabilities of selection for households, adults, and children, and the adjustments made to account for non-participation. The post-stratification adjustments ensure that weighted totals are equal to known population totals.

2.1.5.1 Sampling weights

We computed two sampling weights for the two stages of selection:

- (1) The sampling weights for villages, WT_1 , were computed as reciprocal of the probability of selection for the village.
- (2) The sampling weights for households, WT_2 , were computed as the reciprocal of the probability of selection for each household within the selected village.

We then computed overall sampling weights at the household level as the product of these two sampling weights for villages and households.

In other words, the overall sampling weights for households (WT_{HH}), incorporating the two stages, were the product of the two-stage sampling weights:

$$WT_{HH} = WT_1 * WT_2$$

The sampling weights for adults are the same as the sampling weights for households because there is no random selection of adults within households:

$$WT_{ADULT} = WT_1 * WT_2$$

The sampling weights for children applied an additional factor due to the selection of one to three children to be interviewed out of the total number of eligible children in the household. Using this factor computed as the ratio of children in household and children interviewed, the child weight is:

$$WT_{CHILD} = WT_{HH} * Factor$$

2.1.5.2 Post-stratification adjustments

We computed separate post-stratification adjustments for the adult-level and child-level weights using population control totals. Post-stratification adjustments ensure that weighted total estimates match known population control totals. The adjustment factors were the ratios of these population totals by gender, $A(j)$ and $C(j)$, and weight sums by gender, $SA(j)$ and $SC(j)$. Specifically, we computed separate adjustment factors for the adult and child weights by gender ($j = 1, 2$) as follows:

$$FA(j) = A(j) / SA(j) \text{ for adults}$$
$$FC(j) = C(j) / SC(j) \text{ for children}$$

Final adult weights were computed by post-stratification cell as the product of the post-stratification factor for adults, $FA(j)$, and the adult weight up to that stage:

$$WT_{ADULT_FINAL} = FA(j) * WT_{ADULT}$$

Final child weights were computed by post-stratification cell as the product of the post-stratification factor for children, $FC(j)$, and the child weight to that stage:

$$WT_{CHILD_FINAL} = FC(j) * WT_{CHILD}$$

Finally, we performed a series of weight validation checks.

2.2 Development and administration of questionnaires

The endline adult and child questionnaires were largely the same as the baseline questionnaires (please see the baseline report *Household Study of Commercial Sexual Exploitation of Children in Napak District of Karamoja, Uganda*²⁵ for a detailed description of the development of the baseline questionnaires). There were a few significant changes to facilitate the evaluation of the intervention, including the following:

- Addition of questions to determine exposure to and participation in the intervention
- Addition of self-reflection questions to determine the respondent's own perception of his or her change in behavior post-intervention

Like the baseline, the adult endline questionnaire was designed for interviewer administration using tablets. Most questions in the child questionnaire were also designed for interviewer administration using tablets. The interviewer-administered CAPI program guided the interviewer through the questionnaires by automatically applying skips and filters. It included response constraints where relevant to improve data quality.

At baseline, children answered the most sensitive questions about CSEC and parental-child relationships using an audio computer-assisted self-interview (ACASI) program that was designed for children with no or low literacy.²⁶ The endline study included an embedded methodology study to explore the effect of ACASI administration. Half of the children received the ACASI version, and the other half received an interviewer-administered that which contained the same questions.

The questionnaires were translated into Ng'karimojong. See *Section 3. Study implementation* for discussion of the questionnaire pretest.

2.3 Evaluation methodology

2.3.1 Difference-in-differences approach

The study was designed to allow a difference-in-differences (DID) evaluation of the intervention. DID is a quasi-experimental method that allows for causal inference even when randomization at the individual level is not possible, which is the case in this study. DID is an improvement over a simple baseline-endline design because factors other than the intervention may affect the outcome indicators over time. DID is an improvement over simply comparing an intervention and control group because there may be differences between the two groups that the researchers cannot identify or measure. DID brings these two approaches together to allow for a more accurate understanding of the effect of the program by allowing us to see an effect if the treatment group has changed significantly more than the control group over time.

As discussed previously, we sampled households in sub-counties where Community Action project planned to implement activities (Matanyi, Lokopo, Loppei, and Longerechira) and in sub-counties where the project did not plan to implement activities (Iriiri and Ngoloriet). We planned to compare the change over time for respondents in the intervention sub-counties and control sub-counties. However, in our initial analysis of the endline data, we found that respondents living in intervention and control sub-counties participated in the intervention in approximately equal proportions (Table 6). The implementing organizations attribute this unexpected distribution to the popularity of the offerings and the extraordinary mobility of the target population.

²⁵ ICF. (2021). *Household study of commercial sexual exploitation of children in Napak District of Karamoja, Uganda*. Rockville, MD: ICF. https://www.gfems.org/wp-content/uploads/2021/09/Karamoja-Household-Study_Final.pdf

²⁶ For more details see the baseline report: ICF. (2021). *Household study of commercial sexual exploitation of children in Napak District of Karamoja, Uganda*. Rockville, MD: ICF. https://www.gfems.org/wp-content/uploads/2021/09/Karamoja-Household-Study_Final.pdf

Table 6. Intervention Exposure in Treatment and Control Sub-counties (Adults, Unweighted)

	Treatment sub-counties %	Control sub-counties %
Attended any theater plays produced by Community Action project	23%	22%
Participated in any community dialogues held by Community Action project	31%	29%
Attended any parent trainings held by Community Action project	26%	28%
Attended at least one of the following Community Action offerings: theater play, community dialogue, parent training	34%	35%
Number of respondents	580	308

The contamination of the control group rendered our original evaluation plan ineffective. To address this challenge, we reassigned participants to treatment and control groups, called “exposed” and “unexposed,” based on their exposure to the project, as measured by the questionnaire items listed in Table 6. Any adult who attended a theater play, participated in a community dialogue, or attended a parent training was assigned to the exposed group. All other adults were assigned to the unexposed group. Children were assigned to exposed and unexposed groups based on their response to a single exposure question about whether they attended or participated in any child rights club activities. The sample sizes for adults and children in each group are presented in Table 7.

Table 7. Exposed Group and Unexposed Group Sample Sizes (Adults and Children, Unweighted)

	Exposed	Unexposed
Number of adults	374	514
Number of children	108	306

We use a DID approach with these alternative treatment (“exposed”) and control (“unexposed”) groups to evaluate the effect of the intervention. A variable showing positive intervention impact will show significantly more change in the exposed group than in the unexposed group. This approach provides a better way to gauge an effect than either change in time alone for the treatment group or a control between groups at the endline. The first method might suggest an effect when secular change may be occurring (across the population). The second method does not account for changes in time. We adopted a simple t-test to detect significant differences between the two groups, one of a few approximations discussed in *Section 5. Study findings*. The change in design due to contamination reduced our power to detect significant differences. Please see *Section 4. Study challenges and limitations* for further discussion of the limitations of this approach.

2.3.2 Comparison of exposed and unexposed samples

Table 8 presents the demographic characteristics of the adults in the exposed and unexposed groups at endline. There were no statistically significant differences between the demographic characteristics of the two groups.

Table 8. Adult Respondent Background Characteristics at Endline by Group (Adults, Unweighted)

Respondent characteristic	Exposed		Unexposed		P-value
	% (SE)	N	% (SE)	N	
Age (years)		374		514	0.503
18–19	0.8% (0.5)		-		
20–29	19.5% (2.1)		18.9% (1.7)		
30–39	21.9% (2.1)		22.2% (1.8)		
40–49	21.1% (2.1)		17.5% (1.7)		

Respondent characteristic	Exposed		Unexposed		P-value
	% (SE)	N	% (SE)	N	
50 or older	36.6% (2.5)		41.4% (2.2)		
Gender		372		514	0.445
Male	20.2% (2.1)		17.5% (1.7)		
Female	79.8% (2.1)		82.5% (1.7)		
Educational attainment		374		514	0.655
No formal schooling	70.9% (2.4)		78.0% (1.8)		
Some preschool or primary	17.6% (2.0)		15.8% (1.6)		
Completed primary	10.2% (1.6)		4.7% (0.9)		
Completed upper secondary or higher	0.8% (0.5)		0.4% (0.3)		
Vocational and technical training	-		1.0% (0.4)		
Functional adult literacy program	0.5% (0.4)		0.2% (0.2)		

Table 9 presents the demographic characteristics of the children in the exposed and unexposed groups at endline. There were no statistically significant differences between most of the demographic characteristics of the two groups, including age, educational attainment, marital status, and parenthood status. The gender composition of the exposed and unexposed groups was statistically significantly different at the 95 percent confidence level, but the difference was small. Although 42 percent of the children in the exposed group were male, 38 percent of the children in the unexposed group were male.

Table 9. Child Respondent Background Characteristics at Endline by Group (Children, Unweighted)

Respondent characteristic	Exposed		Unexposed		P-value
	% (SE)	N	% (SE)	N	
Age (years)		108		305	0.682
12–13	51.9% (4.8)		49.2% (2.9)		
14–15	32.4% (4.5)		33.4% (2.7)		
16–17	14.8% (3.4)		14.8% (2.0)		
18–19	0.9% (0.9)		2.6% (0.9)		
Gender		108		306	0.041
Male	41.7% (4.8)		38.2% (2.8)		
Female	58.3% (4.8)		61.8% (2.8)		
Educational attainment		108		306	0.542
No formal schooling	23.1% (4.1)		32.0% (2.7)		
Some preschool or primary	73.1% (4.3)		63.7% (2.8)		
Completed primary	3.7% (1.8)		3.9% (1.1)		
Completed upper secondary or higher	-		-		
Vocational and technical training	-		0.3% (0.3)		
Functional adult literacy program	-				
Marital status		105		302	0.970
Never married	95.2% (2.1)		97.4% (0.9)		
Married/cohabitating	2.9% (1.6)		2.6% (0.9)		
Widowed/divorced/separated	1.9% (1.3)		-		
Has any children	5.6% (2.2)	108	3.6% (1.1)	306	0.621

This analysis determined that the exposed and unexposed groups were similar in terms of demographic composition. There may be other differences that we are unable to measure (see Section 4. Study challenges and limitations).

2.3.3 Selection of key indicators

To avoid any biases, we selected the key indicators for the DID analysis before conducting any analysis. We reviewed the indicators presented in the baseline report and identified estimates with sufficient variation in responses to potentially show change over time. For example, belief in gender equality in education is a potentially important indicator. However, at baseline, 97 percent of adults believed that boys and girls should have the same educational opportunities. As a result, our DID would be unlikely to show meaningful effects using this indicator. Among the indicators with sufficient variation in responses, we selected those most aligned with our understanding of the project's goals, including the following:

- Identification of signs that children may be at risk of child trafficking
- Awareness of the Trafficking in Persons Act of 2009, Napak District child protection ordinance, and child trafficking
- Attitudes about the age at which people should take on responsibilities such as engaging in income-generating activities
- Attitudes about who should mainly make the decision about whether a child migrates for work
- Attitudes about the treatment of CSEC survivors
- Perceptions of the risk of child trafficking in communities
- Beliefs regarding migration being the only way to make enough money to survive
- Caregiver knowledge of child's whereabouts and child's friends
- Secret-keeping from caregivers by children
- Prevalence of CSEC

3. STUDY IMPLEMENTATION

3.1 Ethical considerations

We obtained ethical approvals from the ICF Institutional Review Board and Ugandan in-country ethics review boards (the Makerere University School of Social Sciences Research Ethics Committee and the Uganda National Council for Science and Technology) for this study. Interviewers read a written consent statement to all respondents that included detailed information about the study, objectives, risks, and benefits, and emphasized voluntary participation. Interviewers received special training on interviewing children, with an emphasis on how to approach CSEC and how to handle emotional responses. In addition to this training, we developed a detailed child safeguarding and protection protocol, including identification of child protection concerns, responding to and reporting child protection concerns, and general protection guidelines.²⁷

²⁷ Interviewers completed an incident form for every child protection case identified (19 at baseline, 3 at endline) and forwarded it to the supervisor for case conferencing. Cases were then reported to the relevant authorities at the sub-county level (e.g., the probation and welfare officer or sub-county chief) for further management.

3.2 Training and preparation activities

Prior to the start of training and fieldwork, ICF developed a field procedure manual. The manual was used for the survey training and to provide guidance to interviewers and supervisors on field procedures. The manual described the study design and goals and the role and responsibility of interviewers. It provided guidance for conducting an interview and building rapport with respondents. The manual included detailed instructions for selecting households and respondents, ensuring data quality, and conducting the interview.



Interviewer reads the consent form to a child respondent, observed by a supervisor

Makerere University and ICF conducted field team training from July 19 to 22, 2022.

Although more than half of team members had participated in baseline data collection, all team members attend the training. ICF provided on-site technical support and guidance during training and pretesting. During the training, ICF and Makerere University survey leadership introduced the study design and its objectives and discussed general interviewing techniques and expectations of staff. There was a substantial emphasis on ethics, with discussions of the consenting process, procedures for maintaining confidentiality, and the child protection protocol. The field team learned to use the CAPI program developed by ICF for data entry and for household selection. The training also included a discussion of respondent and household selection and a question-by-question discussion of each questionnaire.

Following training, interview team members attempted to conduct a one-day pretest in the Kampala neighborhood where many migrants from Karamoja live. However, due to a large increase in migration from Karamoja to Kampala, the neighborhood was extremely crowded, making it difficult to find privacy to conduct interviews. In addition, exceptionally strained resources within the community resulted in a high level of tension in the community, further challenging the team's ability to work effectively.

To address this challenge, a second pretest was held in a cluster of non-sampled villages in Karamoja. After the pretest, the survey leadership and field team met for debriefing and feedback. During the debriefing, the field team identified and corrected a few remaining issues in the translation of the questionnaire and in the programming of the skip patterns. We also revised some response categories based on the pretest participant responses. The questionnaire



Field team debriefing after the second pretest

was updated and finalized after the pretest.

3.3 Data collection

Fieldwork took place from July 27 to August 8, 2022. There were six teams of five interviewers, each led by a supervisor. Three quality controllers, two information technology specialists, the senior field supervisor, and the project manager also provided support in the field. Each interview typically lasted between 30 and 45 minutes. All interviews were conducted in an open space visible to other people but out of hearing distance. Most interviews took place outdoors within the residential compound (*manyatta*).

3.3.1 Data quality control

To ensure high-quality data, supervisors were instructed to observe at least 10 percent of interviews conducted by their team. Supervisors and quality controllers regularly reviewed completed questionnaires and provided feedback to interviewers. ICF also conducted quality control checks on the data during the fieldwork period and found no irregularities.

3.3.2 Safety measures

The field team training included a discussion of safety and COVID-19 prevention protocols. During fieldwork, Napak District experienced a surge in inter-clan conflict and cattle rustling. The field team had to take extra measures to operate in this insecure environment. Supervisors consulted with local leaders, local armed forces, and police representatives in planning their field movement. Following local advice, field teams minimized traveling at night and chose the safest routes based on available information. In some cases, they had to reschedule or reduce callbacks to expedite data collection in villages affected by conflict. Field teams also made efforts to minimize the risk of COVID-19 through wearing masks, using hand sanitizer, and maintaining physical distance whenever possible.

4. STUDY CHALLENGES AND LIMITATIONS

This section highlights the most salient study limitations and challenges, how they were addressed in the design when possible, and guidelines for interpreting results.

As discussed previously, the contamination of the control sub-counties rendered an evaluation based on random assignment impossible. Under our original design, we could explore the effect of the intervention on the entire group that had access to the intervention, compared to the group that did not have access to the intervention (an intention-to-treat analysis). Instead, we assigned participants into treatment (“exposed”) and control (“unexposed”) groups after the fact. Although our analysis of the demographic characteristics of the two groups shows them to be very similar, the people who chose to attend and participate in project activities may be different in unmeasurable ways from those who did not attend and participate. Through our DID analysis, we can see the intervention on those who participated (in other words, the effect of the treatment on the treated), but because those who participated are different from those who did not, the effect we find cannot be entirely attributed to the project.

In addition, those in the control group (“unexposed”) may have been exposed to other programming beyond the project’s theater play, community dialogue, and parent training, such as TV programming or interventions funded by other projects. This additional potential contamination further limits our ability to distinguish program effects by potentially reducing the effect size.



Entrance to a manyatta (a group of Karamojong homes)

away from their communities, where they stay in dormitories or with relatives.

These absences are important to our analysis because children are unlikely to be absent at random; the children who were available for interview may have different characteristics than those who were not. Differences in outcomes between children who were available and those who were unavailable could produce nonresponse bias in reporting findings and intervention effects if the differences are large enough. We have attempted to account for these absences using post-stratification weights, but our weights do not adjust for nonresponse bias specifically, and thus the exclusion of these absent children is a limitation of the study.

Third, although the most sensitive questions to children were self-administered at baseline, at endline, these questions were self-administered for half of the children and interviewer-administered for the

Also, as discussed previously, field team members reported a noticeable absence of children in many villages. The absence was noticed during the baseline, and it was even more striking during the endline data collection. At endline, adult respondents listed 959 children living in their households and eligible for the child interview, but only 470 of them were reported by the adult respondent to be available during the 1 to 2 days that interviewers were working in their village. Therefore, more than half of children (51 percent) were not available to be selected for interview, compared to 28 percent at baseline. There are several explanations for the increased absence of children. The endline fieldwork took place during a period of famine.²⁸ Many people from Karamoja, including children, migrated within and out of Karamoja in search of food. There was also significant insecurity due to cattle raiding in the region during this time, an additional motivator for out-migration. It was also reported that some children participated in the cattle raids and were therefore not available for interview. Finally, schools reopened during the time between endline and baseline, and some children were reportedly not available because they attend school far

²⁸ The endline study was scheduled to occur at the conclusion of the intervention and continued as planned despite these challenges.

other half. Our initial exploration of the data from the two modes of administration suggests that there are significant mode effects. Children appear to have been more comfortable reporting potentially socially undesirable attitudes and practices through self-administration, compared to interviewer-administration. These mode effects reduce the comparability of the baseline and endline estimates for these indicators.

Finally, our sample size is a limitation. The findings presented in Section 5. Study findings show few statistically significant effects of the intervention. This does not necessarily mean that the project was not effective but may instead indicate that the effects were too subtle to be detected with the sample size available. Although our sample size was initially deemed sufficient to detect effects, the larger errors caused by the change in design due to contamination resulted in insufficient power to show significance.



Child herding sheep into a manyatta

5. STUDY FINDINGS

This section presents the study findings. We first discuss the exposure to and engagement with the project. Then we present our analysis of the effectiveness of the intervention in changing knowledge, attitudes, and practice.

All estimates in this section are sample-weighted using the relevant weight variable, and findings are discussed as estimates of the population children ages 12 to 17 and adults in Napak District. The standard error (SE) and unweighted number of respondents included in the estimate calculation (i.e., indicator denominator denoted by “N”) are also presented for each estimate—or for a table if all estimates in the table are generated using the same number of respondents. Disaggregated estimates by gender or group are column percentages.

5.1 Exposure to and engagement with Community Action project

One component of Community Action project was TV and radio dramas and discussions sensitizing the public about the issue of child trafficking. Nearly half of adults in Napak District (47 percent) have heard something on the radio or watched something on TV brought by Community Action project (Table 10). More men than women reported listening to or watching Community Action programming (54 percent, compared to 42 percent).

Table 10. Adult Exposure to Community Action TV or Radio Offerings by Gender (Adults, Weighted)

	Male % (SE)	Female % (SE)	Total % (SE)	N
Heard something on the radio or watched something on TV brought by Community Action project	53.6%(6.8)	42.3%(4.4)	47.4%(5.0)	873

Table 11 presents adult exposure to and participation in Community Action project’s in-person programming. One-fourth of adults (25 percent) attended a theater play produced by Community Action project. Nearly one-third of adults attended a parent training held by Community Action project. More men than women attended both the plays and parent trainings. One-third of adults (35 percent) participated in a community dialogue held by Community Action project, with more men than women both participating overall and playing more active roles. Among those who participated in a community dialogue, more men than women reported speaking during the dialogues (51 percent, compared to 30 percent) and helping organize the dialogues (18 percent, compared to 9 percent). Project implementers indicate the greater participation of men reflects socio-cultural norms and beliefs in the region. They suggest that women have more household obligations, and men typically have more free time, which allowed them to attend more of the project activities. Regarding active participation, the project indicated that men tend to be more empowered to talk during gatherings than women because of traditional gender roles. The implementers note that this dynamic began to shift over time due to project activities.

Overall, 40 percent of adults attended at least one of Community Action’s in-person offerings. This 40 percent constitutes our exposed group for adults. We created an alternative exposed group (“exposed-2”), which also includes the 7 percent of respondents who heard something on the radio or watched something on TV brought by Community Action project but did not participate in any of the other project activities (theater play, parent training, community dialogue). Appendix B presents some additional analyses using this alternative measure of exposure.

Table 11. Adult Exposure to and Engagement with In-Person Community Action Project Activities by Gender (Adults, Weighted)

	Male % (SE)	Female % (SE)	Total % (SE)	N
Attended any theater plays produced by Community Action project	28.2% (5.0)	21.5% (2.9)	24.8% (3.2)	876
Attended any parent trainings held by Community Action project	39.2% (5.6)	25.9% (3.7)	31.9% (3.7)	873
Participated in any community dialogues held by Community Action project	41.3% (6.5)	29.9% (3.9)	35.1% (4.2)	872
Role in the community dialogues ^a				332
Listen	89.9% (4.4)	93.7% (2.5)	91.6% (3.1)	
Speak	51.0% (9.5)	30.2% (4.1)	41.4% (6.1)	
Organize	18.1% (5.2)	9.0 (2.2)	14.0% (2.9)	
Attended at least one of the following Community Action offerings: theater play, parent training, community dialogue	46.7% (6.8)	33.2% (4.3)	39.6% (4.6)	888

^a Multiple responses allowed

Children were first asked whether they had heard of a child rights club in their village. One-third of all children (33 percent) had heard of a club in their village (Table 12). Of those who had heard of a club, 56 percent had attended or participated in a child rights club activity (18 percent of all children). More than one-third of those who had heard of a club (37 percent) helped organize or actively participated in an event, such as by being a member of a debate team or writing for the writing competition.

The 18 percent of children who attended or participated constitute our exposed group for children. The percentage of all children who attended or participated in any child rights club activity was similar for boys (17 percent) and girls (19 percent).

Table 12. Child Exposure to and Engagement with Community Action Project by Gender (Children, Weighted)

	Male % (SE)	Female % (SE)	Total % (SE)	N
Heard of a child rights club in respondent's village	27.9% (6.4)	36.8% (6.7)	32.6% (5.5)	403
Attended or participated in any child rights club activities	60.7% (7.5)	52.4% (9.6)	55.7% (6.7)	171
Helped organize or actively participated in one or more child rights club events ^a	37.8% (6.7)	36.4% (8.5)	36.9% (6.2)	170

^a For example, by being a member of a debate team or writing for the writing competition

5.2 Project effects

This section presents the analysis of project effects using the DID methods outlined previously. The results are centered on the exposed-unexposed group differences between the changes observed in each group (themselves differences in time). The tables include both the endline difference (ED) and baseline difference (BD) in addition to the DID. The DID estimates have been tested for statistical significance (t-tests); all tables indicate (with a “*”) those differences that are statistically significant at the $p < 0.05$ level. A t-test can be easily operationalized with overlapping confidence intervals (CIs); p-values of 0.05 corresponding to 95 percent confidence levels. The tables provide 95 percent CIs, expressed as the lower limit (LL) to the upper limit (UL), as well as the significance of the corresponding t-tests (or equivalent Z-tests when the samples are large enough).

The analysis first presents changes in knowledge, followed by changes in attitudes, and finally, changes in practice. Changes in estimates between the baseline and endline data collections should be interpreted with the challenging context in mind, particularly the famine during the endline data collection.

5.2.1 Changes in knowledge

Table 13 provides the average number of risk factors identified by adults regarding children's risk for trafficking. Interviewers asked the question without reading response options and then chose the response options most similar to the answer provided by the respondent. The signs of risk (other than “Other”) were provided by Terre des Hommes and Dwelling Places and included “child goes places without providing destination or return time,” “child becomes more secretive,” unusual behavior by child's friends,” “unusual visits by relatives with promises of support for children,” and “child skips school.” The number of risk factors identified decreased slightly at endline for adults in the unexposed group, and the number of risk factors identified increased at endline for adults in the exposed group. The DID analysis indicates that the intervention had a positive effect on adult knowledge of child trafficking risk factors, but this effect is not statistically significant.

Table 13. Identification of Signs that Children May be at Risk of Child Trafficking by Group and Wave (Adults, Weighted)

	Endline			Baseline			DID	
	Exposed estimate (SE)	Unexposed estimate (SE)	ED	Exposed estimate (SE)	Unexposed estimate (SE)	BD	Estimate	CI (LL, UL)
Mean number of child trafficking risk factors identified by respondent	2.29 (0.17)	2.00 (0.20)	0.29 (0.30)	2.27 (0.13)	2.19 (0.10)	0.08 (0.14)	0.21	(-0.4, 0.8)
Number of respondents (N)	374	514		324	662			

The project sought to increase the awareness of important acts and concepts related to child trafficking through community dialogues and theater plays. According to project implementers, these plays portrayed the tricks that perpetrators used to lure the children or their parents into child trafficking, the consequences, and the reporting and response mechanisms, including stressing that these are crimes. During the community dialogues and even other community engagements and activities, this message was also stressed.

Adults were asked yes or no questions about their familiarity with the Trafficking in Persons Act of 2009, the Napak District Child Protection Ordinance, and the term “child trafficking.” Adults in both the exposed and unexposed groups increased in their awareness of all three (Table 14).²⁹ The increase in awareness was greater for adults in the exposed group, compared to the unexposed group, for all three items, indicating a positive effect of the intervention. The effect is statistically significant for the increase in awareness of the Trafficking in Persons Act of 2009, which increased from 48 percent to 76 percent for adults in the exposed group.

We also explored awareness of these items using our alternative measure of exposure, exposed-2, discussed previously (Table 14-B in Appendix B). The analysis using this measure shows an increased effect size for all three items, and effect is statistically significant for both the increase in awareness of the Act and of “child trafficking.” Using this measure, the unexposed-2 group increased in their awareness of the Napak Ordinance and the term “child trafficking” but not the Act. There may have been media reports or other interventions in the area that brought increased awareness of the former two to unexposed-2 individuals.

Table 14. Awareness of the Trafficking in Persons Act of 2009, Napak District Child Protection Ordinance, and Child Trafficking by Group and Wave (Adults, Weighted)

	Endline		ED	Baseline		BD	DID Estimate	CI (LL, UL)
	Exposed estimate (SE)	Unexposed estimate (SE)		Exposed estimate (SE)	Unexposed estimate (SE)			
Trafficking in Persons Act of 2009	75.6% (3.6%)	48.1% (4.4%)	27.5% (5.7%)	48.1% (4.9%)	42.3% (4.4%)	5.8% (6.6%)	21.7%*	(4.6%, 38.8%)
Napak District Child Protection Ordinance	78.1% (3.5%)	60.4% (4.4%)	17.7% (5.6%)	56.5% (4.0%)	46.4% (4.8%)	10.1% (6.2%)	7.6%	(-8.9%, 24.1%)
Child trafficking	92.8% (2.1%)	87.2% (2.6%)	5.6% (3.3%)	73.1% (3.5%)	76.9% (2.1%)	-3.8% (4.1%)	9.4%	(-0.9%, 19.7%)
Number of respondents (N)	374	514		324	662			

*Difference is statistically significant at the p<0.05 level.

5.2.2 Changes in attitude

This section discusses changes in attitudes resulting from the intervention.

There was a slight increase in the age at which adults felt that people should seek and perform income-generating activities to provide for their families and the age at which it is good to go and look for food and money in another town (Table 15). The increase was greater for adults in the exposed group than the unexposed group, but the effect was not statistically significant. It is possible that the particularly harsh conditions facing households in Napak during the endline, including famine and insecurity, affected respondents’ responses regarding at what age people should take on responsibility.

²⁹ The Child Protection Ordinance and child trafficking more broadly were included in the project’s radio and TV programming which may explain some of the increased knowledge in the unexposed group.

Table 15. Age at which People Should Take on Responsibilities by Group and Wave (Adults, Weighted)

	Endline			Baseline			DID	
	Exposed estimate (SE)	Unexposed estimate (SE)	ED	Exposed estimate (SE)	Unexposed estimate (SE)	BD	Estimate	CI (LL, UL)
At what age people should seek and do <i>elejilej</i> (income-generating activities) to provide for their families (years)	15.9 (0.4)	15.4 (0.2)	0.5 (0.4)	15.6 (0.5)	15.2 (0.3)	0.4 (0.6)	0.1	(-1.3, 1.5)
Number of respondents (N)	368	464		297	581			
At what age is good for people to go look for food and money in another town or city (years)	18.1 (0.46)	17.5 (0.3)	0.6 (0.5)	17.3 (0.4)	16.8 (0.4)	0.5 (0.6)	0.1	(-1.4, 1.6)
Number of respondents (N)	355	441		303	596			

Respondents were asked who should mainly make the decision about whether a child migrates for work, and multiple responses were allowed. The project sought to achieve a change in attitudes and practices within families toward more joint decision-making by mothers and fathers rather than the more unilateral decision-making observed at the beginning of the project. Table 16 shows the proportion of adult respondents who listed both mothers and fathers among those who should make the decision. There was an increase in the proportion who listed both mothers and fathers in the unexposed group and in the exposed group. It is unclear whether the program had an effect on this outcome because the change in this case was greater for the unexposed group than the exposed group, but the difference is not statistically significant. The change was greater for the unexposed-2 group using the alternative exposure-2 measure as well, but it was not statistically significant (Table 16-B in Appendix B).

Table 16. Decision-maker about Whether a Child Migrates for Work by Group and Wave (Adults, Weighted)

	Endline			Baseline			DID	
	Exposed Estimate (SE)	Unexposed Estimate (SE)	ED	Exposed Estimate (SE)	Unexposed Estimate (SE)	BD	Estimate	CI (LL, UL)
Respondent believes mother and father should jointly make the decision about whether a child migrates for work	51.5% (4.8%)	54.2% (3.7%)	-2.7% (6.1%)	50.3% (4.0%)	47.6% (3.6%)	2.7% (5.4%)	-5.4%	(-21.3%, 10.5%)
Number of respondents	374	514		324	662			

One goal of the project was to increase the ability of CSEC survivors to reassimilate into home communities by increasing the acceptance of these survivors. Project implementers note that victim blaming of CSEC survivors was a major problem among the community members at the start of the

project activities. The project encouraged reduced stigmatization and increased acceptance of survivors through community dialogues, positive parenting sessions, and other awareness-raising activities.

To assess progress toward this goal, respondents were asked to rate their agreement with the statement, “CSEC survivors should be treated the same as everyone else.” As shown in Table 17, the percentage of people agreeing with this statement decreased between baseline and endline for both unexposed and exposed groups, and the decrease was greater for respondents in the exposed group (although it was not statistically significant).

It may be that the project did not have a meaningful impact on acceptance of survivors; alternatively, the statement may have been interpreted differently than intended. The question was intended to gauge acceptance of survivors, but it actually asks about treatment in an unspecific way. Respondents may have disagreed with the statement because they feel that CSEC survivors need additional supports rather than being treated the same as everyone else.

Table 17. Agreement with Statement about Treatment of CSEC Survivors by Group and Wave (Adults, Weighted)

	Endline			Baseline			DID	
	Exposed estimate (SE)	Unexposed estimate (SE)	ED	Exposed estimate (SE)	Unexposed estimate (SE)	BD	Estimate	CI (LL, UL)
CSEC survivors should be treated the same as everyone else (“Strongly agree” or “Agree”)	75.1% (4.2%)	75.5% (3.5%)	-0.4% (5.5%)	83.2% (2.2%)	77.8% (3.6%)	5.4% (4.2%)	-5.8%	(-19.3%, 7.7%)
Number of respondents (N)	374	487		319	640			

Another goal of the project was to raise awareness about the risk of child trafficking in Napak communities. Although the awareness of the risk decreased among unexposed respondents, it increased among respondents in the exposed group (Table 18). However, this difference is not statistically significant.

Table 18. Perceptions of Risk of Child Trafficking in Their Own Community by Group and Wave (Adults, Weighted)

	Endline			Baseline			DID	
	Exposed estimate (SE)	Unexposed estimate (SE)	ED	Exposed estimate (SE)	Unexposed estimate (SE)	BD	Estimate	CI (LL, UL)
Respondent believes there is a risk of child trafficking in respondent’s community ^a	87.7% (3.0%)	76.6% (4.4%)	11.1% (5.3%)	82.1% (4.0%)	78.3% (2.8%)	3.8% (4.9%)	7.3%	(-6.9%, 21.5%)
Number of respondents (N)	363	457		308	612			

^a Includes responses “small,” “moderate,” “large” and excludes “none”

The baseline findings indicated that one-fifth of children believed that migrating was the only way to make enough money to survive. This finding was worrisome because of the concern that these children may be highly vulnerable to child trafficking and exploitative labor situations. As shown in Table 19, the percentage of children who agreed with the statement decreased for both the unexposed and exposed

groups between baseline and endline, with a slightly greater decrease for the exposed group. The difference was not statistically significant.

It is possible that this decrease may be the result of awareness-raising on the part of Community Action project. Project implementers indicate that this topic was a major focus of the project and was covered in all of the project activities, including parent trainings, community dialogues, theater plays, radio content, and child rights clubs. Within the child rights clubs, there was an emphasis on schooling as the best way to survive and have a bright future.

It may also be that many of the children who held this belief migrated away from Karamoja between the two waves of the study, and the resulting DID is therefore biased. As discussed in in *Section 2.1.3. Missing children*, 31 percent of children who were interviewed at baseline but not at endline for whom we have endline information were no longer members of the baseline household because they had migrated at the time of the endline. Some of the children that the adult respondents indicated were still household members but not available for interview may also have migrated (e.g., to attend school or to look for work).

Table 19. Beliefs Regarding Migration as the Only Way to Make Enough Money to Survive by Group and Wave (Children, Weighted)

	Endline			Baseline			DID	
	Exposed estimate (SE)	Unexposed estimate (SE)	ED	Exposed estimate (SE)	Unexposed estimate (SE)	BD	Estimate	CI (LL, UL)
Migrating is the only way to make enough money to survive (“Strongly agree” and “Agree”)	6.6% (2.7%)	9.2% (2.1%)	-2.6% (3.4%)	19.7% (4.6%)	21.1% (3.1%)	-1.4% (5.5%)	-4.0%	(-16.8%, 8.8%)
Number of respondents (N)	108	306		73	757			

5.2.3 Changes in practice

This section presents changes in practice between baseline and endline.

As discussed previously, the project aimed to increase the ability of CSEC survivors to reassimilate into home communities by increasing the acceptance of these survivors. Respondents were asked to rate their agreement with the statement “CSEC survivors in this community face rejection from their peers” (Table 20). The proportion of respondents agreeing with this statement decreased slightly in the unexposed group, and the proportion increased slightly in the exposed group, but the difference was not statistically significant.

Table 20. Perception of Rejection Faced by CSEC Survivors in the Community by Group and Wave (Adults, Weighted)

	Endline			Baseline			DID	
	Exposed estimate (SE)	Unexposed estimate (SE)	ED	Exposed estimate (SE)	Unexposed estimate (SE)	BD	Estimate	CI (LL, UL)
CSEC survivors in this community face rejection from their peers (“Strongly agree” and “Agree”)	34.6% (5.0%)	32.5% (3.5%)	2.1% (6.1%)	31.6% (3.7%)	34.5% (5.1%)	-2.9% (6.3%)	5.0%	(-12.2%, 22.2%)
Number of respondents (N)	360	454		294	600			

Another goal of the project was to increase positive parenting practices. Table 21 presents results for several parenting questions. These questions were asked only of adult respondents who reported being the parent or caregiver of a child ages 12 to 17.

The proportion of adults stating that they always know where their child is decreased slightly for those in the unexposed group and increased for those in the exposed group. The difference is not statistically significant. The proportion of adults stating that they know their child's friends very well decreased for respondents in the unexposed group and increased for respondents in the exposed group, but the difference is not statistically significant. The proportion of adults stating that their child never keeps secrets from them decreased for respondents in both the unexposed and exposed groups, and the difference is not statistically significant. Overall, these findings suggest that parents in the exposed group improved their parenting practices regarding knowing their children's whereabouts and children's friends (although the results do not rise to the level of statistical significance), but the program had no effect on adult perceptions of children's truthfulness. An analysis using the exposed-2 measure did not show statistically significant effects (Table 21-B in Appendix B).

Table 21. Parents' Agreement with Statements about Relationship with their Children by Group and Wave (Adults, Weighted)

	Endline			Baseline			DID	
	Exposed estimate (SE)	Unexposed estimate (SE)	ED	Exposed estimate (SE)	Unexposed estimate (SE)	BD	Estimate	CI (LL, UL)
I usually know where my child is. ("All the time")	63.2% (6.9%)	66.9% (6.3%)	-3.7% (9.3%)	59.0% (6.7%)	67.7% (3.2%)	-8.7% (7.4%)	5.0%	(-18.4%, 28.4%)
Number of respondents (N)	147	169		200	372			
I know my child's friends. ("Very well")	46.6% (6.9%)	32.5% (5.3%)	14.1% (8.7%)	39.5% (6.1%)	40.6% (4.8%)	-1.1% (7.8%)	15.2%	(-7.7%, 38.1%)
Number of respondents (N)	147	166		197	366			
My child keeps secrets from me. ("Never")	31.9% (5.9%)	39.8% (5.3%)	-7.9% (7.9%)	44.3% (6.4%)	51.7% (3.9%)	-7.4% (7.5%)	-0.5%	(-21.9%, 20.9%)
Number of respondents (N)	141	160		193	352			

Table 22 explores the caregiver-child relationship from the perspective of the child. The proportion of children who stated that their caregivers always know where they are decreased for children in the unexposed group (those who had not attended any child rights club activities) and increased for the children in the exposed group (those who had attended a child rights club activity). The difference is statistically significant, suggesting that the project has a positive impact on parent-child communication. The proportion of children who report that their caregivers know their friends very well decreased for children in the unexposed group and increased for children in the exposed group. The difference was not statistically significant.

The proportion of children who report never keeping secrets from their caregivers decreased for children in the unexposed group and increased for children in the exposed group. This difference is statistically significant, and this is another indicator that the project had a positive impact on parent-child communication. The proportion of children who report talking to their caregivers about important things a lot increased in both unexposed and exposed groups. The increase was greater in the exposed group, but the difference was not statistically significant.

Table 22. Children’s Agreement with Statements about Relationship with their Caregivers by Group and Wave (Children, Weighted)

	Endline			Baseline			DID	
	Exposed estimate (SE)	Unexposed estimate (SE)	ED	Exposed estimate (SE)	Unexposed estimate (SE)	BD	Estimate	CI (LL, UL)
How much my caregivers usually know where I am (“All the time”)	83.8% (5.5%)	60.1% (3.3%)	23.7% (6.4%)	65.2% (8.7%)	70.0% (2.5%)	-4.8% (9.1%)	28.5%*	(6.8%, 50.2%)
Number of respondents (N)	103	293		67	699			
My caregivers know my friends. (“Very well”)	58.8% (7.7%)	50.4% (3.7%)	8.4% (8.5%)	51.6% (9.0%)	55.0% (3.3%)	-3.4% (9.6%)	11.8%	(-13.4%, 37.0%)
Number of respondents (N)	104	294		68	698			
(How often) I keep secrets from my caregivers. (“Never”)	60.0% (6.3%)	42.9% (4.9%)	17.1% (8.0%)	43.8% (8.8%)	53.1% (4.1%)	-9.3% (9.7%)	26.4%*	(1.8%, 51.0%)
Number of respondents (N)	103	296		65	711			
How much I talk to my caregivers about important things (“A lot”)	66.0% (6.3%)	52.8% (4.5%)	13.2% (7.7%)	47.9% (7.1%)	47.5% (3.9%)	0.4% (8.1%)	12.8%	(-9.2%, 34.8%)
Number of respondents (N)	103	296		67	700			

*Difference is statistically significant at the p<0.05 level.

In addition to the DID approach, we can evaluate the effectiveness of Community Action project in changing practice by explicitly asking respondents about changes in their behavior. Adults who listened to or participated in any Community Action project activities were asked whether they made changes to their parenting practices after doing so. The majority (82 percent) of those who listened to or participated in Community Action project activities made changes to their parenting practices, and the rate was slightly higher for men (86 percent) than women (79 percent) (Table 23). The most common change was more open communication with children, reported by 73 percent of those who made a change. This self-reported increase in parent-child communication aligns with the DID results regarding increased parent-child communication discussed previously.

Other changes included enrolling children in school (41 percent), keeping children busier at home with chores (to prevent their engaging in harmful activities outside the home) (38 percent), allowing children to join community activities (such as child rights clubs) (34 percent), and joining village savings and loans associations or farmer groups (to mitigate the need for the child to engage in income-generating activities) (19 percent). One-fifth of men and 6 percent of women reported other changes, including increasing discussions with family members about child trafficking, teaching children to avoid strangers, no longer insulting children when children are wrong, and being more protective of children.

Table 23. Changes to Parenting Practices Among Those who Listened to or Participated in Community Action Project Activities by Gender (Adults, Weighted)

	Male % (SE)	Female % (SE)	Total % (SE)	N
Made changes to parenting practices after listening to or participating in Community Action project activities	85.8% (4.6)	79.1% (3.4)	82.0% (2.7)	458
Change made (among those who made changes) ^a				376
More open communication with child	74.7% (6.0)	70.2% (3.7)	72.6% (4.3)	
Enrolled child in school	35.8% (6.2)	47.1% (5.1)	41.1% (4.5)	
Kept child busier at home with chores	38.1% (7.2)	38.1% (3.6)	38.1% (4.1)	
Allowed child to join community activities	34.3% (6.1)	32.5% (4.4)	33.5% (4.0)	
Joined village savings and loans association/farmer group	14.9% (4.8)	22.5% (4.2)	18.5% (4.0)	
Other	22.3% (5.6)	6.1% (1.9)	14.7% (3.5)	

^a Multiple responses possible

Interviewers asked all respondents whether they talk more about child trafficking compared to one year ago. This question was only asked at endline. Compared to the unexposed group, adults in the exposed group were significantly more likely to state that they talk about child trafficking more than one year ago (77 percent for the exposed group, compared to 57 percent for the unexposed group) (Table 24). The difference is even more striking using the exposure-2 measure—78 percent for the exposed-2 group, compared to 49 percent for the unexposed-2 group (Table 24-B in Appendix B). Across all adult respondents, more men than women report talking more about child trafficking compared to one year ago, but the gender difference is greater in the exposed group (84 percent for men, compared to 67 percent for women). The gender difference is also greater using the exposed-2 measure (Table 24-B in Appendix B).

Compared to the unexposed group, children in the exposed group were significantly more likely to state that they talk about child trafficking more than one year ago (90 percent for the exposed group, compared to 60 percent for the unexposed group). In the unexposed group, more girls than boys report talking about child trafficking more now, compared to one year ago (66 percent for girls, compared to 53 percent for boys), but in the exposed group, more boys than girls report talking more now, compared to one year ago (99 percent for boys, compared to 83 percent for girls).

These results suggest that the project was successful in increasing awareness of and interest in child trafficking among both adults and children.

Table 24. Talks More about Child Trafficking Now Compared to One Year Ago by Gender and Group (Adults and Children, Weighted)

	Exposed			Unexposed			p-value (SE for the diff)
	Male estimate % (SE)	Female estimate % (SE)	Total Estimate % (SE)	Male estimate % (SE)	Female estimate % (SE)	Total estimate % (SE)	
Adults: Talks more about child trafficking compared to one year ago	84.3% (4.8)	67.3% (4.1)	76.7% (4.1)	63.7% (6.4)	52.4% (4.1)	56.9% (4.1)	0.0002 (5.8)
Children: Talks more about child trafficking compared to one year ago	99.2% (0.8)	83.4% (7.3)	90.2% (4.3)	53.2% (8.3)	66.2% (6.1)	60.1% (5.7)	<.0001 (7.1)

5.3 Prevalence of CSEC

Like the baseline study, the endline study explored the prevalence of CSEC among children ages 12 to 17 in Napak District. This section first describes how CSEC was measured and then presents findings related to the prevalence of CSEC.

Children heard the following CSEC definition:

Some people do sexual things in order to get money, gifts, or other things that they need. Sometimes another person receives money, gifts, or help because a person has sex or does sexual things.

By “sexual things” I mean touching someone’s private parts or someone touching your private parts, other than a parent or doctor helping you clean or stay healthy. I also mean touching your own private parts with someone watching, or vaginal, oral, or anal sex.

After listening to the introduction, respondents were asked two questions intended to identify two different forms of CSEC—prostitution and transactional sex.

- **Prostitution:** Have you done sexual things in exchange for you or someone else receiving anything like money, a place to stay, food, gifts, or favors?
- **Transactional sex:** Have you ever entered into a sexual relationship with someone mainly in order to get things that you need, money, gifts, or other things that are important to you?

If the child answered in the affirmative to either question, the child is considered to have experienced CSEC.

At endline, a total of 6 percent (n=21) of children had ever experienced CSEC, 3 percent (n=16) experienced CSEC in the last year, and 2 percent (n=11) experienced CSEC in the past month (Table 25). The sample size of children who had experienced CSEC is too small for reliable analysis by gender or age. All of the endline estimates are lower than baseline estimates, but the endline results are not directly comparable to the baseline results because of the change in mode of administration from entirely self-administered to interviewer-administered for half of children (see Section 4. Study Challenges and Limitations).

Table 25. Prevalence of CSEC at Baseline and Endline (Children, Weighted)

	CSEC ever			CSEC past year			CSEC past week		
	Baseline % (SE)	Endline % (SE)	D	Baseline % (SE)	Endline % (SE)	D	Baseline % (SE)	Endline % (SE)	D
Total	11.9% (2.5)	5.6% (2.5)	6.3%	11.0% (2.5)	3.0% (1.3)	8.0%	6.9% (1.9)	2.2% (1.2)	4.7%
Gender									
Male	12.5% (4.2)	2.2% ^a (1.7)	10.3%	11.7% (4.2)	2.2% ^a (1.7)	9.5%	8.5% (3.4)	1.9% ^a (1.6)	6.6%
Female	11.4% (2.6)	8.5% (4.3)	2.9%	10.4% (2.5)	3.7% (1.4)	6.7%	5.6% (1.7)	2.5% ^a (1.1)	3.1%
Age (years)									
12–13	12.7% (3.4)	2.4% ^a (1.7)	10.3%	12.2% (3.4)	2.2% ^a (1.7)	10.0%	7.2% (2.3)	2.1% ^a (1.7)	5.1%
14–15	7.8% (2.6)	4.4% ^a (1.8)	3.4%	6.8% (2.3)	4.3% ^a (1.8)	2.5%	4.8% (2.0)	3.1% ^a (1.5)	1.7%
16–17	16.9% (5.0)	20.9% ^a (14.0)	-4.0%	15.0% (5.1)	2.5% ^a (1.9)	12.5%	10.0% ^a (5.2)	0.5% ^a (0.5)	9.5%

	CSEC ever			CSEC past year			CSEC past week		
	Baseline % (SE)	Endline % (SE)	D	Baseline % (SE)	Endline % (SE)	D	Baseline % (SE)	Endline % (SE)	D
Number of respondents	781	414		781	414		781	414	

^a Fewer than 10 observations were used to calculate this estimate. Estimate should be interpreted with caution.
Note: The column labeled “D” presents the difference between the two estimates (baseline – endline).

Table 26 presents the results of the DID analysis for the prevalence of CSEC. So that the estimates are comparable, the endline estimates for this table include only the responses from children who received the self-administered version of the questionnaire. The results indicate that the prevalence of CSEC decreased both for children in the exposed and unexposed groups, but the decrease was greater for children in the exposed group. However, these results should be interpreted with caution because of the small sample base (n=202) for the endline estimates.

Table 26. Prevalence of CSEC by Group and Wave (Children, Weighted)

	Endline (Self-administered only)			Baseline			DID	
	Exposed estimate (SE)	Unexposed estimate (SE)	ED	Exposed estimate (SE)	Unexposed estimate (SE)	BD	Estimate	CI (LL, UL)
CSEC: last year	6.8% ^a (5.3)	5.5% (2.4)	1.3% (5.8)	13.2% (5.8%)	10.0% (2.5%)	3.2% (6.3)	-1.9%	(-18.7%, 14.9%)
CSEC: last month	5.0% ^a (5.0)	4.1% (2.1)	0.9% (5.4)	13.2% (5.8%)	9.3% (2.4%)	3.9% (6.3)	-3.0%	(-19.3%, 13.3%)
Number of respondents (N)	47	155		73	757			

^a Fewer than 10 observations were used to calculate this estimate. Estimate should be interpreted with caution.

The rate of CSEC at endline is lower than at baseline for both the full endline sample and the self-administered subsample. Our data do not allow us to fully explore the reason for this decrease. The decrease may be partially attributable to participation in the intervention, but there was also a sizable decrease for the unexposed group. This change could be the result of spillover effects from Community Action project, such as if children who attended the child rights clubs influenced their peers who did not attend. The decrease for both groups may also be the result of the broader demographic change described in *Section 2.1.3. Missing children* and *Section 4. Study challenges and limitations*. During endline data collection, a large number of people from Napak District had relocated within and beyond Karamoja for economic and security reasons. It may be that the most disadvantaged, vulnerable children had migrated or been trafficked to other locations as of the endline, with only the relatively more advantaged children remaining in the district. In this scenario, the more advantaged children who were able to remain home may have lower rates of CSEC, compared to the more vulnerable children who relocated. It is a topic for future research to explore the level of CSEC among children who have relocated away from Napak District.

6. CONCLUSION

Community Action project was successful in engaging a substantial proportion of Napak’s adult population in its programming. Nearly half of Napak adults heard something on the radio or watched something on TV brought by the project. Almost as many adults (40 percent) attended or participated in at least one of Community Action’s in-person activities. After the radio and television programming, the community dialogues reached the most adults, followed by the parent trainings and finally the theater plays. Men had greater exposure to each of the project activities and took a more active role in the community dialogues, compared to women.

The child rights clubs had a less substantial reach than the adult programming. One-third of children in Napak had heard of a club in their community, but only around half of those children had attended or participated in one of the activities. Attendance and more active participation was similar for boys and girls.

Overall, the DID results demonstrated that the project had an effect in the desired direction for most estimates, although the effect was statistically significant for only a minority of estimates. The project was effective in increasing **knowledge**. Adults who participated in Community Action had increased awareness of the Trafficking in Persons Act of 2009 (statistically significant), the Napak District Child Protection Ordinance (not statistically significant), and the concept of child trafficking, compared to those who did not participate in the project (not statistically significant).

The effectiveness of the project in changing **attitudes** is more difficult to interpret. Those who participated in the project were less likely to agree that CSEC survivors should be treated the same as everyone else (not statistically significant). This could indicate that project participants feel that CSEC survivors need special treatment to help them recover from their experiences. Project participants showed increased awareness of the risk of child trafficking in their community, compared to non-participants. Finally, the project may have contributed to a reduction in the proportion of children who feel that migrating is the only way to make enough money to survive, a sentiment that may increase vulnerability to trafficking and exploitation.

The project was effective in changing **practices** regarding relationships between parents and children. The majority (82 percent) of project participants report having made changes to their parenting practices after listening to or participating in programming, most commonly by having more open communication with their children, followed by enrolling children in school.

The DID results also suggested that the project resulted in changes to parent-child relationships. Parents who participated in Community Action programming were more likely to report knowing where their children are all of the time and to report knowing their children's friends very well (not statistically significant). Children who participated in child rights clubs were significantly more likely to report that their caregivers know where they are all of the time and more likely to report that their caregivers know their friends very well. Children who participated in the project were significantly more likely to report never keeping secrets from their caregivers and more likely to report talking to their caregivers about important things a lot (not statistically significant).

Another change in practice is an increased discussion of child trafficking topics. Both adults and children who participated in the project reported that they talk more about child trafficking, compared to one year ago, and at higher rates than adults and children who did not participate in the project. The effect appears to be slightly stronger for men, compared to women.

It is unclear whether the project changed practices regarding the rejection of CSEC survivors.

There is some indication that the project may have reduced the prevalence of CSEC, but the results are not statistically significant and have methodological limitations. The sample size of children who had experienced CSEC at endline is too small for reliable analysis by gender or age; at baseline, the study found no statistically significant differences in the rate of CSEC by gender or by age.

In sum, for nearly every indicator, participants in the project demonstrated the results that the project hoped to achieve. For three indicators, the DID between participants and non-participants was statistically significant. For the remaining indicators, there was no statistical significance. However, the lack of statistical significance may reflect insufficient power to detect the effect, rather than a lack of effect. Taken as a whole, the results suggest that Community Action project was successful in its efforts to raise awareness around child trafficking and improve parent-child relationships.

6.1 Recommendations

The endline results show that, despite improvements over the past year, there is still a need for interventions to prevent CSEC in Napak District. Study results show that 3 percent of all children report experiencing CSEC in the past year, and the estimate increases to 6 percent using the data from self-administered version of the CSEC questions only. This second estimate may be more accurate because children were able to respond privately and may have been more willing to report CSEC.³⁰ In sum, there is a continued need for a variety of interventions in Napak communities. Recommendations for future programming include:

- Programming to increase the participation and active engagement of women in anti-trafficking efforts. While women participated in the Community Action project, there was a higher level of participation and active engagement among men.
- Interventions targeting both CSEC that is taking place within Napak communities as well as CSEC that results from child trafficking away from Karamoja. Some of the children who experienced CSEC have never migrated, suggesting that the exploitation may be occurring within or near their home communities.
- Continued support for the integration of CSEC survivors. One-third of respondents report that CSEC survivors face rejection from their peers. This figure is concerning because survivors who are unable to reintegrate into their communities are vulnerable to further trafficking.

There is also a need for additional research on the topics covered by this study, including:

- Cognitive testing of questions designed to understand the effectiveness of the messaging and activities aimed at increasing the acceptance of CSEC survivors to ensure that the measures lack ambiguity.
- Research exploring whether similar programming conducted over a longer period of time with a longer period between waves of data collection results in a sustained change in the prevalence of CSEC.

³⁰ See ICF. (2022). Case Study: Survey self-administration for gather sensitive data in Evaluative Case Studies of PEMS2-Funded Anti-Trafficking Project Components in Uganda

APPENDIX A: QUESTIONNAIRES

Adult questionnaire

Question #	Response criteria	Question - English	Question - Ngakarimojong	Response Options - English	Response Options - Ngakarimojong
		Introduction	Introduction		
L1	ASK ALL	Are there any parents in this household?	Eya ngikauriak eya local logo aa?	1. YES 2. NO 77. DON'T KNOW	1. EE 2. MAM 77. NGAYENI
L2	ASK IF L1 = 1	Are they parents of youth age 12 to 17?	Erai ikes ngikauriak angikatmunak angulu erai ngikaru 12 todol tar 17 aa?	1. YES 2. NO 77. DON'T KNOW	1. EE 2. MAM 77. NGAYENI
L3	ASK IF L1=1 AND L2 = 1	Are any of the parents of youth age 12 to 17 available for interview [DURING THE FIELDING PERIOD]?	Eyakaun mono kona ngidi kauriak angikatmunak angulu erai ngikaru 12 todol tar 17 nakingitingito naa [DURING THE FIELDING PERIOD]?	1. YES 2. NO 77. DON'T KNOW	1. EE 2. MAM 77. NGAYENI
L4	ASK IF L1-3 = 1	INTERVIEWER: ASK TO INTERVIEW ANY PARENT OF A 12 TO 17 YEAR OLD	INTERVIEWER: ASK TO INTERVIEW ANY PARENT OF A 12 TO 17 YEAR OLD		
L5	ASK IF L1-3 = 2 OR 77	INTERVIEWER: ASK TO INTERVIEW ANY AVAILABLE ADULT	INTERVIEWER: ASK TO INTERVIEW ANY AVAILABLE ADULT		
		Consent	Consent		
AGREE_CONSENT		INTERVIEWER: DID THE RESPONDENT SIGN THE CONSENT STATEMENT?	INTERVIEWER: DID THE RESPONDENT SIGN THE CONSENT STATEMENT?	1. YES 2. NO	1. EE 2. MAM
		Section 1. Demographics	Section 1. Demographics		
S1.Q1	ASK ALL	We want to know a little bit about you first. How old were you at your last birthday?	Ikicamit isua aanyun ngadi nguna ikitapito iyong mono Arae ngikonikaru ngiyai ekaru golo alunyar?	NUMBER 77. DON'T KNOW 99. REFUSED	NUMBER 77. NGAYENI 99. NGACAMIT
S1.Q2	ASK ALL	INTERVIEWER: SELECT RESPONDENT'S GENDER. ASK ONLY IF UNSURE.	INTERVIEWER: SELECT RESPONDENT'S GENDER. ASK ONLY IF UNSURE.	1. MALE 2. FEMALE 3. I DON'T IDENTIFY AS MALE OR FEMALE 77. DON'T KNOW 99. REFUSED	1. EKILE 2. ABERU 3. EMAM NGARAI AYONG EKILE KORI ABERU I 77. NGAYENI 99. NGACAMIT

S1.Q3	ASK ALL	Have you ever attended school?	Ikatakintor iyong losukul a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S1.Q3A	ASK IF S1.Q3 = 1	What is the highest class you have completed?	Adoketait ani ngina apolon ngina irikakinit iyong anakisiom?	0. PRESCHOOL/NURSERY 1. P1 2. P2 3. P3 4. P4 5. P5 6. P6 7. P7 8. S1 9. S2 10. S3 11. S4 12. S5 13. S6 14. UNIVERSITY 15. FAL (FUNCTIONAL ADULT LITERACY) 16. VOCATIONAL & TECHNICAL INSTITUTIONS 77. DON'T KNOW 99. REFUSED	0. TEETE 1. APEI KILAS 2. NGAKILASIA NGAREI 3. NGAKILASIA NGAUNI 4. NGAKILASIA NGAOMUON 5. NAKILASIA NGAKAN 6. NGAKILASIA NGAKANKAPEI 7. NGAKILASIA NGAKANKAAREI 8. NAKILASIA NGAKANKAUNI 9. NAKILASIA NGAKANKOOMUN 10. NAKILASIA NGATOMON 11. NGAKILASIA NGATOMON KA APEI 12. NGAKILASIA NGATOMON ANGAREI 13. NGAKILASIA NGATOMON ANGAUNI 14. MAKERERE 15. NGIKOSIO NGITUNGA ANGULU EPOLORITO 16. NGISUKULO NGULU ITIYAYERE NGIKOSIO NGULU KE ETIC ANGAKAN 77. NGAYENI 99. NGACAMIT

S1.Q5_N	ASK ALL	INTERVIEWER OBSERVATION: MATERIAL MAINLY USED FOR CONSTRUCTION OF THE EXTERNAL WALLS OF THE DWELLING	INTERVIEWER OBSERVATION: MATERIAL MAINLY USED FOR CONSTRUCTION OF THE EXTERNAL WALLS OF THE DWELLING	1. UNBURNT BRICKS WITH CEMENT/ MUD, WOOD, MUD AND POLE, TIN/IRON, OR OTHER 2. CONCRET E/STONES , CEMENT BLOCKS, BURNT/ST ABALIZED BLOCKS 77. DON'T KNOW 99. REFUSED	1. NGABULOK NGUNA NGICUNYITAE KA ESIMIT/, ECOTO KA NGAKITO 2. EKOKOTE/ NGAMORU, NGABULOK NGUNA ICUNYITAE, KORI NGABULOK NGUNA KESIMIT 77. NGAYENI 99. NGACAMIT
S1.Q6_N	ASK ALL	The next questions are about your household. What is the major material of the floor of the household?	Ngakingiseta nguna ekengisi ayong iyong tokona erai nguna etapito ekon kal. Nyo edukunitere kwap akoni kai?	1. RAMMED EARTH, WOOD, TILES, OTHER 2. CONCRET E/STONES , CEMENT BLOCKS, BURNT/ST ABALIZED BLOCKS 77. DON'T KNOW 99. REFUSED	1. NGALUP, NGAKITO, NGACIE 2. EKOKOTE/NGAMOR U, NGABULOCK NGUNA KA ESIMIT, NGABULOCK NGUNA ICUNYITAE 77. NGAYENI 99. NGACAMIT
S1.Q7_N	ASK ALL	Did your household consume charcoal during the last 30 days?	Isitiyator iyong alokal kon ngamakaai ngiruwa ngatom uuni ngulu alunyar a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1.EE 2. MAM 77. NGAYENI 99. NGACAMIT

S1.Q8_N	ASK ALL	<p>What type of toilet facility is mainly used in your household?</p>	<p>Ali kabila ka ecoron isitiyao alokal kon? ?</p>	<p>1. OPEN PIT, COMPOSTING TOILET, HANGING TOILET, NO FACILITY, OTHER 2. FLISH TO ANYWHERE, VENTILATED IMPROVED PIT LATRINE, PIT LATRINE WITH SLAB 77. DON'T KNOW 99. REFUSED</p>	<p>1. AKIPANY NGINA EBOKITAE, MAM ECORON 2. ECORON NGOLO NGEDUKUNTOI ALOKWAP NAIT TORAPAP 77. NGAYENI 99. NGACAMIT</p>
S1.Q9_N	ASK ALL	<p>How many members are there in the household including yourself? Please include children and those who usually live here who may not be members of your family (such as domestic servants, lodgers, or friends).</p> <p>[IF NEEDED: A household is a person or group of persons, related or unrelated, who—for at least 6 of the last 12 months—normally cook, eat, and live together in the same dwelling unit, acknowledge one household head, and share living arrangements.]</p>	<p>Ngitunga ngiyai iboyete alokal alo kimarakina iyong dang? kimarak tar ngidwe ka ngulu ce tunga dan ngulu iboyenete ane tari pa kerae ngiyeneta (ikwa ngiketiyak, ngulu eperenenete, kori ngikonei)</p> <p>[KIITANA: erai ekal itunganan kori ngitunga, ngulu ayenasi kori ngulu ngeyenas, ngulu ikatakinito akiboi kaapei todolito ngilapio 6 alotooma alotooma ngilapyo 12-- ipoete, imujete ka kiboyete iwapei ka topolokinite ipeitunganan ka tomorete epite ngolo ka akiyar.]</p>	<p>1. ONE 2. TWO 3. THREE 4. FOUR 5. FIVE 6. SIX 7. SEVEN 8. EIGHT 9. NINE OR MORE 77. DON'T KNOW 99. REFUSED</p>	<p>1. IPEI 2. NGIYAREI 3. NGIUNI 4. NGIWOMUON 5. NGIKAN 6. NGIKANKAPEI 7. NGIKANKAAREI 8. NGIKANKAUNI 9. NGIKANKOMUON/E DEPARITO 77. NGAYENI 99. NGACAMIT</p>
S1.Q10_N	ASK ALL	<p>Can the head of the household read and write with understanding in any language?</p> <p>[INTERVIEWER IF NEEDED: The head of household is the person considered responsible for the household. This person</p>	<p>Epedorit mono kona ekarikon keekal alo akisiom ka akigir ka angajep ka adio a?</p> <p>[EKENGITINGITAN KII TANA: itungan ngini epol alokal inges ngini iuriarit ekal. Epedor aayun itungan yen angikeekaru (kepolot).]</p>	<p>1. YES 2. NO 77. DON'T KNOW 99. REFUSED</p>	<p>1. EE 2. MAM 77. NGAYENI 99. NGACAMIT</p>

		may be identified on the basis of age (older).]			
S1.Q11_N	ASK ALL	Did your household consume rice during the last 7 days?	Alotooma ngiruwa ngikani kaare ngulu alunyar, emujitae iyes alo kal emuchele a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S1.Q12_N	ASK ALL	Did your household consume tea leaves during the last 7 days?	Alotooma ngiruwa ngikani kaarei ngulu alunyar, esitiyatai iyesi emajan alokali'aa?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S1.Q13_N	ASK ALL	Did your household consume Tooth paste during last 30 days?	Esitiyatae iyes alo kal ecoligate elap ngolo alunyar a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
		Section 2. Child Listing	Section 2. Child Listing		
S2.Q1_N	ASK IF HH IS A BASELINE HH AND CHILDREN WERE LISTED	INTERVIEWER READ: Now I'm going to ask you about the children who were members of this household last year.	INTERVIEWER READ: Alosi ayong tokona akingit iyong ngidwe ngule eboite lokal lo ekaru ngolo alunyar		
S2.Q1_N 1	ASK IF HH IS A BASELINE HH AND CHILDREN WERE LISTED	Is NAME *still* a member of this household?	Eringa NAME eboi lokal lo aa?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT

S2.Q1_N 2	ASK IF S2.Q1_N1 = 2	Why is [NAME] no longer a member of this household? [SELECT ALL THAT APPLY]	Nyo ngeringa NAME eboi lokal lo? [SELECT ALL THAT APPLY]	1. MARRIED 2. MIGRATE D 3. ESCAPED/ RAN AWAY 4. PASSED AWAY 5. OTHER 77. DON'T KNOW 99. REFUSED	1.IPUDORIT/IPUDOKI NTAE 2.AWOTOKI 3.ABU TOTHII 4.ABU TOTWAN 5. NGACIE 77. NGAYENI 99. NGACAMIT
S2.Q1_N 2_OTHER	ASK IF S2.Q1_N2=5	RECORD OTHER	RECORD OTHER	TEXT 77. DON'T KNOW 99. REFUSED	TEXT 77. NGAYENI 99.NGACAMIT
S2.Q1_N 3	ASK IF S2.Q1_N2 = 1,2,3,OR 5	Where is [NAME]?	Aai eyayi [ekiro]?	1. WITHIN THIS VILLAGE 2. OUTSIDE OF VILLAGE BUT IN NAPAK 3. OUTSIDE OF NAPAK BUT IN KARAMOJ A 4. OUTSIDE OF KARAMOJ A 77. DON'T KNOW 99. REFUSED	1. LOCALO NE PEI NE 2. KINGA ERE NAIT TORAI NAPAK 3. KINGA NAPAK NAIT TORAI KARIMOJONG 4. KINGA KARIMOJONG 77. NGAYENI 99. NGACAMIT

S2.Q1	ASK OF ALL WHO STILL LIVE IN THE HOUSEHOLD	<p>Please tell me the names and ages of all the children age 6 to 17 you think of as members of this household, even if they are staying somewhere else right now.</p> <p>[IF NEEDED: We can also use their initials, a nickname, or a false name.]</p> <p>[INTERVIEWER: RECORD CHILD'S NAME]</p>	<p>Tolimokinai ayong ngirorwa ka ngikaru angidwe a daadag a ngulu erae ngikaru 6 akitodol 17 ngulu itami iyong atemar erae jik ngulu ke ekal alo , tari kiboyete ikes mono tokona aiwace.</p> <p>[KIITANA: epedorio iwon akisitiya nganyukutai nguna a ngikecerorwa, ngirorwa ngulu eratanakinitae, kori ngirorwa ngulu isudokinitae.]</p> <p>[INTERVIEWER: RECORD CHILD'S NAME]</p>	<p>TEXT</p> <p>77. DON'T KNOW</p> <p>99. REFUSED</p>	<p>TEXT</p> <p>77. NGAYENI</p> <p>99. NGACAMIT</p>
		[PROGRAMMING NOTE: THE REST OF THE QUESTIONS IN SECTION 2 SHOULD BE ASKED OF EACH CHILD LISTED IN S2.Q1 IF RELEVANT]			
S2.Q2	ASK IF S2.Q1>0 (ASK OF ALL LISTED CHILDREN)	<p>How old was [NAME] on his or her last birthday?</p> <p>[INTERVIEWER: ADD AGE IN YEARS. AGE SHOULD BE 6 TO 17 YEARS.]</p>	<p>Arai [NAME] ngikaru ngiyai ekaru ngolo alunyar?</p> <p>[INTERVIEWER: ADD AGE IN YEARS. AGE SHOULD BE 6 TO 17 YEARS.]</p>	<p>NUMBER</p> <p>77. DON'T KNOW</p> <p>99. REFUSED</p>	<p>NUMBER</p> <p>77. NGAYENI</p> <p>99. NGACAMIT</p>
S2.Q2T	ASK OF ALL LISTED CHILDREN AGE 12 TO 17	Is [NAME] available for interview [DURING THE FIELDING PERIOD]?	Eyakaun [NAME] nakingitingito [DURING THE FIELDING PERIOD]?	<p>1. YES</p> <p>2. NO</p> <p>77. DON'T KNOW</p> <p>99. REFUSED</p>	<p>1. EE</p> <p>2. MAM</p> <p>77. NGAYENI</p> <p>99. NGACAMIT</p>
S2.Q2T1	ASK IF S2.Q2T=2 OR 77	Why isn't [NAME] available?	Kani nyo emamukar [ekiro]?	<p>1. TENDING CATTLE</p> <p>2. WORKING/LOOKING FOR WORK</p> <p>3. AT SCHOOL</p> <p>4. RELOCATED DUE TO INSECURITY</p> <p>5. VISITING FRIENDS/FAMILY</p> <p>6. OTHER</p> <p>77. DON'T KNOW</p>	<p>1. ETWARIT NGIBAREN</p> <p>2. ITIYAE/IWARIT ETIC</p> <p>3. EYAYI LOSUKUL</p> <p>4. AWOTOKI KOTERE AWATHIA</p> <p>5. INGOLIYARIT NGIKONEI/EKAL</p> <p>6. NGACIE</p> <p>77. NGAYENI</p> <p>99. NGACAMIT</p>

				99. REFUSED	
S2.Q2T1_ OTHER		RECORD OTHER		[TEXT]	
S2.Q2T2	ASK IF S2.Q2T=2 OR 77	Where is [NAME]?	Aai eyayi [ekiro]?	1. WITHIN THIS VILLAGE 2. OUTSIDE OF VILLAGE BUT IN NAPAK 3. OUTSIDE OF NAPAK BUT IN KARAMOJ A 4. OUTSIDE OF KARAMOJ A 77. DON'T KNOW 99. REFUSED	1. LOCALO NE PEI NE 2. KINGA ERE NAIT TORAI NAPAK 3. KINGA NAPAK NAIT TORAI KARIMOJONG 4. KINGA KARIMOJONG 77. NGAYENI 99. NGACAMIT
S2.Q2A	ASK IF S2.Q1>0 (LOOPS BACK TO S2.Q2 AND ASKS UNTIL THERE ARE NO MORE CHILDREN TO RECORD)	Are there any other children 6 to 17 years who are members of this household?	Eyakasi ngicedwe ngulu Erai ngikaru 6 todol tar 17 ngulu Erai ngulu ke ekal Alo a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S2.Q3	ASK IF S2.Q1>0 (ASK OF ALL LISTED CHILDREN WHO STILL LIVE IN THE HOUSEHOLD)	Is [NAME]'s mother alive?	Eyari toto a [NAME] a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S2.Q3A	ASK IF S2.Q3 = 1	Does [NAME]'s mother live in this household?	Iboi toto a [NAME] alokal alo a?	1. YES 2. NO 77. DON'T KNOW	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT

				99. REFUSED	
S2.Q3B	ASK IF S2.Q3 = 2 OR 77 OR S2.Q3A = 2 OR 77	Does [NAME] have a step-mother living in this household?	Iboi nakain a toto a [NAME] a lokal a lo a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S2.Q4	ASK IF S2.Q1>0 (ASK OF ALL LISTED CHILDREN)	Is [NAME]'s father alive?	Eyari papa a [NAME] a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S2.Q4A	ASK FI S2.Q4 = 1	Does [NAME]'s father live in this household?	Iboi papa a [NAME] alokal alo a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S2.Q4B	ASK IF S2.Q4 = 2 OR 77 OR S2.Q4A = 2 OR 77	Does [NAME] have a step-father living in this household?	Eyakar [NAME] papa ngolo a ngiare ngolo iboi alokal alo a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S2.Q5_N	ASK IF S2.Q1>0 (ASK OF ALL LISTED CHILDREN)	Has [NAME] ever migrated?	Ewotokinitor thec [ekiro] a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S2.Q5A	ASK IF S2.Q5_N = 1	Why did [NAME] migrate? [INTERVIEWER: SELECT ALL THAT APPLY]	Kan nyo awotokinia [ekiro]? [INTERVIEWER: LISTEN AND SELECT ALL THAT APPLY]	1. TO FIND WORK/ BETTER WORK 2. EDUCATION 3. TO JOIN OR TO BE CLOSE TO FAMILY/OTHER RELATIVES 4. ESCAPE COMMUNITY VIOLENCE, CRIME, CONFLICT 5. ESCAPE	1. AKIWARAR ETIC 2. AKISYIOM 3. AKIBOI/AKIDUNYA KA NGITUNGA NGULU KA EKAL KORI NGIYENETA NGULU CE 4. AKITHI ALO JIEE, ATHECIT, EGURIGUR NGOLO KA AKIBOIS 5. AKITHI ALOKAL ANGOLO EMUNARA EKIBOYE 6. AYENI NGITUNGA NGULU ABU TORERENGIK EWOTOKINETE 7. ITUNGANAN ICE AKALIMOKINI 8. AMAMUKAU

				NEGATIVE HOUSEHOLD ENVIRONMENT 6. I KNOW SUCCESSFUL MIGRANTS 7. SOMEONE TOLD ME TO 8. LACK OF BASIC NEEDS AT HOME (E.G. FOOD, CLOTHING) 9. OTHER 77. DON'T KNOW 99. REFUSED	NGIBORO NGULU KINGARAKINET ALOKAL [IKWA AKIMUJ, NGILOWII 9. NGACIE 77. NGAYENI 99. NGACAMIT
S2.Q5A1_N	ASK IF S2.Q5_N = 1	The next questions are about the time [NAME] migrated. If [NAME] migrated more than once, please think about the time he or she was away the longest. How long was [NAME] away? [INTERVIEWER: CHOOSE DAYS, WEEKS, MONTHS, OR YEARS]	Nguna alosi ayong akingit iyong erai nguna etapito apak ngina ke wotokinitor [EKIRO]. Ani kewotokinitor [ekiro] ngapakio nguna alalak, totam apak ngina abuniyo inyes kiriaria ekawoyan. Abu [ekiro] ya apaki ngina etya ai emam?	1. DAYS 2. WEEKS 3. MONTHS 4. YEARS 77. DON'T KNOW 99. REFUSED	1. NGIRUA 2. NGISABITO 3. NGILAPIO 4. NGIKARU 77. NGAYENI 99. NGACAMIT
S2.Q5A1	ASK IF S2.Q5A_N = 1, 2, 3, OR 4	[INTERVIEWER: ENTER NUMBER OF DAYS, WEEKS, MONTHS, OR YEARS]	[INTERVIEWER: ENTER NUMBER OF DAYS, WEEKS, MONTHS, OR YEARS]	[NUMBER]	[NUMBER]
S2.Q5B_N	ASK IF S2.Q5_N = 1	Where was [NAME]? [INTERVIEWER: CHOOSE ADMINISTRATIVE UNIT USED BY RESPONDENT]	Ai ayeyi [ekiro]	1. KAMPALA 2. BUSIA 3. IGANGA 4. JINJA 5. MBALE 6. TESO 7. MOROTO 8. KENYA 9. OTHER 77. DON'T KNOW	1. KAMPALA 2. BUSIA 3. IGANGA 4. JINJA 5. MBALE 6. TESO 7. MOROTO 8. KENYA 9. NGACE 77. NGAYENI 99. NGACAMIT

				99. REFUSED	
S2.Q5B_ N_OTHER	ASK IF S2.Q5B_N = 9 (OTHER)	INTERVIEWER: RECORD OTHER	INTERVIEWER: RECORD OTHER	TEXT 77. DON'T KNOW 99. REFUSED	TEXT 77. NGAYENI 99. NGACAMIT
S2.Q5C_ N	ASK IF S2.Q5_N = 1	Who was [NAME] staying with or traveling with? [INTERVIEWER: SELECT ALL THAT APPLY]	Ngai eboyoto kori alositotor [NAME]? [INTERVIEWER: LISTEN AND SELECT ALL THAT APPLY]	1. ALONE 2. THEIR FRIENDS 3. THEIR BOYFRIEN D/GIRLFRI END/SPOU SE 4. FAMILY FRIENDS 5. RELATIVE S 6. AT SCHOOL 7. ORPHANA GE OR OTHER INSTITUTI ONAL CARE 8. OTHER 77. DON'T KNOW 99. REFUSED	1. BON 2. NGIKEC KONEI/ NGAKONEI 3. NGIKEC KATINGAK/ NGIKILIOK KORI NGABERU 4. NGIKONEI NGULU KE EKAL 5. NGIYENETA 6. LOSUKUL 7. LORE ANGIKOKIOK KORI NARIOGETA NGACE GUNA INGARAKINTO 8. ACE 77. NGAYENI 99. NGACAMIT
S2.Q5C_ OTHER	ASK IF S2.Q5C = 8 (OTHER)	INTERVIEWER: RECORD OTHER	INTERVIEWER: RECORD OTHER	TEXT 77. DON'T KNOW 99. REFUSED	TEXT 77. NGAYENI 99. NGACAMIT
S2.Q5D_ N	ASK IF S2.Q5_N = 1	Who decided that [NAME] would migrate? [INTERVIEWER: SELECT ALL THAT APPLY]	Ngai atubuni atemar towotok [ekiro]?	1. CHILD 2. CHILD'S MOTHER 3. CHILD'S FATHER 4. OTHER HOUSEHO LD MEMBER 5. SOMEONE OUTSIDE	1. IKOKU 2. TOTO AI KOKU 3. PAPA AI KOKU 4. ICE TUNGANAN ALOKAL 5. ITUNGANAN NGINI NGERAE IKA EKAL 77. NGAYENI 99. NGACAMIT

				HOUSEHOLD 77. DON'T KNOW 99. REFUSED	
S2.Q5D1	ASK IF S2.Q5D_N = 5	RECORD INFORMATION ABOUT WHO OUTSIDE OF HOUSEHOLD MADE DECISION. DO NOT INCLUDE ANY NAMES.	RECORD INFORMATION ABOUT WHO OUTSIDE OF HOUSEHOLD MADE DECISION. DO NOT INCLUDE ANY NAMES.	[TEXT]	
S2.Q6_N	ASK IF S2.Q1>0 (ASK OF ALL LISTED CHILDREN)	Is [NAME] currently attending school?	Esyiomi [ekiro] tokona a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S2.Q7	ASK IF S2.Q1>0 (ASK OF ALL LISTED CHILDREN)	Does [NAME] currently do any elejilej (income generating activities)?	Eyai elejilej edio ngolo itiyai [ekiro] tokona a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S2.Q7A	ASK IF S2.Q7 = 1	About how many hours per week does [NAME] spend seeking or doing elejilej (income generating activities)?	edoli ngisaae ngiyai alotooma esabit iwarit kori itiyae [NAME] elejilej?	NUMBER 77. DON'T KNOW 99. REFUSED	NUMBER 77. NGAYENI 99. NGACAMIT
S2.Q9	ASK IF S2.Q1>0 (ASK OF ALL LISTED CHILDREN)	Are you the parent or guardian of [NAME]?	lyong irae ekaurunan kori ekebaran a [NAME] a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
		[PROGRAMMING NOTE: AMONG ALL CHILDREN FOR WHOM S2.Q2 = 12 TO 17 AND S2.Q9 = 1, RANDOMLY SELECT ONE CHILD TO ANSWER REMAINING QUESTIONS IN THIS SECTION]			

S2.Q10	ASK IF S2.Q9 = 1 AND S2.Q2 = 12 TO 17 (ASK FOR 1 RANDOMLY SELECTED CHILD MEETING THESE CRITERIA)	How much of the time do you know where [NAME] is? Would you say all of the time, some of the time, not much of the time, or never?	Etia ai ngapakio nguna iyenunia iyong neni eyakaunun [NAME]? Ipedori iyong atemar ngisaai daadang aa, ngice saai, mere nooi , kori emam jik aa?	1. ALL OF THE TIME 2. SOME OF THE TIME 3. NOT MUCH OF THE TIME 4. NEVER 77. DON'T KNOW 99. REFUSED	1.NGISAAI DAADANG 2.NGICE SAAI 3.MEERE NOOI 4.EMAM JIK 77.NGAYENI 99.NGACAMIT
S2.Q11	ASK IF S2.Q9 = 1 AND S2.Q2 = 12 TO 17 (ASK FOR 1 RANDOMLY SELECTED CHILD MEETING THESE CRITERIA)	How well do you know [NAME]'s friends? Would you say very well, somewhat well, not very well, or not at all?	Alipite iyenia iyong ngikonei [NAME] ejok aa? Ipedori iyong atemar nooi jik aa, iwadio caa, mere nooi jik kori emam jik aa?	1. VERY WELL 2. SOMEWH AT WELL 3. NOT VERY WELL 4. NOT AT ALL 77. DON'T KNOW 99. REFUSED	1.NOOI JIK 2.IWADIO CAA 3.MEERE NOOI JIK 4.EMAM JIK 77. NGAYENI 99.NGACAMIT
S2.Q12	ASK IF S2.Q9 = 1 AND S2.Q2 = 12 TO 17 (ASK FOR 1 RANDOMLY SELECTED CHILD MEETING THESE CRITERIA)	How often does [NAME] keeps secrets from you? Would you say all the time, sometimes, not much, or never?	Etia ai epite ngolo imunononia [NAME] ngakirosia aneni kon? Ipedori iyong atemar ngarwa daadang aa,ngace rwa aa, mere nooi aa, kori mam aa?	1. ALL THE TIME 2. SOMETIM ES 3. NOT MUCH 4. NEVER 77. DON'T KNOW 99. REFUSED	1.NGARWA DAADAND 2.NGACE RWA 3.MEERE NOOI, KORI MAM 4.MAM 77.NGAYENI 99.NGACAMIT
		Section 3. Attitudes and Opinions	Section 3. Attitudes and Opinions		
S3.Q1	ASK ALL	The next questions ask for your opinion. In your opinion, who should mainly make the decision about whether a child migrates for work?	Ngakingiseta nguna etupakinito erae nguna ingitasi nguna itamakinit iyong: Anatametait kon ngae nooi emaikina totiaku erae kelosi ikoku lotic?	1. TEENAGER HIM/HERS ELF 2. MOTHER	1. NGIKATUMUNAK NGILOPEYEK 2. TOTO 3. PAPA 4. NGIKAPOLOK NGULU KEERE 5. NGICE

		[INTERVIEWER: SELECT ALL THAT APPLY]	[INTERVIEWER: SELECT ALL THAT APPLY]	3. FATHER 4. COMMUNITY LEADERS 5. OTHER 77. DON'T KNOW 99. REFUSED	77. NGAYENI 99. NACAMIT
S3.Q1_OTHER	ASK IF S3.Q1 = 4 (OTHER)	INTERVIEWER: RECORD OTHER	INTERVIEWER: RECORD OTHER	TEXT 77. DON'T KNOW 99. REFUSED	TEXT 77. NGAYENI 99. NGACAMIT
S3.Q2	ASK ALL	The following questions ask your opinion about how much risk a child faces when she or he travels for a new opportunity. Consider both the journey and their experience in the destination. How much of a risk is: ...Not making any money. Would you say no risk, small risk, moderate risk, or large risk?	Ngakingiseta nugu Erai ngina ingitasi Akon tametai kotere etiaye angatiokisio anguna epedori ikoku ariamun Ani elosi inges akiwarar akiyar nginakitete. Kiwaak ngatiokisio nguna epedori nges ariamun a lot elosi ka nguna etakanianakinete ikes a menu elosete ikes. Etia ai ationis na: ...Emam ngityauni ngidio silinga, ipedori iyong atemar emam tionis, edit ationis, ngelal, Kori elal ationis?	1. NO RISK 2. SMALL RISK 3. MODERATE RISK 4. LARGE RISK 77. DON'T KNOW 99. REFUSED	1. EMAM ATIONIS 2. EDIT ATIONIS 3. NGELAL ATIONIS 4. ELAL NOOI ATIONIS 77. NGAYENI 99. NGACAMIT
S3.Q3	ASK ALL	How much of a risk is: ...Not having enough food to eat. Would you say no risk, small risk, moderate risk, or large risk?	Etia ai ationis na: ...Amamkaunor akimuj ngina itemokino akinyam, ipedori iyong atemar, emam ationis, edit ationis, ngelal ationis, kori elal ationis?	1. NO RISK 2. SMALL RISK 3. MODERATE RISK 4. LARGE RISK 77. DON'T KNOW 99. REFUSED	1. EMAM ATIONIS 2. EDIT ATIONIS 3. NGELAL ATIONIS 4. ELAL NOOI ATIONIS 77. NGAYENI 99. NGACAMIT
S3.Q4	ASK ALL	How much of a risk is: ...Contracting a disease. Would you say no risk, small risk, moderate risk, or large risk?	Etia ai ationis na: ... Etapuni edeke. ipedori iyong atemar emam ationis, edit ationis, ngelal ationis, kori elal ationis a?	1. NO RISK 2. SMALL RISK 3. MODERATE RISK 4. LARGE RISK 77. DON'T KNOW 99. REFUSED	1. EMAM ATIONIS 2. EDIT ATIONIS 3. NGELAL ATIONIS 4. ELAL NOOI ATIONIS 77. NGAYENI 99. NGACAMIT

S3.Q5	ASK ALL	How much of a risk is: ...Being beaten. Would you say no risk, small risk, moderate risk, or large risk?	Etia ai ationis na: ...Kidicaró. ipedori iyong atemar emam ationis, edit ationis, ngelal ationis, kori elal ationis?	1. NO RISK 2. SMALL RISK 3. MODERATE RISK 4. LARGE RISK 77. DON'T KNOW 99. REFUSED	1. EMAM ATIONIS 2. EDIT ATIONIS 3. NGELAL ATIONIS 4. ELAL NOOI ATIONIS 77. NGAYENI 99. NGACAMIT
S3.Q6	ASK ALL	How much of a risk is: ...Being trafficked for sex. Would you say no risk, small risk, moderate risk, or large risk?	Etia ai ationis na: ...Ayaaro lotela anguna ka akipud. Ipedorii iyong atemar emam ationis, edit ationis, ngelal ationis, kori elal nooi ationis	1. NO RISK 2. SMALL RISK 3. MODERATE RISK 4. LARGE RISK 77. DON'T KNOW 99. REFUSED	1. EMAM ATIONIS 2. EDIT ATIONIS 3. NGELAL ATIONIS 4. ELAL NOOI ATIONIS 77. NGAYENI 99. NGACAMIT
S3.Q7	ASK ALL	How likely or unlikely is it that a child who leaves the village for work or school will improve their financial situation?	Epedori kori nyepedori ikoku ngina erotokini a lore akiwarar etic kori alosit losukul akitojokun akiyar keng alowae a ngolo a ngisilinga a?	1. VERY LIKELY 2. SOMEWHAT LIKELY 3. EQUALLY LIKELY AND UNLIKELY 4. UNLIKELY 5. VERY UNLIKELY 77. DON'T KNOW 99. REFUSED	1. EPEDOR NOOI 2. EBI CA EPEDOR 3. KEPEDOR BO KORI PA KEPEDOR 4. NGEPEDOR 5. NGEPEDOR JIK 77. NGAYENI 99. NGACAMIT
S3.Q8	ASK ALL	How important do you think education is for children? Would you say very important, somewhat important, a little important, or not important at all?	Aneni kon itami iyong atemar alipite epoloo akisyom a neni a ngidwe? ipedori iyong atemar epol nooi, epol ca, epol iwadio, kori mam nyepol jik?	1. VERY IMPORTANT 2. SOMEWHAT IMPORTANT 3. A LITTLE IMPORTANT 4. NOT IMPORTANT	1. EJOK NOOI 2. EJOK CA 3. EJOK IWADIO 4. EMAM NGEJOK JIK 77. NGAYENI 99. NGACAMIT

				NT AT ALL 77. DON'T KNOW 99. REFUSED	
S3.Q9	ASK ALL	Do you think attending school helps children make more money later in life?	Itami iyong atemar ingarakini alosenena a ngidwe losukul ikes akitiyaun ngisilinga ngulu alalak rwanu anakiyar kec a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S3.Q10	ASK ALL	Do you think boys and girls should have the same educational opportunities?	Itami iyong atemar itemokino ngideyin ka ngapesur kitosyomai eriyane a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S3.Q11	ASK ALL	At what age should someone seek and do elejilej (income generating activities) to provide for their families? [INTERVIEWER: WRITE AGE IN YEARS] ANSWER KEY NEVER.....ENTER 76 DON'T KNOW.....ENTER 77 REFUSED.....ENTER 99	Erai ngikaru ngiyai emaikina itunganan kiwaritor ka kitiya elejilej (etic ngolo eryamunyata ngisilinga) anguna ka akingarakinitor ngikalaya kec? [EKENGITINGITAN: KIGIRAK EKIMAR ANGIKARU KE EKARU EPITE NGOLOBONGOKINET EMAM JIK.....KIWAK 76 NGAYENI.....KIWAK 77 NGACAMIT.....KIWAK 99	____ YEARS 76. NEVER 77. DON'T KNOW 99. REFUSED	____ NGIKARU 76. EMAM JIK 77. NGAYENI 99. NGACAMIT
S3.Q12	ASK ALL	At what age is it good for someone to go look for food and money in another town or city? [INTERVIEWER: WRITE AGE IN YEARS] ANSWER KEY NEVER.....ENTER 76 DON'T KNOW.....ENTER 77 REFUSED.....ENTER 99	Muka ke dol ikoku ngikaru ngiyai ejokia akiwaranar akimuj ka ngisilinga alocentai kori lotaunio nguluce? [EKENGITINGITAN: KIGIRAK EKIMAR ANGIKARU KE EKARU] EPITE NGOLOBONGOKININET EMAM JIK.....KIWAK 76 NGAYENI.....KIWAK 77 NGACAMIT.....KIWAK99	____ YEARS 76. NEVER 77. DON'T KNOW 99. REFUSED	____ NGIKARU 76. EMAM JIK 77. NGAYENI 99. NGACAMIT

S3.Q13	ASK ALL	<p>We'd like to hear whether you agree or disagree with some things people might say:</p> <p>Part of a parent's job is to protect their children from people taking advantage of and hurting them.</p>	<p>Ikicamit isua akiirar erae kicamunit kori pa kicamunit iyong ngakiro ngace nguna epedorete ngitunga alimun:</p> <p>Epei alootoma ngiticisio ke ekaurunan inges akiuriarit ngikecedwe ngebolianakis ka ngewan ngitunga ikes.</p>	<p>1. STRONGLY AGREE 2. AGREE 3. NEITHER AGREE NOR DISAGREE 4. DISAGREE 5. STRONGLY DISAGREE 77. DON'T KNOW 99. REFUSED</p>	<p>1. ACAMUNIT NOOI 2. ACAMUNIT 3. NGAPEDORI ACAMUN KORI TAR NGAPEGAKINI 4. NGACAMUNIT 5. NGACAMUNIT JIK 77. NGAYENI 99. NGACAMIT</p>
S3.Q14	ASK ALL	<p>Children who leave home to work often end up in sex work.</p>	<p>Ngidwe ngulu erotonokinete a lore akiwarit etic elomanarete lotic ngolo ka apereperet ka ngikilyok.</p>	<p>1. STRONGLY AGREE 2. AGREE 3. NEITHER AGREE NOR DISAGREE 4. DISAGREE 5. STRONGLY DISAGREE 77. DON'T KNOW 99. REFUSED</p>	<p>1. ACAMUNIT NOOI 2. ACAMUNIT 3. NGAPEDORI ACAMUN KORI TAR NGAPEGAKINI 4. NGACAMUNIT 5. NGACAMUNIT JIK 77. NGAYENI 99. NGACAMIT</p>
S3.Q15	ASK ALL	<p>READ: CSEC survivors are people who have been sexually exploited for money as children.</p> <p>CSEC survivors should be isolated from other people.</p>	<p>TOSYOM: Ngitunga ngulu CSEC ikes ngitunga ngulu kedaun a akitepereper anguna a ngisilinga eringa ikes erae ngidwe. Ngidwe ngulu keponi keteperoi ikes emaikina topakarae a neni a ngitunga a nguluce.</p>	<p>1. STRONGLY AGREE 2. AGREE 3. NEITHER AGREE NOR DISAGREE 4. DISAGREE 5. STRONGLY DISAGREE 77. DON'T KNOW</p>	<p>1. ACAMUNIT NOOI 2. ACAMUNIT 3. NGAPEDORI ACAMUN KORI TAR NGAPEGAKINI 4. NGACAMUNIT 5. NGACAMUNIT JIK 77. NGAYENI 99. NGACAMIT</p>

				99. REFUSED	
S3.Q16	ASK ALL	CSEC survivors in this community face rejection from their peers.	ngulu itiyaete amucuruso ngina Ka apereperet (CSEC) ikes engerito ngikesan kec.	1. STRONGLY AGREE 2. AGREE 3. NEITHER AGREE NOR DISAGREE 4. DISAGREE 5. STRONGLY DISAGREE 77. DON'T KNOW 99. REFUSED	1. ACAMUNIT NOOI 2. ACAMUNIT 3. NGAPEDORI ACAMUN KORI TAR NGAPEGAKINI 4. NGACAMUNIT 5. NGACAMUNIT JIK 77. NGAYENI 99. NGACAMIT
S3.Q17	ASK ALL	CSEC survivors should be treated the same as everyone else.	Ngidwe ngulu kepotu tolomasi namucuruso Ngina Ka apereperet (CSEC) ikes emaikina totingitetei eriyane kaapei ka ngitunga ngulu.	1. STRONGLY AGREE 2. AGREE 3. NEITHER AGREE NOR DISAGREE 4. DISAGREE 5. STRONGLY DISAGREE 77. DON'T KNOW 99. REFUSED	1. ACAMUNIT NOOI 2. ACAMUNIT 3. NGAPEDORI ACAMUN KORI TAR NGAPEGAKINI 4. NGACAMUNIT 5. NGACAMUNIT JIK 77. NGAYENI 99. NGACAMIT
		Section 4. Child trafficking	Section 4. Child trafficking		

S4.Q1	ASK ALL	Have you heard of the "Trafficking in persons Act of 2009"?	irarit iyong ngikisila ngulu etapito ayaanar a ngitunga lotela ngulu etolomunio ekaru 2009 a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S4.Q2	ASK ALL	Have you heard of the "Napak District Child Protection Ordinance"?	lirarit iyong ngikisila ngulu euryarito akiyar a ngidwe a Napak a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S4.Q3	ASK ALL	Have you ever heard of "child trafficking"?	liraritor iyong ngakiro nguna ka ayaanar ngidwe lotela a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S4.Q3A_N	ASK IF S4.Q3 = 1	What does "child trafficking" mean to you? [SELECT ALL THAT APPLY]	Nyaanu nguna iyeni iyong nguna etapito ayaanar ngidwe lotela? [SELECT ALL THAT APPLY]	1. DECEPTION IN RECRUITMENT FOR WORK 2. STEALING A CHILD 3. TRANSPORT TO ANOTHER LOCATION 4. CHILDREN RUNNING AWAY FROM HOME 5. CHILD LABOR 6. HAZARDOUS OR ILLICIT LABOR 7. PEER INFLUENCE 8. POVERTY/HUNGER AT HOME 9. OTHER 77. DON'T KNOW	1. AMODIYARO LOTIC 2. AKOKOYAR IKOKU 3. AYARO IWACE NENI GELA 4. ADONOKIN ANGIDWE ALORERIA 5. AKITHITIYA IKOKU ETIC NGOLO APOTION 6. NGITIKISIO NGULU ELAL ATIONIS 7. NGATUNUPEI 8. AKULIAKO/AKORO ALOKAL 9. NGACIE 77. NGAYENI 99. NGACAMIT

				99. REFUSED	
S4.Q3B	ASK ALL	<p>READ: For this survey, when we say child trafficking we mean situations where someone under the age of 18 is recruited or deceived into a situation where they are forced to work, for example as beggars, housemaids, or barmaids. It can be sexual or not sexual.</p> <p>Do you feel like you talk more about child trafficking now than you did a year ago?</p> <p>[INTERVIEWER: IF RESPONDENT SAYS NEVER TALKED ABOUT IT BEFORE BUT DOES NOW – SELECT “YES”]</p>	<p>TOSYOM: anguna ka akingitingito a na, ani etemaryo isua ayaanar ngidwe lotela, erae atemar epite daadang ngolo itatamiyarere kori emodiyarere itunganan ngini eringa nyedolo ngikaru 18 lotic ngolo erekinitae ikwa akilipamar, aruwor akedaran akai, agyelanar ngagwe a neni ematare. epedori aruwor etic ngolo ka apereperet kori mam dang.</p> <p>Itamakinit kona iyong abal ipedori iyong tokona akirworikin ngakiro nguna alalak nguna etapito ayaanar ngidwe lotela akilot ekaru ngolo alunyar a?</p> <p>[INTERVIEWER: IF RESPONDENT SAYS NEVER TALKED ABOUT IT BEFORE BUT DOES NOW – SELECT “YES”]</p>	<p>1. YES 2. NO 77. DON'T KNOW 99. REFUSED</p>	<p>1. EE 2. MAM 77. NGAYENI 99. NGACAMIT</p>
S4.Q4_N	ASK ALL	<p>How much of a risk do you think child trafficking is in your community? Would you say no risk, small risk, moderate risk, or large risk?</p>	<p>Etya ai ngatyonis nguna itami iyong atemar ayau ayaanar ngidwe lotela? Itemari ta iyong emam atyonis,edit atyonis,nyelal atyonis,kori elal nooi atyonis a?</p>	<p>1. NO RISK 2. SMALL RISK 3. MODERAT E RISK 4. LARGE RISK 77. DON'T KNOW 99. REFUSED</p>	<p>1. EMAM ATIONIS 2. EDIT ATIONIS 3. NGELAL ATIONIS 4. ELAL NOOI ATIONIS 77. NGAYENI 99. NGACAMIT</p>
S4.Q5	ASK ALL	<p>Do you know anyone under age 18 who has been taken out of the community for education or work?</p>	<p>Iyeni mono iyong idiotunganan ngini nyedolit ngikaru 18 ngini eyaitae anakwap ana akitosyom kori lotic a?</p>	<p>1. YES 2. NO 77. DON'T KNOW 99. REFUSED</p>	<p>1. EE 2. MAM 77. NGAYENI 99. NGACAMIT</p>
S4.Q5A	ASK IF S4.Q5 = 1	<p>What happened to him/her/them after reaching the destination?</p>	<p>Nyo abu kitiyakin neni keng/neni kec edolete neni aloseite ikes?</p>	<p>TEXT 77. DON'T KNOW 99. REFUSED</p>	<p>TEXT 77. NGAYENI 99. NGACAMIT</p>

S4.Q6	ASK ALL	<p>What are some signs that a child may be at risk of trafficking?</p> <p>[INTERVIEWER: DO NOT READ. LISTEN AND SELECT ALL THAT APPLY]</p> <p>[IF NEEDED: For this survey, when we say child trafficking we mean situations where someone under the age of 18 is recruited or deceived into a situation where they are forced to work, for example as beggars, housemaids, or barmaids. It can be sexual or not sexual.]</p>	<p>Ngimacarin alu ngidi itoodiunete atemar eapikinit ikoku ayaaro lokitela ece?</p> <p>EKENGITINGITAN: NYESYOM EKENGITINGITAN. TOPUPOKI KA TOSEU DAADANG NGUNA IYOOKINO.</p> <p>[ANI KIITANA. Anguna ka akingitingito a na, ani etemaryo isua ayaanar ngidwe lotela, erae atemar epite daadang ngolo itatamiyarere kori emodiyarere itunganan ngini eringa nyedolo ngikaru 18 lotic ngolo erekinitae ikwa akilipanan, aruwor akedaran akai, agyelanar ngagwe a neni ematare. epedori aruwor etic ngolo ka apereperet kori mam dang]</p>	<p>1. CHILD SKIPPING SCHOOL 2. CHILD BECOMING MORE SECRETIVE 3. CHILD GOES PLACES WITHOUT TELLING PARENT WHERE THEY'RE GOING TO BE OR WHEN THEY'LL BE BACK 4. UNUSUAL VISITS BY RELATIVES WITH PROMISES OF SUPPORT FOR CHILDREN 5. UNUSUAL BEHAVIOR BY CHILD'S FRIENDS 6. OTHER 77. DON'T KNOW 99. REFUSED</p>	<p>1. IKOKU AKICALUANAR ESUKUL A? 2. IKOKU AGEIKIN AKIUAIT NGAKIRO A? 3. IKOKU AGEIKIN ALOSENENE NAKWAPIN PA ELIMOKINIT EKEKAURIAN NENI ELOSETE IKES KORI WOR EBONGUNITO IKES 4. AKILAUN CAR ANGIYENETA KA ELIMUNUYETE ATEMAR IKINGARAKINI NGIDWE 6. NGACE 77. NGAYENI 99. NGACAMIT</p>
S4.Q6_OTHER	ASK IF S4.Q6 = 6 (OTHER)	INTERVIEWER: RECORD OTHER	INTERVIEWER: RECORD OTHER	TEXT 77. DON'T KNOW 99. REFUSED	TEXT 77. NGAYENI 99. NGACAMIT
S4.Q7	ASK IF S2.Q1>0 AND S4.Q6 < 77	Do you see signs your children in your household may be at risk for trafficking?	Ingolianakini iyong ngidi macarine alodwekon alakal ngulu itodiunito atemar epedorete ikec alomar natiokisio nguna ka akiwokoro lotela a ?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT

S4.Q8	ASK ALL	Is there anyone in your community who you think of as looking out for CT/CSEC and reporting it to the police or community leaders?	Eyai idiotunganan anakwap kus ngini itamakinit iyong atemar eripiripi ngakiro nguna ka ayaanaro ngidwe lotela (CT/CSEC) ka elimonori ngakiro ngun polis kori lokarikok a ngitunga a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S4.Q9	ASK ALL	If you had concerns about a child being trafficked, what would you do? [INTERVEIWER: SELECT ALL THAT APPLY]	Kerae toyakar iyong ngapedorosyo akityakin ngadi anguna a ngakiro a nguna ka ayaanaro a ngidwe lotela, kerae nyo itiyakini iyong? [INTERVEIWER: SELECT ALL THAT APPLY]	1. REPORT THE CASE TO THE CHILD'S FAMILY 2. REPORT THE CASE TO THE LOCAL COUNCIL/ CLAN LEADERS/ ELDERS 3. REPORT THE CASE TO RELIGIOUS LEADERS 4. REPORT THE CASE TO THE POLICE 5. CONFRONT THE PERPETRATOR IF I KNEW WHO IT WAS 6. TALK TO THE CHILD 7. KEEP QUIET AND DO NOTHING 8. OTHER 77. DON'T KNOW 99. REFUSED	1. ALIMOR NGAKIRO LOTUNGA AIKOKU 2. ALIMOR NGAKIRO NAPUKAN NGINA KEERE/ LOKARIKOK/ NGITUNGA NGULU 3. ALIMOR NGAKIRO LOKARIKOK NGULU KE EKELESIYA 4. ALOMOR NGAKIRO LO POLISIO 5. AWEIKIN ITUNGANAN NGINI ERAI KAYENI AYONG INGES 6. AKISIRIORIKIN IKOKU 7. ELILINGI AYONG KA EMAM NGUNA ETIYAKINI AYONG 8. NGACE 77. NGAYENI 99. NGACAMIT

S4.Q9_OTHER	ASK IF S4.Q9 = 8 (OTHER)	INTERVIEWER: RECORD OTHER	INTERVIEWER: RECORD OTHER	TEXT 77. DON'T KNOW 99. REFUSED	TEXT 77. NGAYENI 99.NGACAMIT
S4.Q9A	ASK IF S4.Q9 ≠ 1, 2, 3, 4, 8	What are your reasons for not reporting your concerns about trafficking? [INTERVIEWER: SELECT ALL THAT APPLY]	Ngaanu ngakiro nguna ngikilimonorete iyong ngakon losikineta kotere ngakiro nguna etapito ayaanar a ngidwe lotela? [INTERVIEWER: SELECT ALL THAT APPLY]	1. DON'T KNOW WHERE OR WHO TO REPORT TO 2. NO ACTION IS LIKELY TO BE TAKEN 3. IT IS NOT MY BUSINESS 4. IT IS NORMAL FOR SUCH THINGS TO HAPPEN 5. FEAR OF RETALIATION 6. PREFER TO SPEAK TO THE PERPETRATOR FIRST 7. I'M NOT SURE IT'S TRAFFICKING/I HAVE NO EVIDENCE 8. SOME OTHER REASON 77. DON'T KNOW 99. REFUSED	1. NGAYENI NENI ELIMORIO KORI ITUNGANAN NGINI ELIMOKINIO 2. EMAM IBORE ITIYAKINIO 3. EMAM NGEKEKAMUNITO AYONG NGUN 4. MAM NGERONO ITIYAUNUN SEC NGAKIRO NGUN 5. ACURIANA AYONG KIJULAKIN NGAKIRO 6. EJOK AKISIRIORIKIN ITUNGANAN NGINI MONO 7. NGAYENI KERAJ AKIWOKORO LOTELA/EMAM IBORE ITOODIUNIT 8. ICEBORE 77. NGAYENI 99. NGACAMIT
S4.Q9A_OTHER	ASK IF S4.Q9A = 8 (OTHER)	INTERVIEWER: RECORD OTHER	INTERVIEWER: RECORD OTHER	TEXT 77. DON'T KNOW 99. REFUSED	TEXT 77. NGAYENI 99.NGACAMIT

S4.Q10	ASK ALL	In the past year, have you heard any survivors of child trafficking telling their stories, for example on TV, the radio, or somewhere else?	Alokaru a ngolo alunyar, ibu iyong kiira idio koku ngini kebu toiun anayaaro lotela elimuni eemut a nguna apotu ikes toryamut, kera ana TV, aredio, kori a iwace a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S4.Q11_N	ASK ALL	In the past year, have you attended anything about ways to reduce child trafficking?	Alotooma ekaru ngolo alunyar, ibu iyong tolot apupokin ngirotin ngulu inyiporere ayaanaro angidwe lotela a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S4.Q12_N	ASK ALL	Arionget project is conducted by Dwelling Places with support from GFEMS and TDH. The project has conducted many activities including radio and tv programming, theater plays, community dialogues, and parent trainings. Have you heard anything on the radio or watched anything on TV brought by Arionget project?	Eyayi eproject ngolo enyarittae Arionget ngolo ewaunito ngitunga ngulu a Dwelling Places igangakinit GFEMS ka TDH. Etiya eproject ngol ngiticisyio ngulu alalak ikwa akisera ngakiro ana radio ka na tv, acunanakin ngitela akisirwor ka akitatam ngikauriak ngakiro nguna etapito ayaanar ngidwe lotela. liraritor iyong ana radio kori ingolekinitor ana tv ngadi nguna ayaunit eproject ngolo ka Arionget a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S4.Q13	ASK ALL	Have you attended any theater plays produced by Arionget project?	lyakauna iyong naboliasio ngadi nguna ayaunit eproject ngolo ka Arionget a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S4.Q14	ASK ALL	Have you participated in any community dialogues held by Arionget project?	lyakauna iyong lokiyan ngolo ka ekitela ngolo acunakint eproject ngolo ka Arionget a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S4.Q14A	ASK IF S4.Q14 = 1	What was your role in the community dialogues? Did you just listen, speak aloud, or help to organize? [INTERVIEWER: SELECT ALL THAT APPLY]	Nyo aria ekon tic alo kiyan angol? Ibu iyong topupoc a, tolim ngadi kori kingarak asubakin ekokua ?	1. LISTEN 2. SPEAK 3. ORGANIZE 77. DON'T KNOW 99. REFUSED	1. APUPOKIN 2. AKIRWORDO 3. ATHUBANAKIN 77. NGAYENI 99. NGACAMIT
S4.Q15	ASK ALL	Have you attended any of parent trainings held by Arionget project?	lyakauna iyong neni etatamia Arionget project ngikauriak a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT

S4.Q15	ASK IF S4.Q12_N=1 OR S4.Q13=1 OR S4.Q14=1 OR S4.Q15=1	Did you make any changes to your parenting practices after listening to or participating in any of the Arionget project activities we've been talking about?	Ani kidau iyong apupokin kori ayakaun loticisio ngulu etiya Arionget project ngulu sec adaun iwon akimor, ibu iyong toyaun ngakiloconokinate ngadi alopite angolo idaritor iyong ngidwe a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S4.Q15A	ASK IF S4.Q15=1	What changes did you make? [INTERVIEWER: DO NOT READ RESPONSES ALOUD. SELECT ALL THAT APPLY]	Ngaanu ngakiloconokineta ngadi nguna ibu iyong kitiya?	1. MORE OPEN COMMUNICATION WITH MY CHILD 2. KEPT CHILD BUSIER AT HOME WITH CHORES 3. ALLOWED CHILD TO JOIN COMMUNITY ACTIVITIES 4. JOINED VSLA/FARMER GROUP 5. ENROLLED CHILD(REN) IN SCHOOL 6. OTHER 77. DON'T KNOW 99. REFUSED	1. AKIMOR NGAKIRO KA IKOKU 2. AINAKIN IKOKU ETIC ALO KAL 3. ACAMAKIN IKOKU AYAKAUN LOTICISIO NGULU KA EKITELA 4. AKITOLOMAR LO VSLA/ EGURUP ANGIKETAC 5. EGIRAK IKOKU LOSUKUL 6. NGACIE 77. NGAYENI 99. NGACAMIT
	IF OTHER	RECORD OTHER	RECORD OTHER	[TEXT]	
		[PROGRAMMING NOTE: RANDOMIZE 50/50 AT HOUSEHOLD LEVEL ROUTE 1 & ROUTE 2 THROUGH CHILD INSTRUMENT]			



Child questionnaire

Question #	Response Criteria	Question - English	Question – Ngakarimojong	Responses - English	Responses - Ngakarimojong
AGREE_CONSENT		INTERVIEWER: DID THE PARENT SIGN THE CONSENT STATEMENT?	INTERVIEWER: DID THE PARENT SIGN THE CONSENT STATEMENT?	1. YES 2. NO	1. EE 2. MAM
AGREE_ASSENT		INTERVIEWER: DID THE YOUTH SIGN THE CONSENT OR ASSENT STATEMENT?	INTERVIEWER: DID THE YOUTH SIGN THE CONSENT OR ASSENT STATEMENT?	1. YES 2. NO	1. EE 2. MAM
		Section 1. Demographics	Section 1. Demographics		
S1.Q1	ASK ALL	We want to know a little bit about you first. How old are you? [INTERVIEWER: ADD AGE IN YEARS]	Ikicamit isua aayun ngadi nguna ikitapito iyong Ngikaru kon ngiyai? [INTERVIEWER: ADD AGE IN YEARS]	NUMBER 76. AGE BELOW 12 OR ABOVE 20 > END INTERVIEW 77. DON'T KNOW 99. REFUSED	NUMBER 76. AGE BELOW 12 OR ABOVE 20 > END INTERVIEW 77. DON'T KNOW 99. REFUSED
S1.Q2	ASK ALL	INTERVIEWER: MARK BOX FOR GENDER (ASK IF UNSURE)	INTERVIEWER: MARK BOX FOR GENDER (ASK IF UNSURE)	1. MALE 2. FEMALE 3. I DON'T IDENTIFY AS MALE OR FEMALE 77. DON'T KNOW 99. REFUSED	1. ESAPAT 2. APESE 3. EMAM NGETODIOUNA AYONG ARAI ESAPAT KORI APESE 77. NGAYENI 99. NGACAMIT
S1.Q3	ASK ALL	Have you ever attended school?	Ikatakinitor iyong akisiom a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S1.Q3A3	ASK IF S1.Q3=1	What is the highest class you have completed?	Ani kilas ngina apolon ngina irekakinit iyong?	0. PRESCHOOL/NURSERY 1. P1 2. P2 3. P3 4. P4 5. P5 6. P6 7. P7 8. S1 9. S2 10. S3 11. S4 12. S5 13. S6	0. TEETE 1. APEI KILAS 2. NGAKILASIA NGAREI 3. NGAKILASIA NGAUNI 4. NGAKILASIA NGAOMUON 5. NAKILASIA NGAKAN 6. NGAKILASIA NGAKANKAPEI 7. NGAKILASIA NGAKANKAAREI 8. NAKILASIA NGAKANKAUNI

				14. UNIVERSITY 15. FAL (FUNCTIONAL ADULT LITERACY) 16. VOCATIONAL & TECHNICAL INSTITUTIONS 77. DON'T KNOW 99. REFUSED	9. NAKILASIA NGAKANKOOMUN 10. NAKILASIA NGATOMON 11. NGAKILASIA NGATOMON KA APEI 12. NGAKILASIA NGATOMON ANGAREI 13. NGAKILASIA NGATOMON ANGAUNI 14. MAKERERE 15. NGIKOSIO NGITUNGA ANGULU EPOLORITO 16. NGISKULO NGULU ITATAMERE NGIKOSIO NGULU ANGITICISIO ANGAKAN 77. NGAYENI 99. NGACAMIT
S1.Q3B	ASK IF S1.Q3=1	Are you currently attending school?	Isyiomi iyong tokona ?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S1.Q3B1	ASK IF S1.Q3=2 OR S1.Q3B=2	Why don't you attend school? INTERVIEWRE: DO NOT READ RESPONSES ALOUD. SELECT ALL THAT APPLY. ASK "Anything else?" TWICE BEFORE MOVING ON.	Kani nyo ngiyakar iyong losukul?	1. CANNOT AFFORD SCHOOL 2. SCHOOL TOO FAR 3. SCHOOL NOT SAFE 4. NO TIME FOR SCHOOL (PROBE WHY) 5. POOR PERFORMANCE IN SCHOOL (PROBE WHY) 6. NOT INTERESTED IN SCHOOL 7. PREGNANCY/MARRIAGE 8. IN ORDER TO DO INCOME GENERATING ACTIVITIES 9. NEEDED FOR	1. NGAPEDORIT AKITAC ESUKUL 2. ELWANA ESUKUL 3. NGEJOK ESUKUL 4. EMAM ESAA KA ESUKUL [PROBE WHY] 5. AKIBUTHOKINA ALO SUKUL KAN NYO 6. AMAMUKAU EKIBURE KA ESUKUL 7. APOTIYOR/APUDOR 8. AKITIYA ELEGILEG 9. ETIC KA EKAL 10. NGACIE 77. NGAYENI 99. NGACAMIT

				HOUSEHOLD TASKS 10. OTHER 77. DON'T KNOW 99. REFUSED	
S1.Q3B1_OTHER	ASK IF S1.Q3B1 = 10	RECORD OTHER	RECORD OTHER	[TEXT]	
S1.Q4	ASK ALL	Do you have any children of your own?	Iyakar iyong ngidwe ngulu erae ngulu kon a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S1.Q5	ASK ALL	Have you ever been married?	Ipudoritori iyong a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S1.Q5A	ASK IF S1.Q5 = 1	What is your marital status now? Are you married, co-habiting, widowed, divorced, or separated?	Lopite ali eyakar ekal kon tokona? Ikiistae/litariit iyonga,erukitoe iyes ikongina a, irae iyong apuserut a, ingerer iyes a, kori itiakak?	1. MARRIED 2. CO-HABITATING 3. WIDOWED 4. DIVORCED 5. SEPARATED 77. DON'T KNOW 99. REFUSED	1. IITIT 2. ARUKIT IKONGINA 3. APUSERUT 4. ENGERER 5. ETIAKAK 77. NGAYENI 99. NGACAMIT
S1.Q6	ASK ALL	In the past week, how many nights did you go to sleep at night hungry because there was not enough food? [INTERVIEWER: IF A CHILD SAYS "THERE'S NEVER NOT ENOUGH FOOD" OR "WE ALWAYS HAVE FOOD," SELECT 0]	Alotooma esabit ngolo alunyar ingarw ngai ilositor iyong akiper ka akoro anguna amamukar akimuj ngina etemokino? [EKENGITINGITAN: KETEMA IKOKU"EMAM NGEKADANAR AKIMUJ " KORI "EYAKATARE ISUA JUJI AKIMUJ , " KIWAK 0]	0. 0 NIGHTS/ NEVER 1. 1 NIGHT 2. 2 NIGHTS 3. 3 NIGHTS 4. 4 NIGHTS 5. 5 NIGHTS 6. 6 NIGHTS 7. 7 NIGHTS/ EVERY NIGHT 77. DON'T KNOW 99. REFUSED	0. 0 EMAM AKUWAR 1. APEI KUWAR 2. NGARUWA NGAREI 3. NGARUWA NGAUNI 4. NGARUWA NGAOMUON 5. NGARUWA NGAKAN 6. NGARUWA NGAKANKAPEI 7. NGARWA NGAKANKAAREI/ ANGINA KUWAR 77. NGAYENI 99. NGACAMIT
		Section 2. Social network	Section 2. Social network		
S2.Q1	ASK ALL	The next few questions are about your friends, family, and social network. How many people can you rely on in time of need?	Ngakingiseta nguna ekidioko nguna ekengisi ayong iyong tokona erae nguna etapito ngikonei kon /ngakonei kon, ekal kus, ka epite ngolo iyakatari iyong ka ngitunga	NUMBER 76. 76 OR MORE 77. DON'T KNOW 99. REFUSED	EKIMAR 76. 76 OR MORE 77. NGAYENI 99. NGACAMIT

			nguluce. Ngitunga ngiyai ipedori iyong akikiyom edoli apak ngina ka akitanit?		
S2.Q2	ASK ALL	If you wanted to migrate, do you know anyone who could help you find a place to stay or help you find <i>elejilej</i> (income generating activities) in a new place?	Kerae ngina icamit iyong awotokin, iyeni iyong idiotunganan ngini epedori akingarakin iyong ariamun neni iboikin kori akigarakin ariamun elejilej anakwap angina kitete a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S2.Q3	ASK ALL	Think about your close friends. These are friends with whom you feel very comfortable, you can talk to about almost any topic, and you can ask for help. How many friends like this do you have?	Totamak cen iyong ngikon konei/ngakonei ngulu ikidunyito iyong. Erai lugu ngikonei/ngakonei ngulu ilacakina irukito ka ikes, ngulu ipedoritor iyong akimor ngadio kiro daadang, ka ipedori iyong akingit ikes akingarakin. Ngikonei ngiyai lu ikote nege iyakatari iyong?	NUMBER 77. DON'T KNOW 99. REFUSED	EKIMAR 77. NGAYENI 99. NGACAMIT
S2.Q3A_N	ASK ALL	Think about your close friends. What do you like about your friends?	Totamak ikwa ngakon konei nguna irukito ka iyong, nyo imina iyong aneni angakoni konei?	TEXT 77. DON'T KNOW 99. REFUSED	TEXT 77. NGAYENI 99. NGACAMIT
S2.Q4	ASK IF S2.Q3 > 0	How many of your close friends have ever migrated?	Ngikonei kon ngiyai adaut awotokin?	NUMBER 77. DON'T KNOW 99. REFUSED [PROGRAMMING NOTE: CONSTRAIN 0 TO S2Q3, INCLUSIVE OF 0]	EKIMAR 77. NGAYENI 99. NGACAMIT
S2.Q5	ASK ALL	Are there certain people your age you avoid socializing with?	Eyakasi mono kona ngikoni kethac ngulu ingerit iyong arukut ka ikec a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE2. MAM77. NGAYENI99. NGACAMIT
S2.Q5A	ASK IF S2.Q5 = 1	Why is that?	Kan nyo?	TEXT 77. DON'T KNOW 99. REFUSED	TEXT 77. NGAYENI 99. NGACAMIT
S2.Q6_IA	ASK IF ROUTE = 1	How much do you talk to friends about migrating?	etya ai ekiyan kon ka ngikonei/ngakonei anguna etapito nguna ka awotonokin kori awosit?	1. A LOT 2. SOME 3. NOT TOO MUCH 4. NOT AT ALL 77. DON'T	1. ELAL 2. WADIO 3. EMAM NGELAL 4. EMAM JIK 77. NGAYENI 99. NGACAMIT

				KNOW 99. REFUSED	
S2.Q6_S A	ASK IF ROUTE = 2	<p>For some questions, I will show you a card. You'll point to your answer on the card.</p> <p>INTERVIEWER: SHOW CARD 1</p>  <p>On this card, the green bowl means "a lot," the blue bowl means "some," the yellow bowl means "not too much," and the red bowl means "not at all." This image [POINT TO SPEAKER] means you'd like to hear the question again. The feet mean you'd like to skip this question and go to the next one. After I read the question, touch your answer on this card.</p> <p>How much do you talk to friends about migrating?</p> <p>IF NEEDED, SAY: Touch the GREEN bowl if you talk to friends about migrating "a lot." Touch the BLUE bowl if you talk to friends about migrating "some." Touch the YELLOW bowl if you talk to friends about migrating "not too much." Touch the RED bowl if you talk to friends about migrating "not at all."</p>	<p>Anakingiseta angace, Eketodikini ayong iyong abaruwa. Idodi iyong akon bongokinet anabaruwa angin.</p> <p>INTERVIEWER: SHOW CARD 1</p>  <p>Ana baruwa ana, Abakule ngina aliban inges atemar "elal", Abakule ngina pus inges atemar "iwadio", Abakule ngina nyang inges atemar "nyelal nooi", ka abakule ngina arengan inges atemar "emam jik". Etoribe lo [TODOD AKIRIORET] Inges atemar icamit iyong akiirar akingiset nabo .Ngikukus angakejen akec polou atemar icamit iyong aporor akingiset naga ka alunyar neni angina ce. Ani erikakini ayong asyomun akingiset, totap ngina erae abongokinet kon anabaruwa ana.</p> <p>etya ai ekiyan kon ka ngikonei/ngakonei anguna etapito nguna ka awotonokin kori awosit?</p> <p>KIITANA, TEMA: Totap abakule ngina ALIBAN kirirosi iyong "nooi" ka ngikonkonei/ngakonei kon ngakiro nguna ka awotonokin , Totap abakule ngina PUS kirirosi iyong ka ngikonkonei/ngakonei ngakiro nguna ka awotonokin "ngadi", Totap abakule ngina NYANG kirirosi iyong ka</p>	<p>1. A LOT 2. SOME 3. NOT TOO MUCH 4. NOT AT ALL 77. DON'T KNOW 99. REFUSED</p>	<p>1. ELAL 2. WADIO 3. EMAM NGELAL 4. EMAM JIK 77. NGAYENI 99. NGACAMIT</p>

			ngikonkonei/ngakonei ngakiro nguna ka wotonokin"mere nooi", Totap abakule ngina ARENGAN "ke mam jik" pa kiriorosi iyong ka ngikon konei ngakiro nguna kaawotonokin.		
	ASK ALL	Arionget project is conducted by Dwelling Places with support from GFEMS. The project formed clubs that they called Child Rights Clubs. They may have started one of those in your village. These clubs do activities like meetings, writing competitions, and debates. Have you heard of a child rights club in your village?	Eyaunit eproject ngolo ka Arionget, erai apith ngina a Dwelling Places igangakinit arionget ngina a GFEMS. Abu Arionget toyeu ngatuketa nguna aponi tomaikina Ngatuketa nguna Angapedorosio Angidwe. Acepak apot toyeeut atukot ngina ikoni ngin alore kus. Itiyaete ngatukete nu ngiticisio ikwa ngikokwasinei, akigir ngina iloiloai,	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
	IF YES HEARD OF	Have you attended or participated in any child rights club activities, even just by going to watch one of their events without being very involved?	Iyakauna iyong loticisio ngidi ngulu angatuketa angapedorosio angidwe a, tar kerai alosit akiteree bon a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
		Did you help organize or actively participate in one of their events, for example by being a member of a debate team or writing for the writing competition?	Ibu iyong kisingarak athubakin kori toyakaun loticisio ngul epei ikwa araun ipei alokiding ngulu ka etaem angolo ka edebate, kori ipei anakigir angina iloiloae?	1. YES 2. NO 77. DONT KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
		Section 3. Personal migration	Section 3. Personal migration		
S3.Q1	ASK ALL	The next few questions are about your migration history and plans. Have you ever migrated before?	Ngakingisete nguna ekudioko nguna iwapakinito erae nguna etapito awotonokin kon paaran ka nguna iyeunit iyong akitiya. Iwotokintor iyong paarani a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S3.Q2A_N	ASK IF S3.Q1 = 1	The next questions are about the time you migrated. If you migrated more than once, please think about the time you were away the longest. What are the main reasons why you migrated? INTERVIEWRE: DO NOT READ RESPONSES ALOUD.	Ngakingisete nguna etupakinete, erai nguna etapito apak ngina iwotokinitor iyong. Ani kiwotokinitor iyong ngapakio ngina edepariot apei, ekelipe totamu apak ngina iriyaritor iyong ekayoyan Nyaanu ngakiro nguna apolok nguna iwotokinia iyong?	1. TO FIND WORK/ BETTER WORK 2. EDUCATION 3. TO JOIN OR TO BE CLOSE TO FAMILY/OTHER RELATIVES 4. ESCAPE COMMUNITY VIOLENCE,	1. AKIWARAR ELEJILEJ/ELIJILEJ NGOLO AJOKON 2. NAKISIOM 3. AKIMORIKIN KORI AKIDUN NGIKATUNGA/NGIY ENETA NGICE 4. ASIKIN NGARONISIA, NGASECISIA, NGIGURIGURISIO

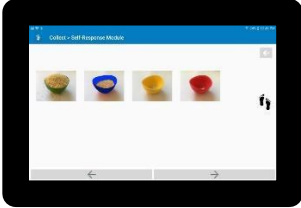

		SELECT ALL THAT APPLY. ASK "Anything else?" TWICE BEFORE MOVING ON.	INTERVIEWRE: DO NOT READ RESPONSES ALOUD. SELECT ALL THAT APPLY. ASK "Anything else?" TWICE BEFORE MOVING ON.	CRIME, CONFLICT 5. ESCAPE NEGATIVE HOUSEHOLD ENVIRONMENT 6. I KNOW SUCCESSFUL MIGRANTS 7. SOMEONE TOLD ME TO 8. LACK OF BASIC NEEDS AT HOME (E.G. FOOD, CLOTHING) 9. OTHER 77. DON'T KNOW 99. REFUSED	ANA KWAP ANA 5. ASIKIN EKIBOIS NGOLO ARONON ALTOOMA EKAL 6. AYENI AYONG NGITUNGA NGULU EWOTOKINTOTOR TO 7. AKALIMOKINI AYONG ICE TUNGANAN 8. AMAMUKAU NGIBORO NGULU IITANA ALOKAL 9. NGACE 77. NGAYENI 99. NGACAMIT
S3.Q2A_ OTHER	ASK IF S3.Q2A_N = 8 (OTHER)	INTERVIEWER: RECORD OTHER	EKINGITINGITAN: KIGIRAK NGACE	TEXT 77. DON'T KNOW 99. REFUSED	TEXT 77. NGAYENI 99. NGACAMIT
S3.Q2B_ N	ASK IF S3.Q1 = 1	Where did you go? SELECT ALL THAT APPLY	Ai ilosit iyong? SELECT ALL THAT APPLY	1. KAMPALA 2. BUSIA 3. IGANGA 4. JINJA 5. MBALE 6. TESO 7. MOROTO 8. KENYA 9. OTHER 77. DON'T KNOW 99. REFUSED	1. KAMPALA 2. BUSIA 3. IGANGA 4. JINJA 5. MBALE 6. TESO 7. MOROTO 8. KENYA 9. NGACE 77. NGAYENI 99. NGACAMIT
S3.Q2B_ OTHER	ASK IF S3.Q2B = 8 (OTHER)	INTERVIEWER: RECORD OTHER	EKEGITINGITAN: KIGIRAK NGACE	TEXT 77. DON'T KNOW 99. REFUSED	TEXT 77. NGAYENI 99. NGACAMIT
S3.Q2C	ASK IF S3.Q1 = 1	Who decided that you would migrate? SELECT ALL THAT APPLY	Ngai aseuni atemar towotok iyong? SELECT ALL THAT APPLY	1. MYSELF 2. MY MOTHER 3. MY FATHER 4. OTHER HOUSEHOLD MEMBER 5. SOMEONE OUTSIDE HOUSEHOLD 77. DON'T KNOW 99. REFUSED	1. AYONG BON 2. TOTO KANG 3. PAPA KANG 4. ICE TUNGANAN ALOKAL 5. ITUNGANAN NGINI NGERAE IKA EKAL 77. NGAYENI 99. NGACAMIT

S3.Q2C_ OTHER	ASK IF S3.Q2C = 5	RECORD INFORMATION ABOUT WHO OUTSIDE OF HOUSEHOLD MADE DECISION. DO NOT INCLUDE ANY NAMES.	RECORD INFORMATION ABOUT WHO OUTSIDE OF HOUSEHOLD MADE DECISION. DO NOT INCLUDE ANY NAMES.	TEXT 77. DON'T KNOW 99. REFUSED	TEXT 77.NGAYENI 99.NGACAMIT
S3.Q2	ASK ALL	Do you plan to migrate in the next year?	Iyeunit iyong awotokin alotooma ekaru ngolo alongaren a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S3.Q3	ASK ALL	If someone offered to pay for your migration expenses or give you money to get started somewhere else, would you take them up on it?	Ani kecamit itunganan idio akitac ngisilinga daadang ngulu iitana anawosit kon kori ikiinak ngisilinga ageikinia akiyar aiwace, ipedori iyong akijaun a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2.MAM 77. NGAYENI 99. NGACAMIT
S3.Q3A	ASK IF S3.Q3 = 1	What, if anything, would you ask them before taking them up on it? [INTERVIEWER: SELECT ALL THAT APPLY]	Nyo, erae keyai idiobore, ipedori iyong akingit ikes eringa nyijauna? [EKENGITINGITAN: TOSEU DAADANG NGUNA IYOOKINO]	1. NOTHING, I WOULD JUST TAKE IT 2. WHAT DO YOU EXPECT IN RETURN? 3. BY WHEN DO I HAVE TO PAY YOU BACK? 4. HOW MUCH WILL I OWE YOU LATER? 5. WHAT HAPPENS IF I CAN'T PAY YOU BACK? 6. OTHER 77. DON'T KNOW 99. REFUSED	1. EMAM, EJAUNICA AYONG 2. ALIPITE AKATACHA IYONG IYONG? 3. WORITANITOR IYONG OKOACHA AYONG IYONG? 4. NGIYAI MOII IKIMICHAI IYONG AYONG? 5. NYO ITIYAKIN ERAI PA KAPEDO AYONG AKITACH IYONG? 6. NGACE 77. NGAYENI 99. NGACAMIT
S3.Q3A_ OTHER	ASK IF S3.Q3A = 6 (OTHER)	INTERVIEWER: RECORD OTHER	EKENGITINGITAN: KIGIRAK NGACE	TEXT 77. DON'T KNOW 99. REFUSED	TEXT 77. NGAYENI 99. NGACAMIT
		Section 4. Migration & trafficking knowledge and attitudes	Section 4. Migration & trafficking knowledge and attitudes		
S4.Q1	ASK ALL	We'd like to hear whether you agree or disagree with some things people might say about children and migration.	Ikicamit isua topupok erae kicamunit kori pa kicamunit iyong ngakiro ngace nguna irworosi ngitunga nguna etapito ngidwe ka awotonokin.	1. STRONGLY AGREE 2. AGREE 3. DISAGREE 4. STRONGLY	1. ACAMUNIT NOOI 2. ACAMUNIT 3. NGACAMUNIT 4. NGACAMUNIT JIK

		Children are expected to do <i>elejilej</i> (income generating activities) to support their family.	etamakinitae atemar kitiyayete ngidwe elejilej kotere kingarakineta ngikaluya kec.	DISAGREE 77. DON'T KNOW 99. REFUSED	77. NGAYENI 99. NGACAMIT
S4.Q2	ASK ALL	If a child can't find <i>elejilej</i> (income generating activities) in his/her town, the child should migrate to look for <i>elejilej</i> (income generating activities).	Kipiyo ikoku ariamun elejilej ana bur kec, emaikina ikoku to wotok akiwarar elejilej .	1. STRONGLY AGREE 2. AGREE 3. DISAGREE 4. STRONGLY DISAGREE 77. DON'T KNOW 99. REFUSED	1. ACAMUNIT NOOI 2. ACAMUNIT 3. NGACAMUNIT 4. NGACAMUNIT JIK 77. NGAYENI 99. NGACAMIT
S4.Q3	ASK ALL	It's okay for children to migrate to find <i>elejilej</i> (income generating activities) without parental consent.	Emam neni ikoni ngidwe awotokin akiwarar elejilej emam pa ecamakinit ekaurunan.	1. STRONGLY AGREE 2. AGREE 3. DISAGREE 4. STRONGLY DISAGREE 77. DON'T KNOW 99. REFUSED	1. ACAMUNIT NOOI 2. ACAMUNIT 3. NGACAMUNIT 4. NGACAMUNIT JIK 77. NGAYENI 99. NGACAMIT
S4.Q4	ASK ALL	Migrating is the only way to make enough money to survive.	Awotonokin inges bon erae erot ngolo iryamunia ngisilinga ngulu itemokino angna ka ayaria.	1. STRONGLY AGREE 2. AGREE 3. DISAGREE 4. STRONGLY DISAGREE 77. DON'T KNOW 99. REFUSED	1. ACAMUNIT NOOI 2. ACAMUNIT 3. NGACAMUNIT 4. NGACAMUNIT JIK 77. NGAYENI 99. NGACAMIT
S4.Q5	ASK ALL	How likely or unlikely is it that someone your age who migrates to look for <i>elejilej</i> (income generating activities) will improve their financial situation?	Epatana kori nyepatana idiotunganan ngini iriyan ka iyong ngini elosi akiwarit elejilej akitojoku akiyar keng anaryamun ngisilinga a?	1. VERY LIKELY 2. SOMEWHAT LIKELY 3. EQUALLY LIKELY AND UNLIKELY 4. UNLIKELY 5. VERY UNLIKELY 77. DON'T KNOW 99. REFUSED	1. EPEDOR NOOI 2. EBI CA EPEDOR 3. ERIYAN EPEDOR KA NGEPEDOR 4. NGEPEPOR 5. NGEPEPOR JIK 77. NGAYENI 99. NGACAMIT



S4.Q6	ASK ALL	<p>The following questions ask your opinion about how much risk a someone your age faces when she or he travels for a new opportunity. Consider both the journey and their experience in the destination.</p> <p>How much of a risk is:</p> <p>... Not making any money. Would you say no risk, small risk, moderate risk, or large risk?</p>	<p>Ngakingiseta nugu erai nguna ingitasi Akon tametai kotere etiaye angatiokisio anguna epedori itunganan ngini erai ikonikes ariamun Ani elosi inges akiwarar akiyar nginakitete. Kiwaak ngatiokisio nguna epedori nges ariamun elosi ka nguna etakanianakinete ikes a neni elosete ikes.</p> <p>Etia ai ationis na:</p> <p>...Emam nyitiyauni ngsilinga. Ipedori iyong atemar mam ationis, edit atyonis, ngelal ationis, kori elal nooi ationis a?</p>	<p>1. NO RISK 2. SMALL RISK 3. MODERATE RISK 4. LARGE RISK 77. DON'T KNOW 99. REFUSED</p>	<p>1. MAM ATIONIS 2. EDIT ATIONIS 3. NGELAL ATIONIS 4. ELAL NOOI ATIONIS 77. NGAYENI 99. NGACAMIT</p>
S4.Q7	ASK ALL	<p>How much of a risk is: ...Not having enough food to eat. Would you say no risk, small risk, moderate risk, or large risk?</p>	<p>Etia ai ationis na:</p> <p>...Amamukaunor akimuj ngina itemokino ngina imuji. Ipedori iyong atemar mam ationis ngin, edit ationis ngin, ngelal ationis, kori elal nooi ationis a?</p>	<p>1. NO RISK 2. SMALL RISK 3. MODERATE RISK 4. LARGE RISK 77. DON'T KNOW 99. REFUSED</p>	<p>1. MAM ATIONIS 2. EDIT ATIONIS 3. NGELAL ATIONIS 4. ELAL NOOI ATIONIS 77. NGAYENI 99. NGACAMIT</p>
S4.Q8	ASK ALL	<p>How much of a risk is: ...Being separated from my family and friends forever. Would you say no risk, small risk, moderate risk, or large risk?</p>	<p>Etia ai ationis na:</p> <p>...Atyakaro alokal kosi ka anakonei/alokonei jik. Ipedori iyong atemar mam ationis ngin, edit atyonis ngin, ngelal ationis, kori elal nooi ationis ngin a?</p>	<p>1. NO RISK 2. SMALL RISK 3. MODERATE RISK 4. LARGE RISK 77. DON'T KNOW 99. REFUSED</p>	<p>1. MAM ATIONIS 2. EDIT ATIONIS 3. NGELAL ATIONIS 4. ELAL NOOI ATIONIS 77. NGAYENI 99. NGACAMIT</p>
S4.Q9	ASK ALL	<p>How much of a risk is: ...Contracting a disease. Would you say no risk, small risk, moderate risk, or large risk?</p>	<p>Etia ai ationis na:</p> <p>...Atapun edeke. Ipedori iyong atemar emam ationis ngin, edit ationis ngin, ngelal ationis ngin, kori elal nooi ationis ngina?</p>	<p>1. NO RISK 2. SMALL RISK 3. MODERATE RISK 4. LARGE RISK 77. DON'T KNOW 99. REFUSED</p>	<p>1. MAM ATIONIS 2. EDIT ATIONIS 3. NGELAL ATIONIS 4. ELAL NOOI ATIONIS 77. NGAYENI 99. NGACAMIT</p>
S4.Q10	ASK ALL	<p>How much of a risk is: ...Being beaten. Would you say no risk, small risk, moderate risk, or large risk?</p>	<p>Etia ai ationis na:</p> <p>...Akidicaro. Ipedori iyong atemar mam atyonis ngin, edit ationis ngin, nyelal atiois ngin, kori elal nooi atyonis ngina?</p>	<p>1. NO RISK 2. SMALL RISK 3. MODERATE RISK 4. LARGE RISK 77. DON'T KNOW 99. REFUSED</p>	<p>1. MAM ATIONIS 2. EDIT ATIONIS 3. NGELAL ATIONIS 4. ELAL NOOI ATIONIS 77. NGAYENI 99. NGACAMIT</p>


S4.Q11	ASK ALL	How much of a risk is: ...Being trafficked for sex. Would you say no risk, small risk, moderate risk, or large risk?	Etia ai ationis na: ...Ayaaro lotela anguna ka akipud. Ipedori iyong atemar mam ationis ngin, edit ationis ngin, ngelal ationis ngin, kori elal nooi ationis ngin a?	1. NO RISK 2. SMALL RISK 3. MODERATE RISK 4. LARGE RISK 77. DON'T KNOW 99. REFUSED	1. MAM ATIONIS 2. EDIT ATIONIS 3. NGELAL ATIONIS 4. ELAL NOOI ATIONIS 77. NGAYENI 99. NGACAMIT
S4.Q12	ASK ALL	Have you heard of child trafficking?	liraritor iyong ayaanaro a ngidwe lotela a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
		READ: For this survey, when we say child trafficking we mean situations where someone under the age of 18 is recruited or deceived into a situation where they are forced to work, for example as beggars, housemaids, or barmaids. It can be sexual or not sexual.	TOSYOM: Alotooma akingitingito na, ani etemario isuwa ayaanaro angidwe lotela elosikinitoe erai nguna einakinere kori emodikinere itunganan ngini nyedolit ngikaru 18 akiitolomar natyokisio nguna erekintere atic, ikwa akilipanan, ngapagasi anakais, kori egyelanar ngagwe alobain. Epedori aruwor etic ngolo ka apereper ka ngikilyok kori meere dang.		
	ASK ALL	Do you feel like you talk more about child trafficking now than you did a year ago? [INTERVIEWER: IF RESPONDENT SAYS NEVER TALKED ABOUT IT BEFORE BUT DOES NOW – SELECT “YES”]	Itamakinit iyong atemar ipedorit iyong tokona akirworikin nguna alalak nguna etapito ayaanar ngidwe lotela akiloit ekaru ngolo alunyar a? [INTERVIEWER: IF RESPONDENT SAYS NEVER TALKED ABOUT IT BEFORE BUT DOES NOW – SELECT “YES”]	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
	ASK ALL	In the past year, have you heard anything on the radio or watched anything on TV about child trafficking?	Alotooma ekaru ngolo alunyar, ibu iyong kira ana radio kori kingolec ana tv ngadi nguna etapito ayaanar ngidwe lotela?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT

S4.Q13	ASK ALL	How much of a risk do you think child trafficking is in your community?	Etya mono ai atyonis ngina ka ayaanar ngidwe lotela ana kwap kus?	1. NO RISK 2. SMALL RISK 3. MODERATE RISK 4. LARGE RISK 77. DON'T KNOW 99. REFUSED	1. MAM ATIONIS 2. EDIT ATIONIS 3. NGELAL ATIONIS 4. ELAL NOOI ATIONIS 77. NGAYENI 99. NGACAMIT
S4.Q14_I A	ASK IF ROUTE = 1	How much do you worry about being trafficked?	Iyalolongi iyong nooi anguna ka ayaaro lotela a?	1. A LOT 2. SOME 3. NOT TOO MUCH 4. NOT AT ALL 77. DON'T KNOW 99. REFUSED	1. ELAL 2. EDIT 3. MAM NGELAL NOOI 4. EMAM JIK 77. NGAYENI 99. NGACAMIT
S4.Q14_S A	ASK IF ROUTE = 2	INTERVIEWER: SHOW CARD 1  How much do you worry about being trafficked? [IF NEEDED, SAY: Touch the GREEN bowl if you worry about being trafficked "a lot." Touch the BLUE bowl if you worry about being trafficked "some." Touch the YELLOW bowl if you worry about being trafficked "not too much." Touch the RED bowl if you worry about being trafficked "not at all."]	KITOODIU EKENGITINGITAN ABARUWA 1  Iyalolongi iyong nooi anguna ka ayaaro lotela a? [KIITANA, TEMA: Totap abakule ngina aliban kelal nooi akon kiyalolong akiwokorolotela. Totap abakule ngina pus kiyalolongi iyong wadio akionkiwokoro lotela. Totap abakule ngina nyang kiyalolongi iyong akiwokoro lotela meere nooi. Totap abakule ngina arengan erai pa kiyalolongi iyong akiwokoro lotela]	1. A LOT 2. SOME 3. NOT TOO MUCH 4. NOT AT ALL 77. DON'T KNOW 99. REFUSED	1. ELAL 2. EDIT 3. MAM NGELAL NOOI 4. EMAM JIK 77. NGAYENI 99. NGACAMIT

S4.Q15	ASK ALL	If you were worried a friend might be involved with a trafficker, what would you do? [INTERVEIWER: SELECT ALL THAT APPLY]	Kiyalolongi iyong anguna itamakinitor atemar erucokina akone/ekone kon ka ekewokonoron ngidwe lotela, nyo itiyakini iyong? [EKENGITINGITAN: TOSEU DAADANG NGUNA IYOOKINO]	1. TALK TO MY FRIEND'S FAMILY 2. TALK TO MY FAMILY 3. TALK TO THE LOCAL COUNCIL/CLAN LEADERS/ELDERS 4. TALK TO RELIGIOUS LEADERS 5. TALK TO THE POLICE 6. TALK TO THE TRAFFICKER 7. TALK TO THE CHILD 8. TALK TO MY OTHER FRIENDS 9. TELL FRIEND TO RUN AWAY 10. RUN AWAY WITH FRIEND 10. KEEP QUIET AND DO NOTHING 11. OTHER 77. DON'T KNOW 99. REFUSED	1. ALIMOKINI NGITUNGA ATA NAKONEKANG/LOK ONEKANG 2. ALIMOKINI NGIKATUNGA 3. ALIMOKINI NGIKAPOLOK NGULU KE ERE/ATEKER/NGIKA RIKOK/NGITUNGA NGULU APOLOK 4. ALIMOKIN NGIKARIKOK NGULU KE EDIN 5. ALIMOKINI NGIPOLISO 6. ESIRIORIKINI EKEWOKONORON 7. ESIRIORIKINI IKOKU 8. ALIMOKINI NGIKA KONEI/NGAKONEI NGACE 9. ALIMOKINI AKONE TOTHI 10. TOTHI AKAKONE 10. ELILINGI AYONG KA NGETIYAK IDIO BORE 11. NGACE 77. NGAYENI 99. NGACAMIT
S4.Q15_ OTHER	ASK IF S4.Q15 = 10 (OTHER)	INTERVIEWER: RECORD OTHER	EKENGITINGITAN: KIGIRAK NGACE	TEXT 77. DON'T KNOW 99. REFUSED	TEXT 77. NGAYENI 99. NGACAMIT
S4.Q15A	ASK IF S4.Q15 ≠ 1, 2, 3, 4, 5, OR 10	What are your reasons for not telling a grown-up? [INTERVEIWER: SELECT ALL THAT APPLY]	Ngaanu ngakiro nguna nyilimokinia iyong itunganan ngini apolon? [EKENGITINGITAN: TOSEU DAADANG NGUNA ITIYAETE]	1. DON'T KNOW WHERE OR WHO TO TALK TO 2. NO ACTION IS LIKELY TO BE TAKEN 3. IT IS NOT MY BUSINESS 4. IT IS NORMAL FOR SUCH THINGS TO HAPPEN 5. FEAR OF RETALIATION 6. PREFER TO SPEAK TO THE PERPETRATOR	1. NGAYENI NENI ERAI KORI ITUNGANAN NGINI EMAIKINA ALIMOK 2. EMAM NGUNA EPEDORIO AKITIYAKIN 3. EMAM NGUNA EKEKAMUNITO AYONG ANEN 4. ITIYANAKIN SEK NGAKIRO NGUN 5. AKURIAN KE BOBONGUT NGAKIRO 6. EJOK AKISIAUN AKISIRIORIKIN EKEWOKONORON

				FIRST 7. I'M NOT SURE IT'S TRAFFICKING/ HAVE NO EVIDENCE 8. DON'T WANT TO CAUSE TROUBLE FOR FRIEND 9. OTHER 77. DON'T KNOW 99. REFUSED	MONO 7. MAM NGAYENI KERAI KIRE AKIWOKORO LOTELA/EMAM IBORE NGINI AYAKATAR AYONG NGINI ITODIUNIT 8. EMAM NGACAMIT ADAKAKIN IKA KONE NGAKIRO 9. NGACE 77. NGAYENI 99. NGACAMIT
S4.Q15A_ OTHER	ASK IF S4.Q15A = 9 (OTHER)	INTERVIEWER: RECORD OTHER	EKINGITINGTAN: KIGIRAK NGACE	TEXT 77. DON'T KNOW 99. REFUSED	TEXT 77. NGAYENI 99. NGACAMIT
S4.Q16	ASK ALL	If you were worried someone was trying to traffic you, what would you do? [INTERVIEWER: SELECT ALL THAT APPLY]	Ani kiyalolongi iyong anguna ikatakinitor icetunganan akiya iyong nakwap ace, nyo ipedori iyong akitiyakin? [EKENGITINGITAN: TOSEU DAADANG NGUNA ITIYAETE]	1. TALK TO MY FAMILY 2. TALK TO THE LOCAL COUNCIL/CLAN LEADERS/ELDERS 3. TALK TO RELIGIOUS LEADERS 4. TALK TO THE POLICE 5. TALK TO A TEACHER/SCHOOL ADMINISTRATOR 6. AVOID THE TRAFFICKER 7. TALK TO MY FRIENDS 8. RUN AWAY 9. OTHER 77. DON'T KNOW 99. REFUSED	1. ALIMOKINIAYONG NGIKATUNGA 2. ALIMOKINI NGIKAPOLOK NGULU KE ERE/ATEKER/NGIKARIKOK/NGITUNGA NGULU APOLOK 3. ALIMOKINI NGIKORIKOK NGULU KE EDIN 4. ALIMOKINI NGIPOLISO 5. ALIMOKINI EMALIM/ITUNGANA N NGINI EPOLOKINIT ESUKUL 6. ANGOPIKINI EKEWOKONORON 7. ALIMOKINI NGIKAKONEI/NGAKONEI 8. TOTH 9. NGACE 77. NGAYENI 99. NGACAMIT
S4.Q16_ OTHER	ASK IF S4.Q16 = 8 (OTHER)	INTERVIEWER: RECORD OTHER	EKINGITINGTAN: KIGIRAK NGACE	TEXT 77. DON'T KNOW 99. REFUSED	TEXT 77. NGAYENI 99. NGACAMIT
S4.Q19	ASK ALL	Do you know your rights about child trafficking?	Iyenl iyong ngapedorosyo kon nguna etapito ayaanaro a ngidwe lotela a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT

		Section 5. Value of education	Section 5. Value of education		
S5.Q1	ASK ALL	<p>The next few questions ask your opinion about education.</p> <p>How important do you think education is for children your age? Would you say very important, somewhat important, a little important, or not important at all?</p>	<p>Ngakingiseta nguna ekengisi ayong iyong tokona ingitasi ngatameta kon nguna etapito akisyom</p> <p>Itami iyong atemar epol akisiom a ngidwe a ngulu etya iyong ikwaani? Ipedori iyong atemar epol nooi a, epol ca, epol wadio a, kori nyepol jik a?</p>	<p>1. VERY IMPORTANT 2. SOMEWHAT IMPORTANT 3. A LITTLE IMPORTANT 4. NOT IMPORTANT AT ALL 77. DON'T KNOW 99. REFUSED</p>	<p>1. EJOK NOOI 2. EJOK CA 3. EJOK WADIO 4. NGEJOK JIK 77. NGAYENI 99. NGACAMIT</p>
S5.Q2_IA	ASK IF ROUTE = 1	<p>Do you think kids your age who attend school will make more money later in life?</p>	<p>Ani itami iyong ngidwe ngulu erai ngikon kesan ngulu esiomete itiyaunete ngisilinga ngulu alalak rwanu ana kiyar a?</p>	<p>1. YES 2. NO 77. DON'T KNOW 99. REFUSED</p>	<p>1. EE 2. MAM 77. NGAYENI 99. NGACAMIT</p>
S5.Q2_SA	ASK IF ROUTE = 2	<p>INTERVIEWER: SHOW CARD 2</p>  <p>On this card, the green drum means "yes" and the red tree means "no." After I read the question, touch your answer on this card.</p> <p>Do you think kids your age who attend school will make more money later in life?</p> <p>Touch the green drum if your answer is "yes." Touch the red tree if your answer is "no."</p>	<p>EKENGITINGITAN: KITODIK ABARUWA 2</p>  <p>Anabaruwa ana, eburii ngolo aliban nges atemar "ee" ka ekitoe ngolo arengan inges atemar "mam". Ani erikakini ayong asyomun akingiset, totap akon bongokinet anabaruwa ana.</p> <p>Ani itami iyong ngidwe ngulu erai ngikon keethia ngulu esiomete itiyaunete ngisilinga ngulu alalak rwanu ana kiyar a?</p> <p>eburii ngolo aliban inges atemar "ee" ka ekitoe ngolo arengan inges atemar "mam".</p>	<p>1. YES 2. NO 77. DON'T KNOW 99. REFUSED</p>	<p>1. EE 2. MAM 77. NGAYENI 99. NGACAMIT</p>

S5.Q3_IA	ASK IF ROUTE = 1	Do you think boys and girls your age should have the same educational opportunities?	Itami iyong atemar emaikina ngisapa ka ngapesur kitosiomai eriyane a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S5.Q3_SA	ASK IF ROUTE = 2	INTERVIEWER: SHOW CARD 2 Do you think boys and girls your age should have the same educational opportunities? Touch the green drum if your answer is "yes." Touch the red tree if your answer is "no."	EKENGITINGITAN: KITODIK ABARUWA 2  Itami iyong atemar emaikina ngisapa ka ngakesur kitosiomai eriyane a? Totap akon bongokinet anabaruwa ana. eburii ngolo aliban inges atemar "ee" ka ekitoe ngolo arengan inges atemar "mam'.	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S5.Q4	ASK ALL	How much do you agree or disagree with this statement: Working is more important than school.	Lopite ali icamunitor iyong kori nyicamunitor iyong ngakiro nu: Ejok akitiya nooi akilo akisiom.	1. STRONGLY AGREE 2. AGREE 3. DISAGREE 4. STRONGLY DISAGREE 77. DON'T KNOW 99. REFUSED	1. ACAMUNIT NOOI 2. ACAMUNIT 3. NGACAMUNIT 4. NGACAMUNIT JIK 77. NGAYENI 99. NGACAMIT
		Section 6. Future	Section 6. Future		



S6.Q1	ASK ALL	How hopeful or hopeless do you feel about your future? Would you say very hopeful, a little hopeful, neither hopeful or hopeless, a little hopeless, or very hopeless?	Anatametait kon ali pite itamia iyong kotere akon kiyar ngina arwanu eyakaun ejok kori ngeyakaun ejok? Ipedori iyong atemar eyakaun akiyar ejok nooi aa, eyakaun ejok wadio aa, ngeyakaun akiyar ejok ka ngeyakaun akiyar eron dang, eyakaun akiyar erono iwadio, kori eyakaun akiyar erono nooi aa?	1. VERY HOPEFUL 2. A LITTLE HOPEFUL 3. NEITHER HOPEFUL OR HOPELESS 4. A LITTLE HOPELESS 5. VERY HOPELESS 77. DON'T KNOW 99. REFUSED	1. EYAKAUN EJOK 2. EYAKAUN EJOK WADIO 3. EBI EYAKAUN EJOK KORI 4. EBI NGEYAKUN EJOK 5. EMAM NGEYAKAUN EJOK JIK 77. NGAYENI 99. NGACAMIT
		Section 7-10 INTERVIEWER ADMINISTERED	Section 7-10 INTERVIEWER ADMINISTERED		
S8_INTR O_IA	ASK ALL	Now I will ask you some questions that may feel a little more personal or sensitive.	Tokona alosi ayong akingit iyong ngadi nguna epedorete akitap iyong nooi.		
S8.Q1	ASK ALL	How much of the time do your caregivers know where you are?	Etia ai ngapakio nguna eyeneta ngikon keuriarak neni iyakaunun iyong?	1. ALL OF THE TIME 2. SOME OF THE TIME 3. NOT MUCH OF THE TIME 4. NEVER 99. REFUSED	1. NGISAAI DAADANG 2. NGICE SAAI 3. MEERE NOOI 4. EMAM JIK 77. NGAYENI 99. NGACAMIT
S8.Q2	ASK ALL	How well do your caregivers know your friends?	Etia ai epite ngolo eyeneta ngi kon kedarak ngikonkonei /ngakonei?	1. VERY WELL 2. SOMEWHAT WELL 3. NOT VERY WELL 4. NOT AT ALL 99. REFUSED	1. NOOI JIK 2. IWADIO CAA 3. MERE NOOI JIK 4. EMAM JIK 77. NGAYENI 99. NGACAMIT
S8.Q3	ASK ALL	How often do you keep secrets from your caregivers?	Etia ai ngapakio nguna nguna imunononia iyong ngakirosia alo kedarak kon?	1. ALL THE TIME 2. SOMETIMES 3. NOT MUCH 4. NEVER 99. REFUSED	1. NGISAAI DAADANG 2. NGICE SAAI 3. MEERE NOOI 4. EMAM JIK 77. NGAYENI 99. NGACAMIT
S8.Q4	ASK ALL	How much do you talk to your caregivers about important things: a lot, some, not too much, not at all?	Irwori iyong ngikedarak kon ikwaani nguna etapito ngakiro nguna apolok: nooi, iwadio, meere nooi, mam nyesirwori.	1. A LOT 2. SOME 3. NOT TOO MUCH	1. NOOI 2. IWADIO 3. MEERE NOOI

				4. NOT AT ALL 99. REFUSED	4. MAM NYESIRWORI 99. NGACAMIT
S8.Q5	ASK ALL	Have any of your caregivers ever ridiculed you or put you down, for example said you were stupid or useless?	Eyai idio alokiding ngikedrak kon ngini ikijamunt kori ikimoritor iyong, ikwa atemar ibangana iyong kori irae iyong ikongin a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S8.Q6	ASK ALL	The next question is about migration. Is anyone currently encouraging you to migrate?	Akingiset ngina etupakini erae nginia irworo ngakiro nguna ka awotonokin. Eyai idiotunganan tokona ngini ikisimukekinit iyong awotokin a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S8.Q7	ASK ALL	Do you plan to migrate in the next year?	Iyeunit iyong awotokin ekaru ngolo ebunit a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S9.Q2	ASK ALL	<p>READ: Some people do sexual things in order to get money, gifts, or other things that they need. Sometimes another person receives money, gifts, or help because a person has sex or does sexual things.</p> <p>By "sexual things" I mean touching someone's private parts or someone touching your private parts, other than a parent or doctor helping you clean or stay healthy. I also mean touching your own private parts with someone watching, or vaginal, oral or anal sex.</p> <p>Have you ever heard of people doing things like that? There are no right or wrong answers.</p>	<p>TOSYOM: Itiyayete ngicetunga ngiticisyo ngulu ka apereperet ka ngikilyok anguna ka aryamunia ngisilinga, ngainanakineta kori ice bore ca daadang ngini iitanito ikes. Ngapakyo ngace ijauni itunganan ice ngisilinga, ngainanakineta kori akingarakino anerae eteperi inges kori akitiya ngiboro ngulu isiburakinete itunganan akiper ka itunganan ngini..</p> <p>Ani atemari ayong ngiboreborei ngulu ka akipud akec polou atemar atapatap nginerin ka akon akuwan angina iwaitai iyong ilope kori ice tunganan atapatap nginerin ka akon kuwn a ngina iwaitai, pa kerai ekon kaurian kori edakitar ngolo ikingarakinit iyong akitesegun kori akitangale. Abala nabo dang atapatap iyong ilope nginerine ka akon kuwan ngulu iwaitai idio ikitee iyong ice tunganan, kori akuwan angaberu, akime kori akiteper alo cin.</p> <p>Iraritor iyong atemar itiyayete ngitunga ngiboreborei ngulu ikote ne aa? Emam ngabongonokineta nguna iyokino kori nguna ngiyokino</p>	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT

S9.Q3	ASK ALL	Earlier we talked about your close friends. These are friends with whom you feel very comfortable, you can talk to about almost any topic, and you can ask for help. Have any of your close friends ever received anything like money, a place to stay, food, gifts or favors, in exchange for doing sexual things?	Ekingaren, aponi iwon kianaenguna ngikonei kon. Erae lu ngikonei ngulu iminin ka iyong nooi. Ngulu ianiata iyong ngakiro ca daadang ka ipedori iyong akingit akingarakineta dio. Ijaunitotor mono ngikonei kon idiobore ikwa ngisilinga, akibois ngina kiboikino, akimuj, ainakineta kori ibore idio daang ngini ajokan anguna ka akitiya ngakiro nguna ikirikokineta akiper ka itunganan a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S9.Q3A	ASK IF S9.Q3 = 1	How many of your close friends have ever received anything like money, a place to stay, food, gifts or favors, in exchange for doing sexual things? Would you say.. all of your friends, most of your friends, about half of your friends, less than half of your friends, or just one or two?	Ngiyai alotooma ngikonei kon ngulu ikidunyito iyong ijaunitotor idiobore ikwa ngisilinga, akibois ngina kiboikino, akimuj, kori adiokingarakineta anguna ka akitiya ngakiro nguna ikisiburakineta akiper ka itunganan? Itemari kona iyong... ingiko nei ngakonei kang daadang, ngikakonei neni lala, ebi anus a ngikakonei, ngedoleta anus angikonei, ipei kori ngiarei?	1. ALL OF YOUR FRIENDS 2. MOST OF YOUR FRIENDS 3. ABOUT HALF OF YOUR FRIENDS 4. LESS THAN HALF OF YOUR FRIENDS 5. JUST ONE OR TWO 99. REFUSED	1. INGIKONEI/NGAKON EI KANG DAADANG 2. NGIKAKONEI NENI LALA 3. ANUS A NGIKAKONEI 4. NYEDOLETE ANUS A NGIKAKONEI 5. IPEIKORI NGIAREI 99. NGACAMIT
S9.Q5	ASK ALL	Have you done sexual things in exchange for you or someone else receiving anything like money, a place to stay, food, gifts or favors?	Ityator iyong ngakiro nguna ikisiburakineta akiper ka itunganan anguna ka aryamunia iyong kori icetunganan aryamunia idiobore ikwa ngisilinga, akibois neni iboikin, akimuj, ainakineta kori idiobore ca daadang?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S9.Q6	ASK ALL	Have any of your close friends have ever entered into a sexual relationship with someone mainly in order to get things that they need, money, gifts, or other things that are important to them?	Eperitotor idio a ngikonei kon a ngulu iapikina ka iyong ka idiotunganan anguna ka aryamunia ngiboro ngulu iitanito ikes ikwa ngisilinga, ngainanakineta kori icebore ngini epol a neni kec?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S9.Q6B	ASK IF S9.Q6 = 1	How many of your close friends have done something like that? Would you say.. all of your friends, most of your friends, about half of your friends, less than half of your friends, or just one or two?	Ngiyae alotooma ngikonkonei ngulu ikidunyito iyong itiyator ibore ngini ikoni ngin? Itemari kona iyong... ingiko nei ngakonei kang daadang, ngikakonei neni lala, ebi anus a ngikakonei, ngedoleta anus angikonei, ipei kori ngiarei?	1. ALL OF YOUR FRIENDS 2. MOST OF YOUR FRIENDS 3. ABOUT HALF OF YOUR FRIENDS	1. INGIKO NEI NGAKONEI KANG DAADANG 2. NGIKAKONEI NENI LALA 3. EBI ANUS A NGIKAKONEI 4. NGEDOLETE ANUS ANGIKONEI 5. IPEI KORI NGIAREI

				4. LESS THAN HALF OF YOUR FRIENDS 5. JUST ONE OR TWO 99. REFUSED	99. NGACAMIT
S9.Q7	ASK ALL	Have you ever entered into a sexual relationship with someone mainly in order to get things that you need, money, gifts, or other things that are important to you?	Iperitotor iyong ka idiotunganan anguna ka ariamunia ngiboro ngulu itanit iyong ikwa ngisilinga, ainakinet, kori ngiceboro ngulu epolok aneni kon a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S10.Q1	ASK IF S9.Q5 = 1 OR S9.Q7 = 1	Now think about your own experience. Did this happen one time or more than one time?	Totamak iyong nguna idau iyong akitor anakiyar itiyakina nu apei takanunikinet kori ngarwa nguna edeparit apei?	1. ONE TIME 2. MORE THAN ONE TIME 99. REFUSED	1. APEI RWAIT 2. NGARWATIN NGUNA ALALAK 99. NGACAMIT
S10.Q2	ASK IF S9.Q5 = 1 OR S9.Q7 = 1	Did this last happen in the past week?	Arai esabit ngolo alunyar etiyaunotor nu aa?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S10.Q3	ASK IF S10.Q2 = 2	Did this last happen in the past month?	Arai elap ngolo alunyar etiyaunotor nu aa?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S10.Q3A	ASK IF S10.Q3 = 2	Did this last happen in the past year?	arai ekaru ngolo alunyar etiyaunotor nu aa?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S10.Q3B	ASK IF S9.Q5 = 1 OR S9.Q7 = 1	Still thinking about your own experience doing sexual things in exchange for money, gifts, or other things that are important to you... Has this ever happened within your village?	Otamakise ngapakio nguna kitiyana iyong ngiborebore ngulu ka akipud anguna ka ariamunia ngisilinga, ngainakineta kori idiobore daadang ngini imina iyong... Etiyauna nu alotooma ere kus a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S10.Q3B1	ASK IF S9.Q5 = 1 OR S9.Q7 = 1	Has this ever happened outside your village but within Karamoja?	Etiyauna nu alo kinga ekus ree nait torai alotooma karimjong a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S10.Q3B2	ASK IF S9.Q5 = 1 OR S9.Q7 = 1	Has this ever happened outside of Karamoja?	Etiyauna nu alokinga karimjong a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S10.Q4	ASK IF S9.Q5 = 1	The next questions ask what you or someone else received	Akingiset ngina etupakini tokona erai ngina ingita ibore	1. YES 2. NO	1. EE 2. MAM

	OR S9.Q7 = 1	in exchange for your doing sexual things. Did you or someone else receive money in exchange for your doing sexual things?	ngini ibu iyong kori ice tungan toriam ka akitiya ngiboreborei ngulu ka akipud. Ibu iyong kori ice tungan toriam ngisilinga ikwa akilocunet kotere akitiya ngiboreborei ka akipud aa?	77. DON'T KNOW 99. REFUSED	77. NGAYENI 99. NGACAMIT
S10.Q4A	ASK IF S9.Q5 = 1 OR S9.Q7 = 1	Did you or someone else receive gifts in exchange for your doing sexual things?	Ibu iyong kori ice tungan toriam ainakinet ikwa akilocokinet kotere akon kitiya ngiboreborei ngulu ka akipud aa?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S10.Q4B	ASK IF S9.Q5 = 1 OR S9.Q7 = 1	Did you or someone else receive food or drink in exchange for your doing sexual things?	Ibu iyong kori ice tungan toriam akimuj kori ematenit ikwa akilocokinet kotere akon kitiya ngiboreborei ngulu ka akipud aa?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S10.Q4C	ASK IF S9.Q5 = 1 OR S9.Q7 = 1	Did you or someone else receive anything else in exchange for your doing sexual things?	Ibu iyong kori ice tungan toriam idio bore daadang ikwa akilokinet ka akon kitiya ngiboreborei ngulu ka akipud aa?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S10.Q5	ASK IF S9.Q5 = 1 OR S9.Q7 = 1	Does someone else ask you to do this work?	Eyai idiotunganan ikingitakin it iyong akitiya etic lo a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S10.Q5A1	ASK IF S10.Q5 = 1	The next questions are about who asked you to do this work. Did someone in your family ask you to do this?	Ngakingiseta nguna etupakinito erai nguna ingitasi itunganan ngini atemari iyong kitiya etic lo. Arai itunganan ngini alokal kus atemari iyong kitiya nu aa?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S10.Q5A2	ASK IF S10.Q5 = 1	Did your spouse, boyfriend, or girlfriend ask you to do this?	Arai ekon kile/aburu, ekon katingan, kori akon katingan atemari iyong kitiya nugu a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S10.Q5A3	ASK IF S10.Q5 = 1	Did a pimp, broker, or employer ask you to do this?	Arai itunganan ngini ikiyaari iyong lotic, itunganan ngini ikiwarakini iyong etic, kori itunganan ngini itiyai iyong neni keng atemari iyong kitiya nu?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S10.Q5A4	ASK IF S10.Q5 = 1	Did anyone else ask you to do this?	Arai ice tunganan atemari iyong kitiya nugu a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S10.Q5B	ASK IF S10.Q5 = 1	Have you ever felt that this person or these people would	Ipupunitor iyong atemar elosi itunganan en kori ngitunga lu akiwan iyong erae pa kitiyak	1. YES 2. NO	1. EE 2. MAM

		hurt you if you don't do something they tell you to do?	iyong ibore ngini ikilimokinete ikes iyong akitiyakin a?	77. DON'T KNOW 99. REFUSED	77. NGAYENI 99. NGACAMIT
S10.Q5C	ASK IF S10.Q5 = 1	Has this person or have these people ever hurt you because you didn't do something they told you to do?	Ikiwanitor iyong itunganan en kori ngitunga lu anguna pa ibunio iyong kitiyakinia nguna ikilimonito ikes iyong akitiya a?	1. YES 2. NO 77. DON'T KNOW 99. REFUSED	1. EE 2. MAM 77. NGAYENI 99. NGACAMIT
S11.Q2	ASK ALL	What makes you happy? You can choose more than one answer or no answer at all.	Nyo ikitalakanari iyong? Ipedori iyong aseun ngabongonokinet nguna alalak akilo apei kori tar ngiseu adio bongokinet daadang.	1. BEING WITH FRIENDS 2. BEING WITH FAMILY 3. DOING SPORTS 4. GOING TO SCHOOL	1. ARUKIT KA NGAKONEI/NGIKON EI 2. ARUKIT KA NGIKONITUNGA 3. NGABOLYASYO 4. ALOSENEN LOSUKUL
		Section 7-10 in SURVEYCTO [PROGRAMMING NOTE: ASK IF ROUTE = 2]	Section 7-10 in SURVEYCTO [PROGRAMMING NOTE: ASK IF ROUTE = 2]		
SAM_INTRO	ASK ALL	The next part of the interview is a little different. I will give you this tablet to hold [SHOW TABLET] and choose your own answers. You'll hear the answers and questions in these headphones [SHOW HEADPHONES]. This is a more private way to answer sensitive questions. Nobody else can hear the questions, and I won't know which answer you pick. Ready to try it?	Neni tokono etupakini anakingiset ana egelana iwadio. Akainakini ayong iyong asim na toting [KITODIK ASIM] toseu iyong ngakon bongonokinet bon. Iyupokini iyong angabongonokinet ka ngakingiseta anaiti anguna epupere anu [KITOODIK NGAITI NGUNAEPUPERE] erai lo pite ngolo kimunono ngolo bongonokinet ngakingiseta nguna kimunona. Emam ice tunganan iirari akingiset, ka ngayayuni ayong abongokinet ngina iseuni iyong. Itemokin iyong ekatakisi a?	1. CHILD AGREED TO SELF-ADMINISTERED MODULE 2. CHILD DECLINED SELF-ADMINISTERED MODULE	1. CHILD AGREED TO SELF-ADMINISTERED MODULE 2. CHILD DECLINED SELF-ADMINISTERED MODULE
PRACTICE	ASK IF SAM_INTRO =1	The screen will look a little like this. [SHOW CARD 2]  Touch this to hear the question and answers again. [POINT TO SPEAKER	Ikokini arewet ka asim wadio ne.[SHOW CARD 2]  Totap ne ki camit iyong akiirar akingiset kori ngabongonokinet nabo[TODOD ETORIBE		

		<p>IMAGE]</p> <p>Touch the green drum to answer "yes". [POINT TO DRUM]</p> <p>Touch the red tree to answer "no". [POINT TO TREE]</p> <p>If you don't want to answer a question, touch the feet to move to the next question. [POINT TO FEET]</p> <p>Now let's practice: What do you touch to hear the question again? What do you touch to answer "yes"? What do you touch to answer "no"? What do you touch to skip the question? [INTERVIEWER, PROCEED ONLY WHEN RESPONDENT UNDERSTANDS ALL FUNCTIONS]</p>	<p>NGOLO KA AKIRIORET]</p> <p>Totap eburi ngolo aliban kerai akon bongokinet ee.[TODOD EBURI]</p> <p>Totap ekitoi ngolo arengan kicamit atemar mam. [TODOD EKITO!]</p> <p>ani pa kicamit iyong abongokin akingiset totap ngikukus angakejen to lunjar nakingiset ngina ce. [TODOD NGIKUKUS ANGAKEJEN]</p> <p>Esisakisi mono ai itapi iyong akiirar akingiset na bo? ai itapi iyong kerai akon bongokinet ee? ai itapi iyong kerai kon bongokinet mam? ai itapi iyong kicamit akilot nakingiset nginace? [INTERVIEWER, PROCEED ONLY WHEN RESPONDENT UNDERSTANDS ALL FUNCTIONS]</p>		
DISP_ID	ASK IF SAM_INTRO =1	<p>INTERVIEWER: COPY THIS INFO TO ENTER IN SURVEYCTO</p> <p>ID: NAME: AGE:</p> <p>[PROGRAMMING NOTE: DISPLAY UNIQUEID AND 1ST NAME AND AGE FROM EARLIER]</p>	<p>INTERVIEWER: COPY THIS INFO TO ENTER IN SURVEYCTO</p> <p>ID: NAME: AGE:</p> <p>[PROGRAMMING NOTE: DISPLAY UNIQUEID AND 1ST NAME AND AGE FROM EARLIER]</p>		

Question #	Response Criteria	Question	Translation	Response Codes
cluster_sam	ASK ALL	INTERVIEWER: SELECT THE CLUSTER	INTERVIEWER: SELECT THE CLUSTER	
int_ID	ASK ALL	INTERVIEWER: SELECT YOUR NAME	INTERVIEWER: SELECT YOUR NAME	
cto_ID	ASK ALL	INTERVIEWER: ENTER CHILD ID FROM CSPRO	INTERVIEWER: ENTER CHILD ID FROM CSPRO	[CONSTRUCT BASED ON # DIGITS IN CSPRO ID]
cto_name	ASK ALL	INTERVIEWER: ENTER YOUTH'S NAME FROM CSPRO	INTERVIEWER: ENTER YOUTH'S NAME FROM CSPRO	
cto_age	ASK ALL	INTERVIEWER: ENTER YOUTH'S AGE. SHOULD MATCH YOUTH INTERVIEW IN CSPRO.	INTERVIEWER: ENTER YOUTH'S AGE. SHOULD MATCH YOUTH INTERVIEW IN CSPRO.	
intinst	ASK ALL	INTERVIEWER: GIVE TABLET TO YOUTH. WHEN YOUTH IS READY, TOUCH THUMBS UP TO GO TO NEXT SCREEN. ON NEXT SCREEN, PRESS PLAY TO START AUDIO.	INTERVIEWER: GIVE TABLET TO YOUTH. WHEN YOUTH IS READY, TOUCH THUMBS UP TO GO TO NEXT SCREEN. ON NEXT SCREEN, PRESS PLAY TO START AUDIO.	
S7.Q0	ASK ALL	<p>Thank you for agreeing to do this survey. First, you will complete some practice questions. Then I'll ask for your real answers to questions. For each question, listen to the whole question and all of the answer choices before making a choice. I'll ask some silly questions too, just to make sure you're paying attention, so listen carefully.</p> <p>If you ever want to hear the question and answers again, press the button that the hand is pointing to right now.</p>	<p>Alakara iyong acamun ayakaun na kimima na. Isiauni, irikakini mono iyong ngabongonokinet nguna ka akisisa. Ani nait irikakini iyong ekegisi ayong iyong ngakon bongonokinet nguna akire nguna anga kingiseta. Angina kingiset, topupok akingiset daadang ka ngabongonokinet daadang nguna nguna emaikina iyong toseu eroko iyong ngeseuna. Ekengisi ayong iyong ngakingiseta ngace nguna angibiler dang, kotere aayunia cente keya ngakon tameta daadang ne, topupok nait ejok. ngabongonokinet nabo, kicamak neni edodarit akan tokona.</p>	
starttime_child		PROGRAMMING NOTE: RECORD TIME		
S7.Q1	ASK ALL	<p>Now let's make sure you can answer some questions where we give you the answer or tell you what to press. The green drum means "yes" and the red tree means "no."</p> <p>For this question, answer "Yes" by touching the green drum.</p>	<p>Tokona itemokino iyong tobongok ngakingiseta ngadi neni ikolsyo isua alimokin iyong abongokinet kori ikilimokoni isua iyong ibore ngini icamakini. Apolou a eburii ngolo aliban inges atermar "ee" ka ekitoe ngolo arengan inges atemar "mam"</p> <p>Alotooma kingiset na, tobongok "ee" icamakini iyong eburii ngolo aliban.</p>	
S7.Q2	ASK ALL	For this question, answer "No" by touching the red tree.	Alotooma akingiset na, kerai "mam" icamakini iyong ekitoe ngolo arengan.	

S7.Q3	ASK ALL	<p>Some questions you see will have multiple options like this one. The green bowl means "a lot," the blue bowl means "some," the yellow bowl means "not too much," and the red bowl means "not at all."</p> <p>For this question, answer "a lot" by touching the green bowl.</p>	<p>Ngace kingiseta nguna ingolekini iyong eyakaunotor ngabongonakineta nguna alalak ebi logo. Abakule ngina aliban inges atemar elal, abakule ngina pus inges atemar elal wadio, abakule ngina ngina yang inges atemar atemar emam ngelal nooi, ka abakule ngina arengan inges atemar emam jik.</p> <p>Anakingiset ana, tobongok elal ka akitap abakule ngina aliban</p>	
S7.Q4	ASK ALL	<p>For this question answer "Not at all" by touching the red bowl.</p>	<p>Anakingiset ana tobongok emam jik ka akitap abakule ngina arengan.</p>	
S7.Q6	ASK ALL	<p>Now let's try a question where you tell us what you really think. Remember there are no right or wrong answers. Remember, you can use any of the four choices.</p> <p>How much do you like dogs?</p> <p>Touch the GREEN bowl if you like dogs "a lot." Touch the BLUE bowl if you like dogs "some." Touch the YELLOW bowl if you like dogs "not too much." Touch the RED bowl if you don't like dogs at all.</p>	<p>Ekatakisi nai tokona akingiset ngina ikilimokinia iyong isua nguna jik itami iyong. Totamunite atemar emam ngabongonokineta nguna iyokino kori nguna nyiookino. Totamunte atemar ipedori iyong akisitiya ngabongonokineta ngunaomwon daadang Etia ai akon mina ngigokuo? Totap abakule ngina aliban kimina iyong ngigokuo nooi. Totap abakule ngina pus kimina iyong ngigokuo wadio, Totap abakule ngina nyang pa kelal nooi akon mina angigokuo , Totap abakule ngina arengan pakimina iyong ngigokuo jik.</p>	<p>1. A LOT 2. SOME 3. NOT TOO MUCH 4. NOT AT ALL 99. REFUSED</p>
S7.Q7	ASK ALL	<p>If you ever want to skip a question, touch the black feet on the bottom right corner of the screen. Practice by touching the black feet now.</p>	<p>Kicamit iyong adepar akingiset, kiimak ngikukus a ngakejen ngulu kirionok alokwap aloteten ekoona ka asim. Kisisak ka akimakin ngikukus ngulu a ngakejen ngulu kirionok tokona.</p>	
S8.Q1	ASK ALL	<p>How much of the time do your caregivers know where you are?</p> <p>Touch the GREEN bowl if they know where you are "all of the time." Touch the BLUE bowl if they know where you are "some of the time." Touch the YELLOW bowl if they know where you are "not much of the time." Touch the RED bowl if they "never" know where you are.</p>	<p>Etia ai ngapakio nguna eyeneta ngikon keuriarak neni iyakaunun iyong?</p> <p>Totap abakule ngina ALIBAN keyenete ikes neni iyakaunun iyong angina paki. Totap abakule ngina PUS keyenete ikes neni iyakaunun iyong ngace rwa. Totap abakule ngina NYANG pa keyenete nooi neni eyakaunun iyong. Totap abakule ngina ARENGAN pa keayuniyete ikes neni iyakaunun iyong.</p>	<p>1. ALL OF THE TIME 2. SOME OF THE TIME 3. NOT MUCH OF THE TIME 4. NEVER 99. REFUSED</p>
S8.Q2	ASK ALL	<p>How well do your caregivers know your friends?</p> <p>Touch the GREEN bowl if they know them "very well." Touch the BLUE bowl if they know them "somewhat well."</p>	<p>Etia ai epite ngolo eyeneta ngi kon kedarak ngikonkonei /ngakonei? Toptap abakule ngina ALIBAN ke yenete ikes nooi. Totap abakule ngina PUS keyenete ikes iwadio. Totap abakule ngina NYANG keyenete ikes nait meere ejok. Totap abakule ngina arengan pa keyenete ikes jik.</p>	<p>1. VERY WELL 2. SOMEWHAT WELL 3. NOT VERY WELL 4. NOT AT ALL 99. REFUSED</p>

		Touch the YELLOW bowl if they know them "not very well." Touch the RED bowl if they don't know them at all.		
S8.Q3	ASK ALL	How often do you keep secrets from your caregivers? Touch the GREEN bowl if you keep secrets "all the time." Touch the BLUE bowl if you keep secrets "sometimes." Touch the YELLOW bowl if you keep secrets "not much." Touch the RED bowl if you "never" keep secrets.	Etia ai ngapakio nguna nguna imunononia iyong ngakirosia alo kedarak kon? Totap abakule ngina ALIBAN kimunonene iyong ngakiro alokedarak kon ngapakio daadang. Totap abakule ngina PUS kimunonene iyong angakiro alokedarak kon ngace pakio. Totap abakule ngina NYANG kimunonene iyong ngakiro alokedarak kon meree nooi. Totap abakule ngina ARENGAN pa kimunonene iyong ngadi kiro alokedarak kon.	1. ALL THE TIME 2. SOMETIMES 3. NOT MUCH 4. NEVER 99. REFUSED
S8.Q4	ASK ALL	How much do you talk to your caregivers about important things: a lot, some, not too much, not at all? Touch the GREEN bowl if you talk to your caregivers about important things "a lot." Touch the BLUE bowl if you talk to your caregivers about important things "some." Touch the YELLOW bowl if you talk to your caregivers about important things "not too much." Touch the RED bowl if you talk to your caregivers about important things "not at all."	Irwori iyong ngikedarak kon ikwaani nguna etapito ngakiro nguna apolok: nooi, iwadio, meere nooi, mam nyesirwori. Abakule ngina aliban akepolou atemar "nooi", abakule ngina pus akepolou atemar "ngadi", abakule ngina nyang akepolou atemar "meere nooi", ka abakule ngina arengan akepolou atemar "mam jik".	1. A LOT 2. SOME 3. NOT TOO MUCH 4. NOT AT ALL 99. REFUSED
S8.Q5	ASK ALL	Have any of your caregivers ever ridiculed you or put you down, for example said you were stupid or useless? Touch the green drum if your answer is "yes." Touch the red tree if your answer is "no."	Eyai idio alokiding ngikedrak kon ngini ikijamunt kori ikimoritor iyong, ikwa atemar ibangana iyong kori irae iyong ikongin a? eburi ngolo aliban nges atemar "ee", ka ekitoe ngolo arengan nges atemar "mam".	1. YES 2. NO 99. REFUSED
S8.Q6	ASK ALL	The next question is about migration. Is anyone currently encouraging you to migrate? Touch the green drum if your answer is "yes." Touch the red tree if your answer is "no."	Akingiset ngina etupakini erae nginia irworo ngakiro nguna ka awotonokin. Eyai idiotunganan tokona ngini ikisimukekinit iyong awotokin a? eburi ngolo aliban apolou keng atemar "ee" ka ekitoe ngolo arengan apolou keng atemar "mam".	1. YES 2. NO 99. REFUSED

S8.Q7	ASK ALL	<p>Do you plan to migrate in the next year?</p> <p>Touch the green drum if your answer is "yes." Touch the red tree if your answer is "no."</p>	<p>Iyeunit iyong awotokin ekaru ngolo ebunit a?</p>	<p>1. YES 2. NO 99. REFUSED</p>
S9.Q2	ASK ALL	<p>READ: Some people do sexual things in order to get money, gifts, or other things that they need. Sometimes another person receives money, gifts, or help because a person has sex or does sexual things.</p> <p>By "sexual things" I mean touching someone's private parts or someone touching your private parts, other than a parent or doctor helping you clean or stay healthy. I also mean touching your own private parts with someone watching, or vaginal, oral or anal sex.</p> <p>Have you ever heard of people doing things like that? There are no right or wrong answers.</p> <p>Touch the green drum if your answer is "yes." Touch the red tree if your answer is "no."</p>	<p>TOSYOM: Itiyayete ngicetunga ngiticisyo ngulu ka apereperet ka ngikilyok anguna ka aryamunia ngisilinga, ngainanakineta kori ice bore ca daadang ngini iitanito ikes. Ngapakyo ngace ijauni itunganan ice ngisilinga, ngainanakineta kori akingarakino anerae eteperi inges kori akitiya ngiboro ngulu isiburakinete itunganan akiper ka itunganan ngini..</p> <p>Ani atemari ayong ngiboreborei ngulu ka akipud akec polou atemar atapatap nginerin ka akon akuwan angina iwaitai iyong ilope kori ice tunganan atapatap nginerin ka akon kuwn a ngina iwaitai, pa kerai ekon kaurian kori edakitar ngolo ikingarakinit iyong akitesegun kori akitangale. Abala nabo dang atapatap iyong ilope nginerine ka akon kuwan ngulu iwaitai idio ikitee iyong ice tunganan, kori akuwan angaberu, akime kori akitoper alo cin.</p> <p>Iraritor iyong atemar itiyayete ngitunga ngiboreborei ngulu ikote ne aa? Emam ngabongonokineta nguna iyokino kori nguna ngiyokino</p> <p>Totap eburi ngolo aliban kerai akon bongokint ee</p> <p>Totap ekitoi ngolo arengan kerai kon bongokinet mam</p>	<p>1. YES 2. NO 99. REFUSED</p>
S9.Q3	ASK ALL	<p>Earlier we talked about your close friends. These are friends with whom you feel very comfortable, you can talk to about almost any topic, and you can ask for help. Have any of your close friends ever received anything like money, a place to stay, food, gifts or favors, in exchange for doing sexual things?</p> <p>Touch the green drum if your answer is "yes." Touch the red tree if your answer is "no."</p>	<p>Ekingaren, aponi iwon kiana nguna ngikonei kon. Erae lu ngikonei ngulu iminin ka iyong nooi. Ngulu ianiata iyong ngakiro ca daadang ka ipedori iyong akingit akingarakinet adio. Ijaunitotor mono ngikonei kon idiobore ikwa ngisilinga, akibois ngina kiboikino, akimuj, ainakinet kori ibore idio daang ngini ajokan anguna ka akitiya ngakiro nguna ikirikokinete akiper ka itunganan a? eburii ngolo aliban inges atemar "ee" ka ekitoe ngolo arengan inges atemar "mam",</p>	<p>1. YES 2. NO 99. REFUSED</p>
S9.Q3A	ASK IF S9.Q3 = 1	<p>How many of your close friends have ever received anything like money, a place to stay, food, gifts or favors, in exchange for doing sexual things?</p>	<p>Ngiyai alotooma ngikonei kon ngulu ikidunyito iyong ijaunitotor idiobore ikwa ngisilinga, akibois ngina kiboikino, akimuj, kori adiokingarakinet anguna ka akitiya ngakiro nguna ikisiburakinete akiper ka itunganan?</p>	<p>1. ALL OF YOUR FRIENDS 2. MOST OF YOUR FRIENDS</p>

		<p>Touch the green circle if "all of your friends" have.</p> <p>Touch the blue circle if "most of your friends" have.</p> <p>Touch the yellow circle if "about half of your friends" have.</p> <p>Touch the red circle if "less than half of your friends" have.</p> <p>Touch the black circle if "just one or two" have.</p>	<p>Neni elukakinitae neni aliban apolou keng atemar "ngikakonei/ngakonei kang daadang", neni elukakinitai neni pus inges atemar "ngikakonei neni lala", neni elukakinitai neni nyang inges atemar "Anus a ngikakonei", neni elukakinitai neni arengan inges atemar "nyedolete anus a ngikakonei", ka neni elukakinitai neni kirionon inges atemar "Ipeikori ngiarei".</p>	<p>3. ABOUT HALF OF YOUR FRIENDS</p> <p>4. LESS THAN HALF OF YOUR FRIENDS</p> <p>5. JUST ONE OR TWO</p> <p>99. REFUSED</p>
S9.Q5	ASK ALL	<p>Have you done sexual things in exchange for you or someone else receiving anything like money, a place to stay, food, gifts or favors?</p> <p>Touch the green drum if your answer is "yes."</p> <p>Touch the red tree if your answer is "no."</p>	<p>Ityator iyong ngakiro nguna ikisiburakinete akiper ka itunganan anguna ka aryamunia iyong kori icetunganan aryamunia idiobore ikwa ngisilinga, akibois neni iboikin, akimuj, ainakinet kori idiobre ca daadang?</p> <p>eburii ngolo aliban inges atemar "ee" ka ekitoe ngolo arengan inges atemar "mam".</p>	<p>1. YES</p> <p>2. NO</p> <p>99. REFUSED</p>
S9.Q6	ASK ALL	<p>Have any of your close friends have ever entered into a sexual relationship with someone mainly in order to get things that they need, money, gifts, or other things that are important to them?</p> <p>Touch the green drum if your answer is "yes."</p> <p>Touch the red tree if your answer is "no."</p>	<p>Eperitotor idio a ngikonei kon a ngulu iapikina ka iyong ka idiotunganan anguna ka aryamunia ngiboro ngulu iitanito ikes ikwa ngisilinga, ngainanakineta kori icebore ngini epol a neni kec?</p> <p>eburii ngolo aliban inges atemar "ee", ka ekitoe ngolo arengan inges atemar "mam".</p>	<p>1. YES</p> <p>2. NO</p> <p>99. REFUSED</p>
S9.Q6B	ASK IF S9.Q6 = 1	<p>How many of your close friends have done something like that?</p> <p>Touch the green circle if "all of your friends" have.</p> <p>Touch the blue circle if "most of your friends" have.</p> <p>Touch the yellow circle if "about half of your friends" have.</p> <p>Touch the red circle if "less than half of your friends" have.</p> <p>Touch the black circle if "just one or two" have.</p>	<p>Ngiyae alotooma ngikonkonei ngulu ikidunyito iyong itiyatotor ibore ngini ikoni ngin?</p> <p>Neni elukakinitae neni aliban iges atemar "ngikakonei daadang", neni elukakinitai neni pus inges atemar "ngikakonei neni lala", neni elukakinitai neni nyang inges atemar "ebi anus a ngikakonei", neni elukakinitai neni arengan inges atemar "ngedolete anus a ngikakonei", ka neni elukakinitai neni kirionon inges atemar "ipei kori ngiarei".</p>	<p>1. ALL OF YOUR FRIENDS</p> <p>2. MOST OF YOUR FRIENDS</p> <p>3. ABOUT HALF OF YOUR FRIENDS</p> <p>4. LESS THAN HALF OF YOUR FRIENDS</p> <p>5. JUST ONE OR TWO</p> <p>99. REFUSED</p>
S9.Q7	ASK ALL	<p>Have you ever entered into a sexual relationship with someone mainly in order to get things that you need, money, gifts, or other things that are important to you?</p>	<p>Iperitotor iyong ka idiotunganan anguna ka ariamunia ngiboro ngulu itanit iyong ikwa ngisilinga, ainakinet, kori ngicebore ngulu epolok aneni kon a?</p> <p>eburii ngolo aliban inges atemar "ee" ka ekitoe ngolo arengan inges atemar "mam".</p>	<p>1. YES</p> <p>2. NO</p> <p>99. REFUSED</p>

		Touch the green drum if your answer is "yes." Touch the red tree if your answer is "no."		
S10.Q1	ASK IF S9.Q5 = 1 OR S9.Q7 = 1	Now think about your own experience. Did this happen one time or more than one time? Touch the blue bike if your answer is "one time." Touch the yellow car if your answer is "more than one time."	Totamak iyong nguna idau iyong akitor anakiyar itiyakina nu apei takanunikinet kori ngarwa nguna edeparit apei? egaali ngolo pus inges aemar "apei rwait", ka amotoka ngina nyang inges atemar "ngarwatin nguna alalak".	1. ONE TIME 2. MORE THAN ONE TIME 99. REFUSED
S10.Q2	ASK IF S9.Q5 = 1 OR S9.Q7 = 1	Did this last happen in the past week? Touch the green drum if your answer is "yes." Touch the red tree if your answer is "no."	Arai esabit ngolo alunyar etiyaunotor nu aa? Totap eburiu ngolo aliban kerai akon bongokinet "ee" Totap ekitoe ngolo arengan kerai akonbongokinet "mam'.	1. YES 2. NO 99. REFUSED
S10.Q3	ASK IF S10.Q2 = 2	Did this last happen in the past month? Touch the green drum if your answer is "yes." Touch the red tree if your answer is "no."	Arai elap ngolo alunyar etiyaunotor nu aa? Totap eburiu ngolo aliban kerai akon bongokinet "ee" Totap ekitoe ngolo arengan kerai akon bongokinet "mam'.	1. YES 2. NO 99. REFUSED
S10.Q3A	ASK IF S10.Q3 = 2	Did this last happen in the past year? Touch the green drum if your answer is "yes." Touch the red tree if your answer is "no."	arai ekaru ngolo alunyar etiyaunotor nu aa? Totap eburiu ngolo aliban kerai akon bongokinet "ee" Totap ekitoe ngolo arengan kerai akon bongokinet "mam'.	1. YES 2. NO 99. REFUSED
S10.Q3B	ASK IF S9.Q5 = 1 OR S9.Q7 = 1	Still thinking about your own experience doing sexual things in exchange for money, gifts, or other things that are important to you... Has this ever happened within your village? Touch the green drum if your answer is "yes." Touch the red tree if your answer is "no."	Otamakise ngapakio nguna kitiyana iyong ngiborebore ngulu ka akipud anguna ka ariamunia ngisilinga, ngainakineta kori idiobore daadang ngini imina iyong... Etiyauna nu alotooma ere kori echalo kus a? Totap eburiu ngolo aliban kerai akon bongokinet "ee" Totap ekitoe ngolo arengan kerai akon bongokinet "mam'.	1. YES 2. NO 99. REFUSED
S10.Q3B1	ASK IF S9.Q5 = 1 OR S9.Q7 = 1	Has this ever happened outside your village but within Karamoja? Touch the green drum if your answer is "yes." Touch the red tree if your answer is "no."	Etiyauna nu alokinga ekus ree torai nait alotooma karimojong pei a? Totap eburiu ngolo aliban kerai akon bongokinet "ee" Totap ekitoe ngolo arengan kerai akon bongokinet "mam'.	1. YES 2. NO 99. REFUSED
S10.Q3B2	ASK IF S9.Q5 = 1 OR S9.Q7 = 1	Has this ever happened outside of Karamoja? Touch the green drum if your answer is "yes." Touch the red tree if your answer is "no."	Etiyauna nu alo kinga karimojong a? Totap eburiu ngolo aliban kerai akon bongokinet "ee" Totap ekitoe ngolo arengan kerai akon bongokinet "mam'.	1. YES 2. NO 99. REFUSED
S10.Q4	ASK IF S9.Q5 = 1 OR S9.Q7 = 1	The next questions ask what you or someone else received in exchange for your doing sexual things.	Akingiset ngina etupakini tokona erai ngina ingita ibore ngini ibu iyong kori ice tungan toriam ka akitiya ngiboreborei ngulu ka akipud. Ibu iyong kori ice tungan toriam ngisilinga ikwa akilocunet	1. YES 2. NO 99. REFUSED

		Did you or someone else receive money in exchange for your doing sexual things? Touch the green drum if your answer is "yes." Touch the red tree if your answer is "no."	kotere akitiya ngiboreborei ka akipud aa? Totap eburi ngolo aliban kerai akon bongokinet "ee" Totap ekitoe ngolo arengan kerai akon bongokinet "mam'.	
S10.Q4A	ASK IF S9.Q5 = 1 OR S9.Q7 = 1	Did you or someone else receive gifts in exchange for your doing sexual things? Touch the green drum if your answer is "yes." Touch the red tree if your answer is "no."	Ibu iyong kori ice tunganan toriam ainakinet ikwa akilocokinet kotere akon kitiya ngiboreborei ngulu ka akipud aa? Totap eburi ngolo aliban kerai akon bongokinet "ee" Totap ekitoe ngolo arengan kerai akon bongokinet "mam'.	1. YES 2. NO 99. REFUSED
S10.Q4B	ASK IF S9.Q5 = 1 OR S9.Q7 = 1	Did you or someone else receive food or drink in exchange for your doing sexual things? Touch the green drum if your answer is "yes." Touch the red tree if your answer is "no."	Ibu iyong kori ice tungan toriam akimuj kori ematenit ikwa akilocokinet kotere akon kitiya ngiboreborei ngulu ka akipud aa? Totap eburi ngolo aliban kerai akon bongokinet "ee" Totap ekitoe ngolo arengan kerai akon bongokinete "mam'.	1. YES 2. NO 99. REFUSED
S10.Q4C	ASK IF S9.Q5 = 1 OR S9.Q7 = 1	Did you or someone else receive anything else in exchange for your doing sexual things? Touch the green drum if your answer is "yes." Touch the red tree if your answer is "no."	Ibu iyong kori ice tunganan toriam idio bore daadang ikwa akilokinet ka akon kitiya ngiboreborei ngulu ka akipud aa? Totap eburi ngolo aliban kerai akon bongokinet "ee" Totap ekitoe ngolo arengan kerai akon bongokinet "mam'.	1. YES 2. NO 99. REFUSED
S10.Q5	ASK IF S9.Q5 = 1 OR S9.Q7 = 1	Does someone else ask you to do this work? Touch the green drum if your answer is "yes." Touch the red tree if your answer is "no."	Eyai idiotunganan ikingitakin itiyong akitiya etic lo a? eburi ngolo aliban inges atemar "ee", ka ekitoe ngolo arengan inges atemar "mam".	1. YES 2. NO 99. REFUSED
S10.Q5A1	ASK IF S10.Q5 = 1	The next questions are about who asked you to do this work. Did someone in your family ask you to do this? Touch the green drum if your answer is "yes." Touch the red tree if your answer is "no."	Ngakingiseta nguna etupakinito erai nguna ingitasi itunganan ngini atemari iyong kitiya etic lo. Arai itunganan ngini alokal kus atemari iyong kitiya nu aa? Totap eburi ngolo aliban kerai akon bongokinet ee Totap ekitoi ngolo arengan kerai akon bongokinet mam.	1. YES 2. NO 99. REFUSED
S10.Q5A2	ASK IF S10.Q5 = 1	Did your spouse, boyfriend, or girlfriend ask you to do this? Touch the green drum if your answer is "yes." Touch the red tree if your answer is "no."	Arai ekon kile/aburu, ekon katingan, kori akon katingan atemari iyong kitiya nugu a? Totap eburi ngolo aliban kerai akon bongokinet ee. Totap ekitoi ngolo arengan kerai akon bongokinet mam.	1. YES 2. NO 99. REFUSED
S10.Q5A3	ASK IF S10.Q5 = 1	Did a pimp, broker, or employer ask you to do this?	Arai itunganan ngini ikiyaari iyong lotic, itunganan ngini ikiwarakini iyong etic, kori itunganan ngini itiyai iyong neni keng atemari iyong kitiya nu?	1. YES 2. NO 99. REFUSED

		Touch the green drum if your answer is "yes." Touch the red tree if your answer is "no."	Totap eburi ngolo aliban kerai akon bongokinet ee. Totap ekitoi ngolo arengan kerai akon bongokinet mam.	
S10.Q5A4	ASK IF S10.Q5 = 1	Did anyone else ask you to do this? Touch the green drum if your answer is "yes." Touch the red tree if your answer is "no."	Arai ice tunganan atemari iyong kitiya nugu a? Totap eburi ngolo aliban kerai akon bongokinet ee. Totap ekitoi ngolo arengan kerai akon bongokinet mam.	1. YES 2. NO 99. REFUSED
S10.Q5B	ASK IF S10.Q5 = 1	Have you ever felt that this person or these people would hurt you if you don't do something they tell you to do? Touch the green drum if your answer is "yes." Touch the red tree if your answer is "no."	Ipupunitor iyong atemar elosi itunganan en kori ngitunga lu akiwan iyong erae pa kitiyak iyong ibore ngini ikilimokinete ikes iyong akitiyakin a? eburi ngolo aliban inges atemar "ee" ka ekitoe ngolo arengan inges atemar "mam".	1. YES 2. NO 99. REFUSED
S10.Q5C	ASK IF S10.Q5 = 1	Has this person or have these people ever hurt you because you didn't do something they told you to do? Touch the green drum if your answer is "yes." Touch the red tree if your answer is "no."	Ikiwanitor iyong itunganan en kori ngitunga lu anguna pa ibunio iyong kitiyakinia nguna ikilimonito ikes iyong akitiya a? eburi ngolo aliban inges atemar "ee", ka ekitoe ngolo arengan inges atemar "mam".	1. YES 2. NO 99. REFUSED
endtime_child		PROGRAMMING NOTE: RECORD TIME		
S11.Q2	ASK ALL	What makes you happy? You can choose more than one answer or no answer at all. Touch the green circle if "being with your friends" makes you happy. Touch the blue bicycle if "being with your family" makes you happy. Touch the yellow car if "doing sports" makes you happy. Touch the red box if "going to school" makes you happy. When you're finished, give the headphones and tablet back to the research assistant. Thank you!	Nyo ikitalakanari iyong? Ipedori iyong aseun ngabongonokineta nguna alalak akilo apei kori tar ngiseu adio bongokinet daadang. Neni elukakinitae neni aliban inges atemar "arukit ka ngakonei/ngikonei", egaali ngolo pus inges atemar "arukit ka ngikonitunga", amotoka ngina nyang inges atemar "ngabolyasyo", abokis ngina arengan inges atemar "alosenen losukul" inges ikitolakanari yong. Ani irikakini iyong kiyakak ngaiti nguna epupere ka asim lo kengitingitan. Alakara!	1. BEING WITH AYAKAU KA NGIKONEI 2. AYAKAU KA EKAL 3. AKITIYA NGABOLIASIO 4. ALOSENEN LOSUKUL

		Section 12. Conclusion	Section 12. Conclusion		
FLAG_S CTO	ASK IF ROUTE = 2	INTERVIEWER: DID YOU RECEIVE A FLAG IN SURVEY CTO?	INTERVIEWER: DID YOU RECEIVE A FLAG IN SURVEY CTO?	1. YES 2. NO	1. YES 2. NO
S12.Q1_ N	ASK ALL	How easy or hard did you find it to answer these questions? Would you say very easy, easy, hard, or very hard?	Apatana kori ationo iyong abongonokin ngakingiseta? Itamari iyong apatana nooi, iwadio, ationo kori ationo nooi?	1. VERY EASY 2. EASY 3. HARD 4. VERY HARD 77. DON'T KNOW 99. REFUSED	1. APATANA NOOI 2. APATANA 3. ATIONO 4. ATIONO NOOI 77. NGAYENI 99. NGACAMIT
S12.Q2	ASK ALL	How comfortable did you feel answering these questions? Would you say very comfortable, comfortable, uncomfortable, or very uncomfortable?	Ikwaie ipupunitor iyong abongonokin ngakingiseta nu? Ipedori iyong atemar Inapakina nooi, enapakina, ngenapakina kori ngenapakina nooi	1. VERY COMFORTABL E 2. COMFORTABL E 3. UNCOMFORTA BLE 4. VERY UNCOMFORTA BLE 77. DON'T KNOW 99. REFUSED	1. ENAPAKINA NOOI 2. ENAPAKINA 3. PAENAPKINA 4. PAENAPAKINA NOOI 77. NGAYENI 99. NGACAMIT
S12.Q3	ASK ALL	Is there anything else you want to tell us about how it felt to answer these questions?	Eya ngace icamit iyong alimokin isua nguna etapito epite ngolo ipupunitor iyong abongokin ngakingiseta nu?	[TEXT] 66. NOTHING 77. DON'T KNOW 99. REFUSED	66.MAM NGACE 77.NGAYENI 99. NGACAMIT
THANKS	ASK ALL	I would like to thank you very much for helping me. I appreciate the time that you have taken. I realize that these questions may have been difficult for you to answer, but it is only by listening to children and young people like you that we can really understand about the experiences of children and young people in Uganda. Sometimes the questions I have asked might remind you	Acamit akitolakar iyong nooi kotere akingarakin ayong. Alakara ekon saa ngolo iyaa iyong. Ayeni atemar ace paki atioko ngakingiseta nu koter iyong abongonokin, nait erai mati ke pupokin nguna agidwe ka ngitunga ngulu cicik ikwa iyong inges eyanuere isua nguna etakanianakinito ngidwe ka ngitunga ngulu cicik alo uganda. Ace paki ngakingiseta nguna ekengit ayong iyong ikitotamut iyong		

		<p>of times when you, or people you know, have experienced difficulties in life and you may think that you would like to talk to someone about this. This might be now or at any time in the future. I have a list of organizations here that provide various types of services that may be of interest to you. Please contact them if you need help or wish to find out more information about what they offer. You can contact them whenever you would like to.</p> <p>Do you have any questions you would like to ask me?</p> <p>[ANSWER ANY QUESTIONS CHILD HAS AND GIVE RESOURCE SHEET]</p>	<p>nguna ikitakanikintotor iyong , kori ngitunga ngulu iyeni iyong ngulu eyayuntotor ngatiokisio anakiyar ka totamakinito atemar ipedori iyong amorun ka idio tunganan. Epedori nu araun tokona kori rwanu. ayakatar ayong ekimar ata lojok tau nege ngulu itiyayete ngakingaranakineta nguna gelegelia nguna epedorete akinir iyong. ipedori iyong aramakin ikes kiitanit iyong akinga rakinat kori kiitanit iyong aayun anguna alalak nguna angikec ticisio. ipedori iyong aramakin ikes ka akon camakinet. Iyakatatar iyong adio kingiset ngina ibala ikingit ayong a?</p> <p>[ANSWER ANY QUESTIONS CHILD HAS AND GIVE RESOURCE SHEET]</p>		
		Section 13. Interviewer Observations	Section 13. Interviewer Observations		
S13.Q1	ASK IF ROUTE = 2	HOW OFTEN DID THE RESPONDENT ASK YOU QUESTIONS DURING THE SELF-ADMINISTERED PORTION?	HOW OFTEN DID THE RESPONDENT ASK YOU QUESTIONS DURING THE SELF-ADMINISTERED PORTION?	<ol style="list-style-type: none"> 1. NEVER 2. ONCE OR TWICE 3. A LOT 4. ALMOST CONSTANTLY 	<ol style="list-style-type: none"> 1. EMAM 2. APEI KORI NGAREI 3. ALALAK NOOI 4. ERUCIRUCI
S13.Q2	ASK IF ROUTE = 2	HOW DID THE RESPONDENT APPEAR DURING THE SELF-ADMINISTERED PORTION? SELECT ALL THAT APPLY	HOW DID THE RESPONDENT APPEAR DURING THE SELF-ADMINISTERED PORTION? SELECT ALL THAT APPLY	<ol style="list-style-type: none"> 1. INTERESTED 2. EXCITED 3. CONFUSED 4. BORED 5. WORRIED 6. EMBARRASSED 7. OTHER 	<ol style="list-style-type: none"> 1. INTERESTED 2. EXCITED 3. CONFUSED 4. BORED 5. WORRIED 6. EMBARRASSED 7. OTHER
S13.Q2_OTHER		RECORD OTHER	RECORD OTHER	[TEXT]	
REPORT	ASK ALL	DID THE RESPONDENT REPORT ABUSE OR NEGLECT TO YOU?	DID THE RESPONDENT REPORT ABUSE OR NEGLECT TO YOU?	<ol style="list-style-type: none"> 1. YES 2. NO 	<ol style="list-style-type: none"> 1.EE 2.MAM
	ASK IF REPORT = 1	DETAILS:	DETAILS:	TEXT	TEXT
FOLLOW UP	ASK ALL	IN YOUR OPINION DOES THE CHILD'S SITUATION	IN YOUR OPINION DOES THE CHILD'S SITUATION	<ol style="list-style-type: none"> 1. YES 2. NO 	<ol style="list-style-type: none"> 1.EE 2.MAM

		INDICATE A NEED FOR FOLLOW UP?	INDICATE A NEED FOR FOLLOW UP?		
	ASK IF FOLLOWUP = 1	DETAILS:	DETAILS:	TEXT	TEXT
NOTES	ASK ALL	OTHER NOTES	OTHER NOTES	TEXT	TEXT

APPENDIX B: ADDITIONAL TABLES

Table 14-B. Awareness of the Trafficking in Persons Act of 2009, Napak District Child Protection Ordinance, and Child Trafficking by Alternate Exposure Group and Wave (Adults, Weighted)

	Endline			Baseline			Difference in differences	
	Exposed-2 (including TV/radio) estimate (SE)	Unexposed-2 estimate (SE)	ED	Exposed-2 (including TV/Radio) estimate (SE)	Unexposed-2 estimate (SE)	BD	Estimate	CI (LL, UL)
Trafficking in Persons Act of 2009	74.5% (3.2)	42.4% (5.1)	32.1% (6.0)	48.8% (4.8)	43.2% (4.6)	5.6% (6.7)	26.5%*	(8.9%, 44.1%)
Number of respondents (N)	502	366		433	518			
Napak District Child Protection Ordinance	79.2% (3.0)	56.9% (5.7)	22.3% (6.4)	54.4% (4.3)	47.9% (4.6)	6.5% (6.3)	15.8%	(-1.9%, 33.5%)
Number of respondents (N)	500	359		435	522			
Child trafficking	93.7% (1.7)	84.7% (3.1)	9.0% (3.5)	75.9% (3.2)	78.3% (2.6)	-2.4% (4.1)	11.4%*	(0.8%, 22.0%)
Number of respondents (N)	511	372		433	524			

*Difference is statistically significant at the p<0.05 level.

Table 16-B. Decision-maker about Whether a Child Migrates for Work by Alternate Exposure Group and Wave (Adults, Weighted)

	Endline			Baseline			Difference in differences	
	Exposed-2 (including TV/radio) estimate (SE)	Unexposed-2 estimate (SE)	ED	Exposed-2 (including TV/Radio) estimate (SE)	Unexposed-2 estimate (SE)	BD	Estimate	CI (LL, UL)
Respondent believes mother and father should jointly make the decision about whether a child migrates for work	52.7% (4.4)	53.6% (3.6)	-0.9% (5.7)	52.1% (3.5)	45.8% (4.1)	6.3% (5.4)	-7.2%	(-22.6%, 8.2%)
Number of respondents (N)	512	376		444	542			

¹ Includes mother, father, community leader

Table 21-B. Parents' Agreement with Statements about Relationship with their Children by Alternate Exposure Group and Wave (Adults, Weighted)

	Endline			Baseline			Difference in differences	
	Exposed-2 (including TV/radio) estimate (SE)	Unexposed- 2 estimate (SE)	ED	Exposed-2 (including TV/radio) estimate (SE)	Unexposed -2 estimate (SE)	BD	Estimate	CI (LL, UL)
I usually know where my child is. ("All the time")	63.1% (6.4)	68.5% (7.8)	-5.4% (10.1)	65.4% (5.9)	65.0% (3.4)	0.4% (6.8)	-5.8%	(-29.7%, 18.1%)
Number of respondents (N)	204	112		272	300			
I know my child's friends. ("Very well")	43.3% (5.5)	31.0% (6.1)	12.3% (8.2)	40.7% (5.0)	39.9% (4.7)	0.8% (6.9)	11.5%	(-9.5%, 32.5%)
Number of respondents (N)	203	110		267	296			
My child keeps secrets from me. ("Never")	36.5% (4.8)	37.2% (6.3)	-0.7% (7.9)	48.2% (5.2)	50.5% (4.6)	-2.3% (6.9)	1.6%	(-19.0%, 22.2%)
Number of respondents (N)	195	106		262	283			

Table 24-B. Talks More about Child Trafficking Now Compared to One Year Ago by Gender and Alternate Exposure Group (Adults and Children, Weighted)

	Exposed-2 (including TV/radio)			Unexposed-2			<i>p</i> -value (SE for the diff)
	Male estimate (SE)	Female estimate (SE)	Total estimate (SE)	Male estimate (SE)	Female estimate (SE)	Total estimate (SE)	
Adults: Talks more about child trafficking compared to one year ago	85.8% (4.0)	68.2% (4.1)	77.6% (3.9)	51.6% (6.7)	47.2% (4.3)	48.8% (4.2)	<.0001 (5.7)
Number of respondents (N)	81	279	361	32	146	178	

APPENDIX C: HOUSEHOLD POVERTY

This appendix discusses the level of poverty experienced by respondents.

Karamoja is Uganda's poorest region.³¹ The high level of poverty in the region is reflected in the study sample. Table C-1 shows the mean poverty likelihood for our sample at baseline and endline using international poverty lines.³² The mean poverty likelihood for our sample using the poverty probability index methodology at the \$1.90 per day poverty line is 68 percent at baseline and 73 percent at endline, meaning that approximately 68 percent of our sample lived on less than \$1.90 per day at baseline, and 73 percent lived on less than \$1.90 per day at endline. Approximately 89 percent of our sample lived on less than \$3.10 per day at baseline, and 89 percent of our sample lived on less than \$3.20 per day at endline.³³

Table C-1. Household Poverty Likelihood at Baseline and Endline (Unweighted)

Poverty line	Baseline %	Endline %
\$1.90/day*	68.4%	73.3%
\$3.10/day*	89.2%	Not available
\$3.20/day*	Not available	89.4%
Number of households	983	881

*2011 purchasing power parity

³¹ <https://www.independent.co.ug/museveni-faults-leaders-over-biting-poverty-in-karamoja/>

³² Our estimates were developed using the [poverty probability index](#), which was developed by the Grameen Foundation in 2005 to allow researchers and practitioners to quickly establish a household's likelihood of living in poverty. Since 2016, the poverty probability index has been managed by Innovations for Poverty Action. Each country-specific scorecard includes 10 easy-to-collect indicators. Poverty probability index documentation includes look-up tables to convert scores to poverty likelihoods using various poverty lines.

³³ The baseline study used the poverty probability index developed from Uganda's 2012 National Household Survey. The endline study used the poverty probability index developed from the Uganda National Panel Survey, 2020. The previous poverty probability index look-up table had the \$3.10 indicator, and the current look-up table has the \$3.20 indicator (and not the \$3.10 indicator).