



**CHILD-FRIENDLY  
FEEDBACK MECHANISMS**

**A CASE STUDY FROM  
MONGOLIA**



**PUBLISHED DECEMBER 2016**

**Our vision for every child,  
life in all its fullness;  
our prayer for every heart,  
the will to make it so.**



**Anna Wood (World Vision International)**

**Charlotte Lindel (University of Frankfurt)**

**Katharina Gerarts (World Vision Germany)**

**Judith Behrendt (World Vision Germany)**

**Ulziikhand Togoodoi (World Vision Mongolia)**

*with the assistance of Lilly Wildfang and Laura Schelenz*

## **i. Acknowledgements**

This study is a collective work of the Area-Development-Program (ADP) teams, stakeholders in quantitative survey and the participants of focus group discussions, World Vision Mongolia national and regional staff as well as World Vision Germany staff.

The commitment and enthusiasm of the ADP and World Vision (WV) Mongolia staff as well as during long discussions in the office is greatly appreciated and contributed significantly to the quality of this report. Thanks to Ulziikhand Togoodoi and the WV Mongolia team who organized the entire stay and ensured that the whole journey was well organized and an enjoyable process.

Thanks especially to the ADP managers Tsolmonbayar Zorigt and Tsolmon Batnyam and their teams for organizing the trip and the meetings for the researcher team and being wonderful hosts. Last but not least a warm-hearted thanks WV Mongolia staff. Despite their workload as ADP managers and technical experts, they have invested so much time and energy to contribute to this important event. Their expertise and analysis of the collected data is represented in all parts of this report. We greatly appreciate their expertise and passion which helped so much in making this project such a positive experience.

The findings and recommendations of this report should reflect the views of the children and their parents. Hopefully, this document contributes to the process of improving the feedback possibilities for children and supporting adults in all positions to listen to children and act upon children's needs for participation in their communities.

<b>Staff name</b>	<b>Position at World Vision</b>
1. Anna Wood	Senior Advisor, Accountability to children and Communities, WVI
2. Judith Behrendt	Technical Advisor impact evaluation and Impact communication- WV Germany
3. Katharina Gerarts	Head of Research World Vision Institute + Senior Researcher for Children Studies
4. Charlotte Lindel	Master's Student University of Frankfurt
5. Ulziikhand.T / Study coordinator from WVM/	Child Protection specialist, WVM
6. Delgermaa.G / Translator in Bor-Undur ADP/	Design, Monitoring, Evaluation (DME)

	East cluster
7. Gantumur.G /Translator in Bayankhoshuu and Bor-Undur I/	Design, Monitoring, Evaluation (DME) East Cluster
8. Nyamsuren.Ts /taking notes in Bayankhoshuu and Bor-Undur I ADPs/	Citizens Voice for Action (CVA) Project coordinator
9. Jargal /Translator in Bayankhoshuu and Bor-Undur I ADPs /	DME Coordinator, Urban cluster
10. Delgermurun / Translator in Bayankhoshuu ADP/	DME officer, Urban Cluster
11. Zoljargal.G / Translator in Bor-Undur I ADP/	Cluster Sponsorship Operation Coordinator
12. Tuul.B /taking notes in Bayankhoshuu and Bor-Undur I ADPs/	Child right based Child Friendly Local Governance- Project officer
<b>1. Bayankhoshuu ADP</b>	
13.Tsolmon.B	Manager, Bayankhoshuu ADP
14.Amgalanbaatar.N	Education PO, Bayankhoshuu ADP
15. Gantuya.G	Health PO, Bayankhoshuu ADP
16. Khishigjargal	SSP staff, Bayankhoshuu ADP
17. Dulamsuren	TDF, Bayankhoshuu ADP
18. Munguntsetseg	TDF, Bayankhoshuu ADP
<b>2. Bor-Undur I ADP</b>	
19.Tsolmonbayar.Z	Manager, Bor-Undur I ADP
20. Oyunbileg. TS	Education PO of Bor-Undur I ADP
21. Uyanga	SSP staff, Bor-Undur I ADP
22. Undarmaa.S	TDF of Bor-Undur I ADP

23. Narangerel.D	TDF of Bor-UndurI ADP
------------------	-----------------------

### List of abbreviation

ADP	Area-Development-Program World Vision
AY	Self-perception
B	Bullying
F	Friends, peer and social support
FH	Parent relation and home life
FM	Mood and emotions
FT	Autonomy and free time
M	Financial resource
MDT	Multi-disciplinary Team
P	Participation
PA	Physical well-being
S	Safety
SL	School environment
WV	World Vision



# CONTENT

<b>CONTENT .....</b>	<b>6</b>
<b>1 INTRODUCTION .....</b>	<b>8</b>
<b>1.1 Background and rationale for the study .....</b>	<b>8</b>
<b>1.2.1 Phase 1: Child-Friendly Feedback Mechanisms Report 2015 .....</b>	<b>9</b>
<b>1.2.2 Phase 2: Case study from Mongolia .....</b>	<b>12</b>
<b>2 SITUATION OF FEEDBACK MECHANISMS IN MONGOLIA.....</b>	<b>14</b>
<b>3 METHODOLOGY .....</b>	<b>19</b>
<b>3.1 Triangulation of qualitative and quantitative methods .....</b>	<b>19</b>
<b>3.2 The sample of the study.....</b>	<b>22</b>
<b>3.3 Qualitative Data collection.....</b>	<b>23</b>
<b>3.4 Quantitative Data Collection .....</b>	<b>25</b>
<b>3.5 Data Analysis.....</b>	<b>27</b>
3.5.1 Qualitative Data: Coding with MaxQDA .....	27
3.5.2 Quantitative Data: Calculated with SPSS.....	27
<b>4 RESULTS.....</b>	<b>28</b>
<b>4.1 Sample Description .....</b>	<b>28</b>
<b>4.2 Dimensions of Child Well-Being .....</b>	<b>31</b>
4.2.1 The perspectives of children .....	32
4.2.2 Perspectives of children and parents.....	33
4.2.3 Notable differences.....	35
<b>4.3 Feedback Channels.....</b>	<b>36</b>
4.3.1 Knowledge of children and parents about feedback channels.....	36
4.3.2 Dimensions Children Do Not Share their Concerns .....	38
4.3.3 Most Important Channels and Addressees.....	40
4.3.4 Notable Differences .....	44



<b>4.4 PARTICIPATION</b> .....	<b>46</b>
4.4.1 Participation and Wold Vision .....	46
4.4.2 Generational power relations and Children’s Rights .....	48
4.4.3 Feedback channels within World Vision ADPs.....	49
<b>4.5 Ideas for Future feedback channels</b> .....	<b>51</b>
<b>5 CONCLUSION AND RECOMMENDATIONS</b> .....	<b>56</b>
<b>5.1 Findings concerning the methodology</b> .....	<b>56</b>
5.1.1 Children.....	56
5.1.2 Adults.....	56
<b>5.2 Important findings of the study</b> .....	<b>57</b>
5.2.1 Child-friendly feedback mechanisms.....	57
5.2.2 Gender differences .....	58
5.2.3 Differences between children and adults, age differences.....	59
5.2.4 Contextual differences (rural vs. urban).....	59
<b>5.3 Recommendations to World Vision staff</b> .....	<b>60</b>
<b>Appendix</b> .....	<b>62</b>



# I INTRODUCTION

This chapter explains the background of the study conducted in Mongolia. In 2015 a “Child Friendly Feedback Mechanisms Report” was conducted, which was the first part of the whole project, to find out more about child friendly feedback mechanisms. The second part of the project was a research project in Mongolia where children, parents and professionals were asked about possibilities for feedback for daily life issues.

## I.1 BACKGROUND AND RATIONALE FOR THE STUDY

Article 12 of the Convention on the Rights of the Child (CRC) states that children have the right to participate in decision-making processes that may be relevant in their lives and to influence decisions taken in their regard—within the family, the school or the community. In September 2009 in support of the CRC, the World Vision (WV) International Board approved the partnership policy on the Well-being of Children, which includes the following section on children’s participation:

**“Children can play a significant role as agents of transformation. We seek to build children’s ability to participate, taking into account their age, maturity and context. We uphold children’s rights to be listened to, to express their opinions on matters that affect them, to freedom of expression, thought, association and access to information, while respecting the roles and responsibilities of parents and others in authority.” (World Vision International 2009)**

Over the last few years, organizations such as WV have developed numerous approaches and established a variety of channels to support the engagement of children in program decision-making. These channels are designed to allow children’s voices to be heard and to ensure more equitable distribution of decision-making power among the agency and children. A variety of informal channels currently exist with WV program, including regular interactive engagement and consultation with children within program activities, as well as discussion boards and forums on websites. More formal channels include children as members of decision-making bodies and committees such as youth councils and youth forums, and children’s involvement in regular focus group discussions relating to programme design, monitoring, and evaluation. These channels aim at providing interactive fora where children’s voices can be heard and taken into account in an on-going, participatory process.

Other channels provide children with the means to provide feedback in a more adhoc and spontaneous way. Examples including the use of surveys or open house days in drop-in centers where children could engage in exercises and activities aimed at eliciting their views on a

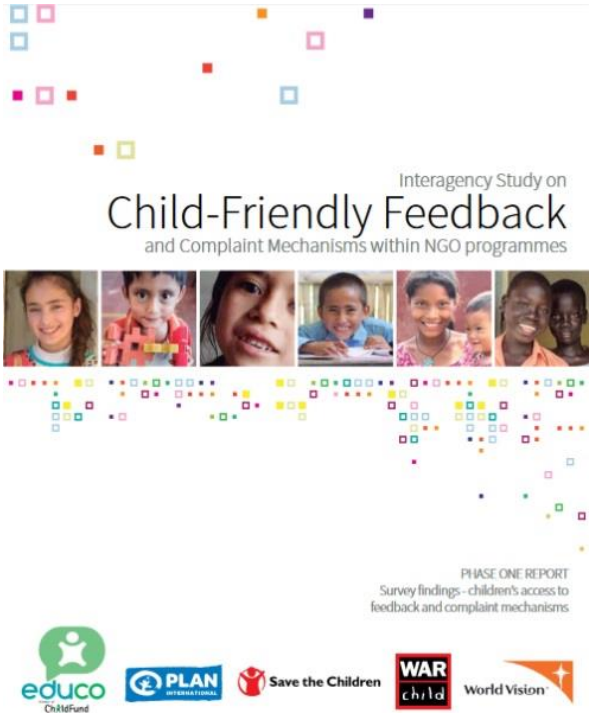


particular issue at a particular point in time. Feedback and suggestion boxes as well as hotlines are also used to allow children to share their concerns when it most suits them and, if necessary, in an anonymous manner.

Although accessibility is a fundamental requirement of an effective feedback channel, little evidence currently exists on the extent to which agency-established channels are actually accessible to children.

## 1.2.1 PHASE I: CHILD-FRIENDLY FEEDBACK MECHANISMS REPORT 2015

Findings from an exploratory survey on staff perceptions of accessibility conducted by five agencies in 2015 <sup>1</sup>, concluded that, in general, agencies do provide channels that some children are able to access and willing to use. However, staff also believed that some children within agency programs are unable or unwilling to access these channels. Agencies may also be receiving only a small fraction of the feedback and concerns expected from children by the staff of the agencies, in particular from children within programme communities that are harder to reach and more vulnerable. As most agencies do not routinely collect disaggregated data on the use of the various feedback channels, it is difficult to ascertain the level of accessibility or inclusivity. Hypothetically, reasons for low accessibility or inclusiveness could be related to children having certain preferences or capacities that are not yet being catered for by the agencies in the design of their feedback channels. These preferences are likely determined by a number of interrelating factors including the context and culture in which the children and youth live, their age and gender, the type of feedback or complaint they would like to raise (its sensitivity, for example) and the strength of relationship with the intended recipient of the feedback or concern. Agencies currently have limited data and information to inform their decision-making around which channels will be most effective in a given context. The risk of not knowing this information is that the concerns of vulnerable children may be missed.



<sup>1</sup> The survey findings are the subject of the phase one report <http://www.wvi.org/accountability/publication/child-friendly-feedback-mechanisms-report-2015>

The 2015 survey collected information primarily on the accessibility of the mechanisms to children and youth, but also on general practices and management of the mechanisms. The types of mechanisms considered span from those designed to support children and youth provide everyday feedback on program issues to those that allow them to report more serious issues that concern themselves or their families, and for which the agencies have responsibility.

The findings showed that all fifteen country and regional programs surveyed have succeeded in establishing feedback and complaint channels that children are able and willing to access. The report also provided information on agencies' experiences of setting up these channels and establishing feedback mechanisms for children. The survey findings also confirmed that accessibility is not yet universal and some children remain unable or unwilling to use existing agency feedback and complaint channels or they just do not know about these channels. The extent of this inaccessibility is not yet clear.

The survey responses on the 2015 study highlight some gaps in practice that, if addressed, could help agencies better understand and support accessibility. These include:

- *Engagement of children in design and establishment of feedback and complaint channels and in monitoring and evaluation of the overall mechanism.* The process of engagement will help to increase children's confidence in using the channels and their understanding of the feedback and complaint process. It will raise children's awareness of their rights and promote trust in the agency. The engagement of children aims to create multiple, contextually appropriate channels that better suit their preferences and needs. This could help address many of the reasons for some children being unable or willing to use existing agency channels.
- *Collection of locally defined, disaggregated data on the use of the feedback and complaint channels.* This will help to identify or confirm children's preferences and determine which groups of children are accessing the channels and which are not. The collection of information can be used to design feedback and complaint mechanisms that are better targeted to the needs of specific groups of children by age, gender, ability and vulnerability. Data collection can be performed in parallel to actions mentioned in the previous paragraph.
- *Systematic evaluation of the feedback and complaint mechanisms.* This is also required to ensure that the channels continually reflect and respond to the preferences and needs of children. It can demonstrate whether the feedback loop is being closed and that children's views are taken into account when improving programs.
- *Collection of socio-economic data and application of context mapping.* This can help to identify the factors that influence children's access in certain contexts more accurately. This contextual analysis should specifically cover rural, urban, development, and humanitarian programming.

Complaint systems must be designed through consultation with the users and for a specific context and people must be able to trust that they will respond in a timely and appropriate manner.

- Core Humanitarian Standard Guidance Notes and Indicators, Draft for Consultation (HAP International, People In Aid, the Sphere Project and Groupe URD 2015)

## I.2.2 PHASE 2: CASE STUDY FROM MONGOLIA

As a result of the inter-agency study in phase one, the following question chain was developed for phase two of the study:

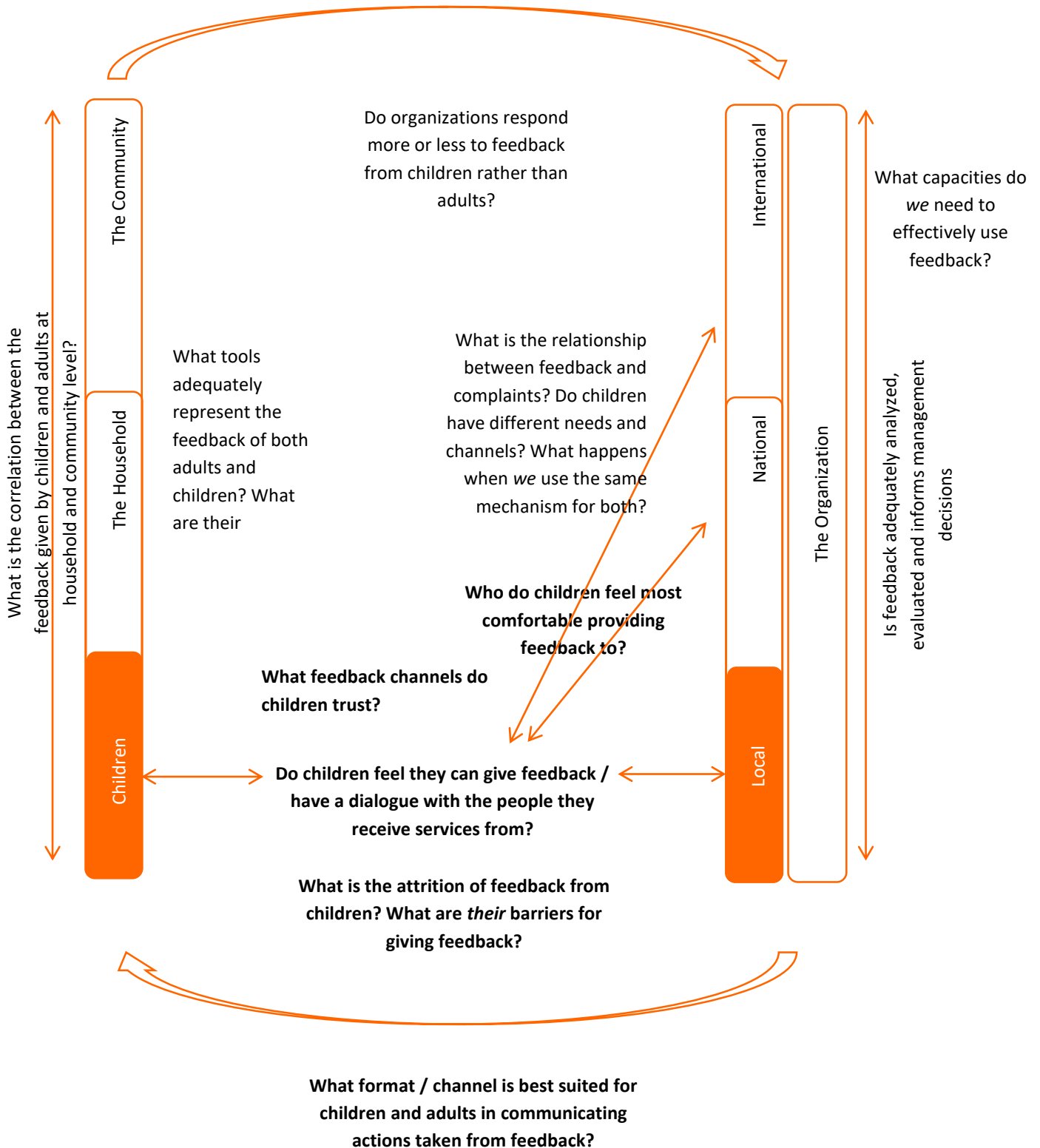


Figure 1: Question Chain for Children's Feedback

The key question for phase two is: “Which channels are best suited for and most trusted by children in communicating feedback?” This is a general question and needs to be addressed individually for different aspects of children’s lives and embedded in the specific context.

The questions in bold were considered during the study. As part of the discussion at the beginning, researchers asked the children which channels they felt most comfortable using generally and which are touching on their different life worlds. This was because on the one hand, children often can’t separate for which aspect which actor would be the appropriate one to address. It will be a challenge for the stakeholder to elaborate channels that help children find the right recipient after receiving the results of the study. On the other hand World Vision projects target many different aspects of a child’s life with different partners and strategies, so feedback can be shared about many different things.

When designing the methodology for this study, World Vision took into account on the four child well-being aspirations defined as the following:

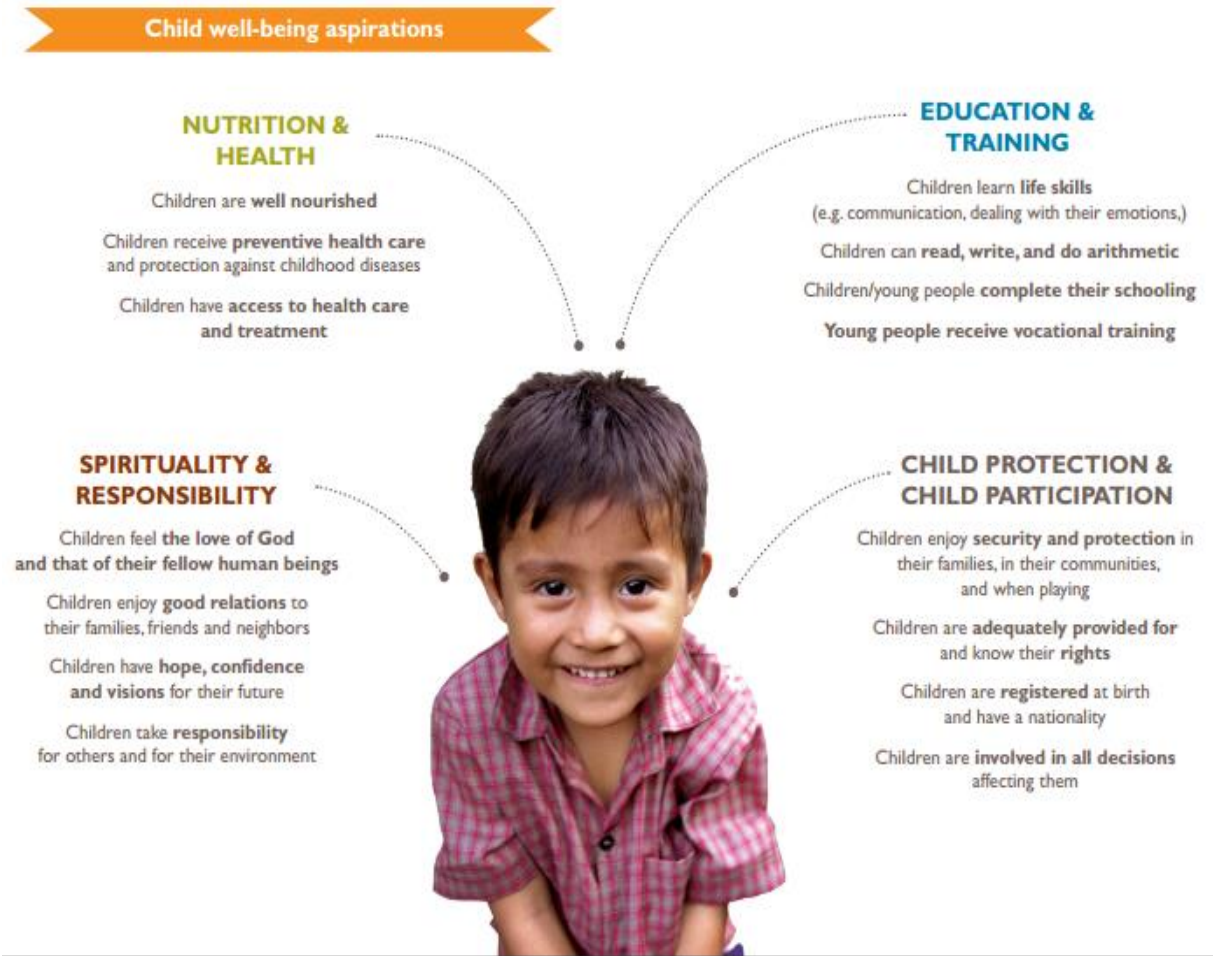


Figure 2: Child Well Being Framework of World Vision

## 2 SITUATION OF FEEDBACK MECHANISMS IN MONGOLIA

The legal environment for receiving and resolving petitions or complaints from children has been established in the law and legislations of Mongolia and is on a favourable level. The relevant legislative documents about the receiving of petitions and complaints from the child are: “Law on Protection of Child Rights,” “Law of Confidentiality of Individual Information,” “Law on Crime Prevention,” “Family law,” “Law against Domestic Violence.”

Article no. 5.3 of the “Law on Protection of Child Rights”, states that the child should have the rights to maintain personal relations and direct contact with the parents on a regular basis when the child lives separately from the and the right to express his or her opinion with whom to live when the child’s parents are divorced or separated. Further, article no. 8.3 states that child shall have the right to express his or her views on matters regarding the training, educational program or health treatments. The article no. 12. 8 states that the parents or the care takers and guardians are responsible for respecting the reputation, health and privacy of the child and respect the views of the child, and allow the child to freely express his or her views.

Under the “Law on Protection of the Child”, citizens, economic entities, and all organizations in Mongolia are obliged to report any infringement upon the provisions of the law, and must take appropriate measures to eliminate such violations.

The “Law on Combating Domestic Violence” stipulates that educators in kindergartens and teachers in general education schools, as well as medical staff need to inform local authorities about the domestic violence that has been occurred or might occur. According to article no. 13, police authorities shall report all information regarding domestic violence and take necessary measures. However, there are no specific provisions in regard to sanctions in case an official has failed to comply with his or her duty to report cases.

Stated in the Mongolian law, police should be the first instance receiving information on violence or abuse. However, according to interviewees, people are reluctant to report to the police as they are afraid of future complications. In practice, there is a number of ways available to children and their families to report cases of violence, abuse, neglect or exploitation. The cases can be reported to Khoroo’s<sup>2</sup> governor and social workers, family doctors, school teachers, child protection units, the National Center Against Violence, World Vision staff, and police. There is also a state-run child helpline that is increasingly recognized by people, and an increased number of children is calling the helpline. However, in the communities, informal mechanisms are still used more frequently than formal offers. For instance, people turn to

---

<sup>2</sup> The country of Mongolia is divided into 21 provinces and the capital Ulaanbaatar. Ulaanbaatar is divided into nine düüregs, which are further subdivided into Khoroots.







People also use other NGOs and care centers to report cases of abuse or neglect. The majority of community members prefers to report to NGOs, as people are convinced that NGOs will keep their complaints confidential, and ensure timely and good assistance. Government processes usually take longer and become complicated with a variety of people and institutions involved.

There is a tendency that community members turn to various agencies first of all for social assistance, for example assistance with school supplies or cloths, rather than to report cases of abuse. The study's results suggest that there is still little awareness and community understanding about the importance of reporting cases of abuse, violence, and neglect in all three communities. Domestic violence is still considered a family issue, which needs to be resolved within the family. There is little knowledge among community members about what child protection are, and vice versa what child abuse, neglect, and exploitation is. For instance, children involved in heavy labor, it is also considered a common family issue since the labor is meant to assist the family. Also, in Mongolia, physical violence against children is considered a proper way to raise and educate children.

The practice shows that mainly cases of sexual abuse are reported. In these cases, Khoroo's governor, social workers, and Khoroo's police are dealing with the case. As it was mentioned above, people are very reluctant to report to the police as they expect a lot of complications and consequences. In General, there is little trust in services provided by the police. Hence, people try to avoid engaging with the police. There is an urgent need to increase the credibility of police's work and including juvenile police. A main issue is the police sometimes lack very basic knowledge on child rights and have no skills of dealing with children.

An important institution at the community level is the Multi-disciplinary Child Protection Team (MDT). This institution receives cases from parents, children, school teachers, NGOs or community workers. A MDT unites members of government mandated bodies - health workers, school social workers, police officers, and workers from children's centers - as well as representatives of WV and other NGOs. However, due to a lack of clarity about the individuals' responsibilities within MDT, and due to the high workload of individuals, the efficiency of MDT teams is relatively low. The majority of MDT members considers their involvement in MDTs as additional burden and does not see much value in it. It is important to ensure the clarity in MDTs functions as well as to prioritize the role of the social workers who, due to their professional specialization, should lead the cases. Social workers should be the ones to call other specialists and make necessary referrals as needed for each particular case based on the professional assessment of the situation and development of individual plans for each child and family case.

It should also be mentioned that not only the general population has low awareness and understanding of child protection but also service providers such as teachers, police, and even social workers. There is a general view that only police should deal with any cases of abuse, and other specialists do not have any responsibility. Thus, it is necessary to build professional capacity of key service providers to ensure their ability to prevent violence against children, protect children, and restore children’s well-being in cases of abuse. Professionals should also learn how to work as a team to ensure comprehensive care for vulnerable children and families at risk.

The practice that children turn to various agencies for help or report cases of abuse is not widespread. In the majority of cases, children (though loved by their families, as it was mentioned in all group discussions) have no voice and adults remain the decision makers.

Regardless of the availability of a variety of services and existence of different child protection agencies, there are still a lot of issues with early identification of children and families at risk. Usually, vulnerable families do not access available services themselves. Services mainly deal with restoring well-being in cases of abuse rather than prevention. Moreover, there are children and families (in particular migrant families from other areas) who have no identification documents. These families cannot access public services at all, so this part of the population remains invisible and most at risk.



When children are given the space to voice their opinion, it increases their self-confidence, thus enabling them to speak up to appropriate and trusted people when facing violence.

- Literature Review: Child Protection Referral & Response Mechanism for and with Most Vulnerable Children (World Vision MEER 2014)



### 3 METHODOLOGY

The study applied participatory methodologies through which children can identify and explore i) the range of feedback and concerns they would like to communicate to important persons or institutions in their region, ii) the channels in which they currently share these concerns with persons in their life, iii) the ways in which they would prefer to share these concerns. Through this participation process, children are engaged in designing feedback (communication) channels that best suit their preferences based on age, gender, capacity and context.

#### 3.1 TRIANGULATION OF QUALITATIVE AND QUANTITATIVE METHODS

The chosen methodology for this study was a combination of qualitative and quantitative data collection tools. This was mainly done in order to overcome some of the weaknesses of either qualitative or quantitative data collection methods. In combining both methods a triangulation of the data becomes possible. Strengths and weaknesses of qualitative and quantitative data collection methods are considered in the following table.<sup>3</sup>

---

<sup>3</sup> It is to be noted that the list only includes those aspects relevant to the present context and should not be considered complete for the methodology in general.

	<b>Strengths</b>	<b>Weaknesses</b>
<b>Qualitative data collection</b>	<p><b>Subjective view:</b></p> <ul style="list-style-type: none"> <li>- Provides understanding and description of people's personal experiences.</li> <li>- Can describe phenomena in rich detail as they are situated and embedded in local contexts.</li> <li>- Qualitative data in the words and categories of participants help to explore how and why phenomena occur.</li> </ul> <p><b>In-depth information:</b></p> <ul style="list-style-type: none"> <li>- Useful for studying a limited number of cases in depth.</li> <li>- Useful for describing complex phenomena.</li> <li>- The researcher can study dynamic processes (i.e., documenting sequential patterns and change).</li> </ul> <p><b>Contextualization:</b></p> <ul style="list-style-type: none"> <li>- The researcher almost always identifies contextual and setting factors as they relate to the phenomenon of interest.</li> <li>- Data are usually collected in naturalistic settings.</li> </ul>	<p><b>Lack of generalizability:</b></p> <ul style="list-style-type: none"> <li>- Knowledge produced might not be generalizable to other people and settings (i.e., findings might be unique to the few people included in the research study).</li> <li>- It is more difficult to test hypotheses and theories with large participant pools.</li> <li>- It might have lower credibility with some administrators and commissioners of programs.</li> </ul> <p><b>Higher complexity:</b></p> <ul style="list-style-type: none"> <li>- It generally takes more time to collect the data when compared with quantitative research.</li> <li>- Data analysis is often time-consuming.</li> </ul> <p><b>Subjective view of the researcher:</b></p> <ul style="list-style-type: none"> <li>- The results might be influenced by the researcher's personal biases.</li> </ul>



	<ul style="list-style-type: none"> <li>- Especially responsive to local situations, conditions, and stakeholders' needs.</li> </ul>	
<p><b>Quantitative data collection</b></p>	<p><b>Comparability:</b></p> <ul style="list-style-type: none"> <li>- Testing and validating already constructed theories about how and why phenomena occur.</li> <li>- Useful for obtaining data that allow quantitative predictions.</li> </ul> <p><b>Less effort:</b></p> <ul style="list-style-type: none"> <li>- Data analysis is less time consuming (statistical software).</li> <li>- Data collection using some quantitative methods is relatively quick.</li> </ul> <p><b>Independency:</b></p> <ul style="list-style-type: none"> <li>- The research results are relatively independent of the researcher's own position (e.g., statistical significance).</li> <li>- It may have higher credibility with many people in power (e.g., administrators, politicians, people who fund programs).</li> </ul>	<p><b>Researcher as foreigner:</b></p> <ul style="list-style-type: none"> <li>- The categories chosen by the researcher might not reflect local understandings.</li> <li>- The theories applied by the researcher might not reflect local understandings.</li> </ul> <p><b>Generalization:</b></p> <ul style="list-style-type: none"> <li>- Knowledge produced might be too abstract and general for direct application to specific local situations, contexts, and individuals.</li> </ul>

## 3.2 THE SAMPLE OF THE STUDY

To avoid as many weaknesses of qualitative and quantitative methods as possible, a combination of both, qualitative and quantitative data collection tools, was chosen. Therefore, focus group discussions were held with children, parents, and service providers, and a questionnaire was handed out to children and their parents.

The participating children were boys and girls aged between 12 and 15 years; about half of them were participating in different World Vision projects. The children were considered to be among the most vulnerable children in Mongolia and live within the target area. In order to make the children feel more comfortable and to be able to disaggregate the data, the groups were separated into groups of only boys and only girls.

Beyond that, focus group discussions were conducted with parents of those children meeting the selection criteria mentioned above, and with service providers working in a position responsible for addressing child-related issues (for example teachers, social workers, psychologists or local government representatives).

The discussions were conducted in two ADPs in Mongolia. The urban Bayankhoshuu ADP is situated in Songino-Khairkhan District, one of the largest districts of Mongolia's capital Ulaanbaatar. This is also referred to as the Ger District, an informal settlement of Ulaanbaatar's rural to urban migrants who currently represent around 61% of Ulaanbaatar's rapidly growing population. Bayankhoshuu ADP was established by WV Mongolia as a program area in 1999 with the aim to support three areas of community development: child development and protection, economic resilience as well as health and governance.

By contrast, the rural Bor-Undur ADP is situated 330 km south of Ulaanbaatar and covers Choir (Govisumber province and Bor-Undur, Darkhan, Bayanmunkh soums in the Khentii province). The ADP in Bor-Undur was established in 2004 in the long-term objective of supporting community-based and child-focused development, especially in the fields of health and economic security.

Both ADPs are exposed to many of the same socio-economic challenges that generally preside in the Mongolian context. These include: high rates of unemployment and persistent poverty, lack of or restricted access to basic infrastructure such as sanitation and portable water, limited access to health and social services and unequal access to education for all, high mother and child mortality rates, environmental degradation and pollution, corruption, low agricultural investment and productivity.

Low levels of awareness of children's rights combined with social issues such as family unemployment, conservative practice among generations and low effectiveness within the social service system creates an environment where children are susceptible to abuse, mistreatment and neglect. One study indicates that one out of three children in Mongolia suffer some form of abuse such as violence or forced labor. In Mongolian social culture family

concerns are rarely discussed and any neglect or abuse occurring on a family level is often very difficult to identify and address, particularly if it involves children.



### 3.3 QUALITATIVE DATA COLLECTION

All participants of the group discussions had been previously informed by World Vision Mongolian staff about the study. The participating children, parents, and professionals were asked for their written consent to participate in the discussion. The Technical Advisor for Child Protection of World Vision Mongolia had been involved in an intense debate about the research methodology and the issues in the guidelines for the group discussion. Cultural and context-specific particularities were sensitively taken into account before the research process. For this reason, a workshop was held with World Vision Mongolia staff to cultural adapt the methodology and the prepared guiding questions.

The group discussions were carried out by a research tandem. One of the researchers served as the discussion leader, the other one stayed in the background, taking notes, operated the tape recorder and was ready for administrative tasks. The group discussions were held in English. In a previous workshop trained translators translated the questions and discussion into Mongolian and vice versa.

In the discussion with the children and parents, first, the background for the implementation of the group discussions was declared. Here, the researchers presented themselves as visitors from Germany and Switzerland, who were interested in the question of how children live in

Mongolia. It was explicitly pointed out that the children, parents, and professionals were seen as experts of this topic. It was also explained that the participation in the discussion was voluntary and anonymous. In order to make the children feel more comfortable during the group interviews, the children were separated in groups of only boys and only girls. Moreover, this gave us the chance to ask them separately if they recognize any differences between boys and girls in the content and the way they give feedback.

After the explanatory introduction and – in some cases – after some short games with the children, the panelists were first asked to draw on paper their family members and to write the age of the children in the family. This was the first introduction to the discussion and to get to know the respective backgrounds of the children and parents. The discussion leader presented her family drawing as an example, and the children and parents understood quickly the given task, often without the need of a translation, only through body and drawing language.

In a next step each group of children, parents and professionals were asked to draw on paper all places, people, and activities they had experienced in the last month (parents out of the perspectives of the children). For that, they used colorful pins, little figures or other material. Here, within about ten minutes, the participants created colorful drawings that included the most important places for the children, for example the school, a sports court, family members and friends at home as well as their activities and situations in their everyday lives. Then stickers were distributed to the participants in the group discussion, which showed sad or happy faces. The discussion leader asked the participants for featuring good and sad experiences on the subscribed locations or with the painted people and activities.

Through this mainly nonverbal method, the world of the children could be modeled from the perspective of each participant in the group discussion. It emerged colorful drawings of the lifestyles of children from the specific perspectives of the group panelists. Subsequently, questions were asked from the discussion leader; these included possible aspects to feedback channels for children and adolescents in Mongolia. So was requested with respect to the bonded sad or happy faces, to whom they can turn if they have any ideas or problems, and what other feedback channels the children wish besides the existing ones<sup>4</sup>.

Finally, the children and their parents were interviewed additionally by a quantitative questionnaire about their well-being and existing and desired feedback channels. This quantitative data collection will be described in detail in chapter 3.4.

---

<sup>4</sup> The questions asked in the qualitative study can be found in the appendix (table no. 15).

## 3.4 QUANTITATIVE DATA COLLECTION

The quantitative data collection tool was based on the existing KIDSCREEN questionnaire (available on <http://www.kidscreen.org/>). Originally the KIDSCREEN questionnaire was developed to survey health-related quality of life (HRQoL – Health related quality of life) consisting of nine different dimensions and 52 items in total as we decided to use the long version. These dimensions were the result of focus group discussions and surveys about relevant aspects in children's lives in 13 different European countries (Ravens-Sieberer et al., 2001<sup>5</sup>).

As the dimensions of the KIDSCREEN cover the World Vision indicators for child well-being we used this questionnaire and added three dimensions: Safety, participation, and World Vision. Questions about safety and participation were added because these are missing in the KIDSCREEN although they are part of the World Vision indicators for child well-being. As we also asked children who are part of World Vision projects, we also added "World Vision" as one aspect. As a result, we covered all important aspects for children about which they potentially could want to give feedback.

### Dimensions of KIDSCREEN:

- Physical well-being (PA)
- Psychological well-being
  - Mood and emotions (FM)
  - Self-perception (AY)
- Friends, peer and social support (F)
- School environment (SL)
- Bullying (B)
- Parent relation and home life (FH)
- Autonomy and free time (FT)
- Financial resource (M) → own questions

### Added

- Safety (S)
- Participation (P)
- World Vision (WV)

In order to apply this questionnaire in an Asian context, we revised some questions. In a first step, the qualitative data collection took place and the information gathered also enabled the team to further adjust the questionnaire to the context. In a second step, the dimensions were

---

<sup>5</sup> Ravens-Sieberer, U., Gosch, A., Abel, T (2001). Quality of life in children and adolescents: a European public health perspective. *Sozial-und Präventivmedizin*, 46(5), 294-302.

validated. Some questions were revised and some information again was added. For example, we added questions in the section about school and learning about the possibility to go to school and to do homework. Furthermore, we changed some wordings such as the examples in the item about sports from climbing into riding a horse. Also because of cultural differences all questions about money worries were changed. Children were not asked about the money they have but about the financial resources to meet their basic needs (e.g.: Did you go to bed hungry? Did you have season appropriate clothes?). Furthermore, the reviewed timeline of one week in rearward was changed to one month for each question, as the Mongolian staff considered this to be more appropriate.

Additionally, questions about participation were added. Children could rate if and how they share their ideas about what they would change in their community and if they feel that they can actually change something. In the section about Wold Vision, children were asked about their satisfaction with the projects or events they are part of. As not all of the surveyed children were part of Wold Vision projects only those taking part answered the questions about World Vision.

Children rated different items for each dimension on a five point Likert scale from 1 (never) to 5 (always) or from 1 (not at all) to 5 (extremely). As a result, we achieved an evaluation of child well-being in Mongolia from a children's perspective.

Considering the focus of the study on feedback mechanisms for children, the tool was adjusted and additional questions were added. Two questions about feedback mechanisms were asked separately for each dimension right after each block of items about the quality of life:

- Do you know how you can share your concerns about a dimension?
- How do you share your concerns regarding this dimension?

In order to respond to the second question, children were able to choose between different channels and different persons or institutions they regularly contact about their concerns.

During the discussions, children were asked about feedback channels they would like to use in the future. These collected ideas were added at the end of the questionnaire and children were asked if they could imagine using these new channels. Additionally, each time after the feedback questions regarding one dimension as well as at the end of the questionnaire, free space was provided in order to give children the chance to add own ideas for future feedback channels.

Right at the beginning control and context variables were gathered such as the gender, age, disabilities, place they live, living conditions, information about the family and school, and their parents' occupation.

At the end of the questionnaire, children were asked whether the questionnaire was too long and if they think they were asked things that are important to them. Moreover, there was a free box at the end for comments.



The same questionnaire was also conducted with parents. Therefore, all questions were changed in order to answer them looking from a parents' perspective on their children's lives. Other than wording, the content of all other questions was the same. Instead of questions about future wishes for feedback channels, parents were asked if they could imagine supporting their children in sharing their concerns and ideas in ways their children suggested for them.

The full versions of the children as well as the parent questionnaire are provided in the appendix.

## 3.5 DATA ANALYSIS

The following methods were used to analyse the conducted data:

### 3.5.1 QUALITATIVE DATA: CODING WITH MAXQDA

- Inductive coding
  - Different coding for different questions and topics that were covered
- Deductive coding
  - Different coding for different dimensions (to compare dimensions with the questionnaire)

### 3.5.2 QUANTITATIVE DATA: CALCULATED WITH SPSS

- Descriptive statistics (frequencies, minimum/maximum, means, standard deviations)
- Correlations (Pearson correlation)
  - Link between knowledge about feedback channels and ratings of quality of life
- T-test for paired samples
  - Differences in mean ratings
- Univariate analysis of variance
  - Differential questions (age, gender, context)

## 4 RESULTS

In the following chapter the detailed results of the analysed data will be presented and interpreted. We aim at triangulating the qualitative and quantitative data of the different indicators of the Child Well-Being.

### 4.1 SAMPLE DESCRIPTION

We conducted 13 group interviews with children, seven group interviews with parents and three group interviews with experts. As shown in the table below, 139 children, 85 parents, and 24 experts were part of the qualitative data collection.

The questionnaire was handed out to 199 children and 181 parents living in the same areas as the participants of the group interviews.

**Table 1: Sample description**

	Questionnaire children	Questionnaire parents	Group Interviews with Children	Group Interviews with Parents	Group Interviews with Experts
<b>Number of participants</b>	199	181	139	85	24
<b>Mean age</b>	13,54	12,93	14,64	-	-
<b>Gender (children): male/female</b>	88/111	87/87	57/82	-	-
<b>Urban/rural</b>	102/97	84/97	58/81	50/35	10/14
<b>Home</b>	With parents: 74% Other relatives: 8% Child headed home/dormitory: 4%	With parents: 81% Other relatives: 4% Child headed home/dormitory: 10%	-	-	-
<b>School</b>	all going to school	all going to school	all going to school	-	-

	Questionnaire children	Questionnaire parents	Group Interviews with Children	Group Interviews with Parents	Group Interviews with Experts
<b>Average grade</b>	7,65	7,15	-	-	-
<b>School since (years)</b>	7,56	7,01	-	-	-
<b>Average number of siblings</b>	1,4 sisters 1,2 brothers	1,4 sisters 1,1 brothers	-	-	-
<b>Household members</b>	Mother & father: 56%  without parents: 19%	Mother & father: 70%  without parents: 5%	-	-	-
<b>Parents work</b>	both working: 36%  one parent has a job: 29%  herdsmen: 10%  Unemployed: 9%	-	-	-	-
<b>Disabilities</b>	Nothing serious (eye problems, stomach problems)	Nothing serious (eye problems, stomach problems)	-	-	-
<b>Born in Mongolia</b>	All	All	-	-	-

People with different professions were part of the expert group interviews. Kindergarten teachers, members of the Khoroo or Bagh<sup>6</sup>, members of the MDT team, school social workers or social workers of the Khoroo or Bagh, members of the child and family development center and school teachers.

We found the same gender relation in all our data collections with adults. More mothers (69) participated in the group interviews than fathers (16). The questionnaire was mainly filled out by mothers (128 mothers, 19 fathers). Also, more females were part of the expert group interviews (19 women, 5 men).

Some youths older than 15 years participated in the qualitative and quantitative data collection. Five 16-year-olds and four 17-year-olds were part of the questionnaire survey. 18 persons aged 16, five persons aged 17, and one person aged 18 were part of the group interviews. We included all youths in our data analysis because there were no significant differences in the perception of the feedback channels between the older age group of our target group (14-15 years old) and the youths who were older than that (>15 years old).



<sup>6</sup> The country of Mongolia is divided into 21 provinces and the capital Ulaanbaatar. Secondary subdivisions outside Ulaanbaatar are called "soum". Soums are further subdivided into Baghs.



## 4.2 DIMENSIONS OF CHILD WELL-BEING

In the final version of the questionnaire, that is based on the KIDSCREEN questionnaire (see above) the dimensions of child well-being included the following aspects:

- Physical well-being (PA)
- Psychological well-being
  - Mood and emotions (FM)
  - Self-perception (AY)
- Friends, peer and social support (F)
- School environment (SL)
- Bullying (B)
- Parent-child-relation and home life (FH)
- Autonomy and free time (FT)
- Financial resources (M) → see questions in questionnaires attached in Appendix
- Safety (S)
- Participation (P)
- World Vision (WV)

All dimensions of the questionnaire were confirmed by the research team as relevant categories for child well-being in Mongolia. In both ADPs all aspects that were mentioned by the children during the community mapping process could be linked to a dimension of the questionnaire. Several times and in different groups, children drew and named all dimensions with different positive and negative examples.

## 4.2.1 THE PERSPECTIVES OF CHILDREN

During the group interviews the dimension “*Free time*” was mentioned most often, followed by “*school and learning*” and “*physical activity and health*”. All three dimensions were equally often put in a positive and negative context.

Children mentioned mostly positive aspects about their *family and home life* and about their *friends*. However, they reported mostly negative aspects about their *safety*. This shows the importance of including this dimension into the questionnaire although it is not part of the original KIDSCREEN questionnaire. Especially in the urban ADP, children reported dangerous situations like being bitten by street dogs, heavy traffic and dangerous crossings on the way to school, slippery streets in winter when carrying heavy water tanks from the well or insufficient street lighting in early mornings or at night.

All questions of the questionnaire were re-coded in order to have the same positive and negative set point. The response scale from 1 (never) to 5 (always) can now be interpreted as followed. The higher the coding of the answer, the higher the indicated quality of life regarding a certain dimension.

According to reports by children as well as parents, the results of the questionnaire indicate a high quality of life. Means for all dimensions are above three, i.e. on a scale from 1 to 5, means are above the middle category. The high quality of life shown by questionnaire results is not completely in line with results from the qualitative data. During the group interviews, children as well as parents told us about positive as well as negative aspects of their lives. It is possible that the overall questionnaire results for quality of life ratings are distorted due to the desire of social acceptance. There could also be cultural reasons for the positive results in the quantitative data, as, according to local staff, Mongolian families tend to keep problems to themselves. As several children as well as adults stated: “*Family issues are not to be shared, they are no ones business but should stay within the family!*”.



In general, children report a high level of well-being. They report satisfaction in the dimensions *family and home life*, *friends*, *school*, and *bullying*, and less satisfaction with regard to *safety*, *participation*, and *self-perception*.

In the qualitative survey, children report more positive aspects about their *school environment*. However, this is only true for children in rural areas. The findings of the questionnaire



regarding *safety* are not in line with the results of the interviews. Especially children living in the urban target area report a bad safety situation. The results from the questionnaire indicate relatively low quality of life regarding *participation* are also not in line with the qualitative data. Especially in the rural context, children report more positive aspects about participation such as being part of school councils or trainings.

Aspects about *self-perception* are mainly mentioned by children living in a rural context. Those children report more negative aspects. This is in line with the quantitative data. Children mention not having enough space for being alone or being too materialistic instead of paying enough attention to interpersonal values.

#### 4.2.2 PERSPECTIVES OF CHILDREN AND PARENTS

Both parents and children report especially high quality of life for the dimensions *school and learning* and *bullying*. However, for the dimensions *self-perception* and *participation*, both groups report a relatively low quality of life.

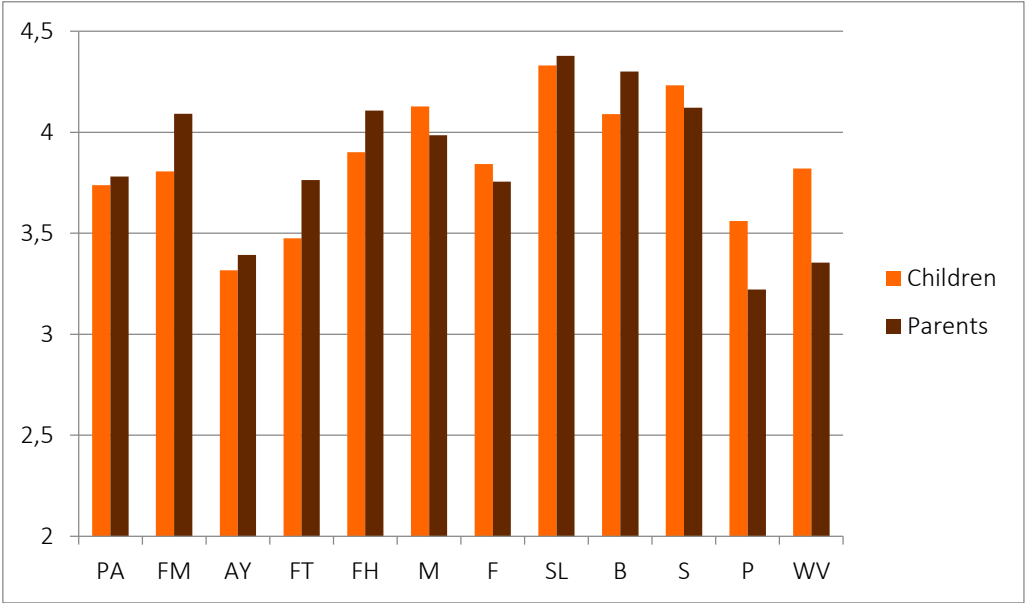
In the questionnaire, children report a relatively low quality of life regarding their *free time* (the autonomy to choose activities freely during recreational time) (M=3,35) and a relatively high quality of life regarding *financial resources* (M=4,13). In contrast, parents see problems in other aspects in their children's lives. Parents report a relatively low satisfaction regarding *World Vision* (M=3,35) and a relatively high quality of life regarding their *family and home life* (M=4,11) and their *mood and emotions* (M=4,09).

**Table 2: Means for ratings of quality of life**

Dimension	Person	Mean
<b>School and Learning</b>	Children	4,33
	Parents	4,38
<b>Bullying</b>	Children	4,09
	Parents	4,30
<b>About yourself</b>	Children	3,31
	Parents	3,39
<b>Participation</b>	Children	3,56
	Parents	3,22

On the one hand, during the group interviews, children report negative aspects about their *free time* such as playing computer games, watching TV for too long or collecting cashmere

against their will. On the other hand, children report a lot of positive aspects about their *free time* such as going to the countryside, hiking in the mountains or doing sports (judo, wrestling, basketball, volleyball, soccer). Also children report more negative than positive aspects regarding their financial resources such as not having enough money for the public transport or for attending clubs. This is not in line with the quantitative data.



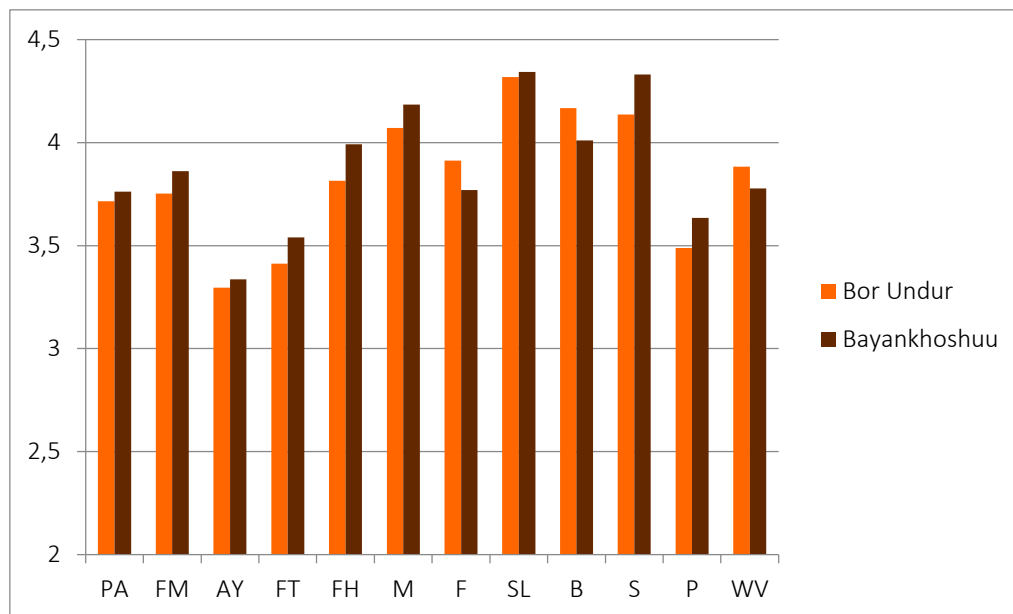
**Figure 3: Mean ratings for different dimensions for parents and children<sup>7</sup>**

Parents and children rate some dimensions similarly but others differently. Children see the dimensions *participation* and *World Vision* more positive than their parents do. Children rate their feelings and mood as well as their free time more negative than their parents do.



Parents view children’s well-being different than the children. Parents see higher quality of life than children in the dimensions *mood and emotions, self-perception, school, and bullying*. They see lower quality of life than children in the dimensions *participation and World Vision*.

<sup>7</sup> (PA) Physical well-being; Psychological well-being; (FM) Mood and emotions; (AY) Self -perception; (F) Friends, peer and social support; (SL) School environment; (B) Bullying; (FH) Parent-child relation and home life; (FT) Autonomy and free time; (M) Financial resources; (S) Safety; (P) Participation; (WV) World Vision



**Figure 4: Mean ratings for different dimensions for children living in different target areas<sup>8</sup>**

#### 4.2.3 NOTABLE DIFFERENCES

**Gender.** There are some differences between boys and girls in the way they see different dimensions of their lives. Regarding their economic resources, school environment, and safety girls report a higher quality of life than boys (economic resources  $F=4,07$ ,  $p<0.05$ ; school environment  $F=4,85$ ,  $p<0.05$ ; safety  $F=5,12$ ,  $p<0.05$ ). Boys and girls rate all other dimensions similarly.

**Age.** The comparison of children aged 12-13 years and children aged 14-15 years show difference in the rating of only one dimension: Older children report less money worries than younger children ( $F=3,99$ ,  $p<0.05$ ).

**Context.** There is no difference between the rural and urban ADP in the report quality of life regarding all different dimensions in quantitative data, except for safety. Children living in the rural target area tend to report a higher feeling of safety in their community, family, and school ( $F=5,12$ ,  $p=0.08$ ). This is in line with the qualitative data collection. During the group interviews children in Bayankhoshuu report more dangerous aspects about their everyday lives than children in Bor Undur or Darkhan Soum.

<sup>8</sup> (PA) Physical well-being; Psychological well-being; (FM) Mood and emotions; (AY) Self-perception; (F) Friends, peer and social support; (SL) School environment; (B) Bullying; (FH) Parent-child relation and home life; (FT) Autonomy and free time; (M) Financial resources; (S) Safety; (P) Participation; (WV) World Vision

## 4.3 FEEDBACK CHANNELS

### 4.3.1 KNOWLEDGE OF CHILDREN AND PARENTS ABOUT FEEDBACK CHANNELS

One questionnaire item asked children about their knowledge regarding existing feedback channels to share their concerns. The question was asked separately for each dimension (“Do you know how you can share your concerns regarding (...)?”). The answer format was a 5 point Likert scale from 1 (never) to 5 (always). A higher mean would show that children know more often how they can share their concerns regarding the specific dimension.

The calculated means of the answers separated for each dimension were all above the middle category 3 except for family and home life. The highest means were reported about physical activity and health, safety, and free time. Children know most often how they can share their concerns regarding these dimensions.

In contrast, parents indicate that children know most often about ways to give feedback regarding friends and school environment. In line with the children’s assessment, parents also report that children know a lot about feedback channels regarding their free time.

As shown in the graph below (*Figure 5*), children and parents often rate the question (“Do you know how you can share your concerns regarding (...)?”) differently. The most apparent differences is found for the dimensions safety, family and home, and World Vision. Children report that they often know how they can share concerns regarding their safety, whereas parents think that their children often do not know. Also, children indicate for most times they do not know how they can share concerns regarding their family and home life, but parents think that most of the time they do.

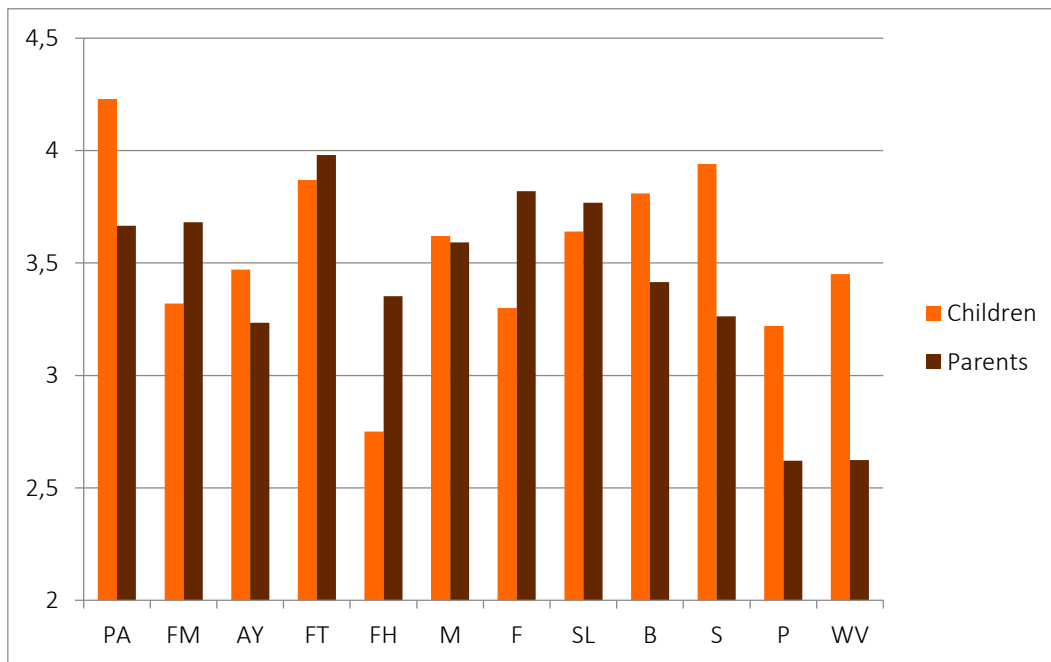


Children report that they know most often how to share concerns in the dimensions *physical activity and health, safety, and free time*. They know less often about channels to share concerns about *emotions and mood* and *family and home* than parents think. They know more often about channels in the dimensions *participation* and *World Vision* than parents think.

Furthermore, children report knowledge about how they can give feedback about their physical activity and health, participation, and World Vision more than their parents assume.

There are also clear differences in the other direction. Parents attribute more knowledge about feedback channels to their children regarding children’s feeling and mood, and friends.

Considering the number of channels available for each dimension, there are some dimensions for which almost all children could name at least one channel how to share their concerns. 98% of the children could tell at least one channel for physical activity and health. Also, 89% of the children state that they know at least one channel to share their concerns regarding feelings and mood.



**Figure 5: Mean ratings for the following question separately for each dimension and for children and parents: “Do you know how you can share your concerns regarding (dimension)?”<sup>9</sup>**

<sup>9</sup> (PA) Physical well-being; Psychological well-being; (FM) Mood and emotions; (AY) Self-perception; (F) Friends, peer and social support; (SL) School environment; (B) Bullying; (FH) Parent relation and home life; (FT) Autonomy and free time; (M) Financial resources; (S) Safety; (P) Participation; (WV) World Vision

In order to examine whether there is a link between how children rate their quality of life regarding one dimension and their knowledge about feedback channels for this dimension all these correlations were calculated.

The results show that all ratings of the dimensions are significantly and positively correlating with knowledge about feedback channels, except for self-perception and family and home life (see appendix *table 14*). This indicates that the better children feel about one aspect of their lives the more they know and report about how they can share concerns regarding this issue. The same findings can be taken from the parents' data. No causal conclusions can be drawn from these results. On the one hand the lack of knowledge about feedback channels could contribute to the lower quality of life in case of one dimension but on the other hand the lower quality of life could contribute to the lack of knowledge about feedback channels.

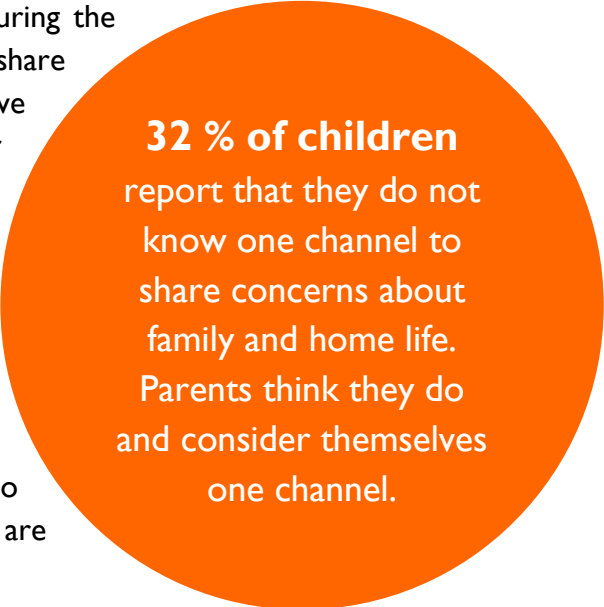


Children who report a high level of well-being in one dimension also report that they know how to share their concerns about problems in this dimension. However, results show merely a correlation; causal conclusion cannot be drawn.

#### 4.3.2 DIMENSIONS CHILDREN DO NOT SHARE THEIR CONCERNS

There are worrying findings for which 32% of the surveyed children do not know (or at least do not mention) any channel to share their concerns regarding family and home life. Parents have another point of view and report that 84% of the children do know at least one channel to share concerns about their family and home life. Other than that parents report that 19% of the children do not know how to share their concerns regarding their free time.

Furthermore, children as well as parents report during the group interviews that children do not know how to share concerns and questions about sexual and reproductive health issues. Children also state that there are other topics which they do not share or only share with best friends. As a reason for not sharing their issues, several children say that sometimes they are afraid of negative consequences once they told somebody about the issue. Also, trust and discretion was a big issue as many fear that, after telling someone about an issue, the information would spread. Parents say that their children are too shy to share these issues – especially when they are growing older.



**32 % of children**  
report that they do not  
know one channel to  
share concerns about  
family and home life.  
Parents think they do  
and consider themselves  
one channel.

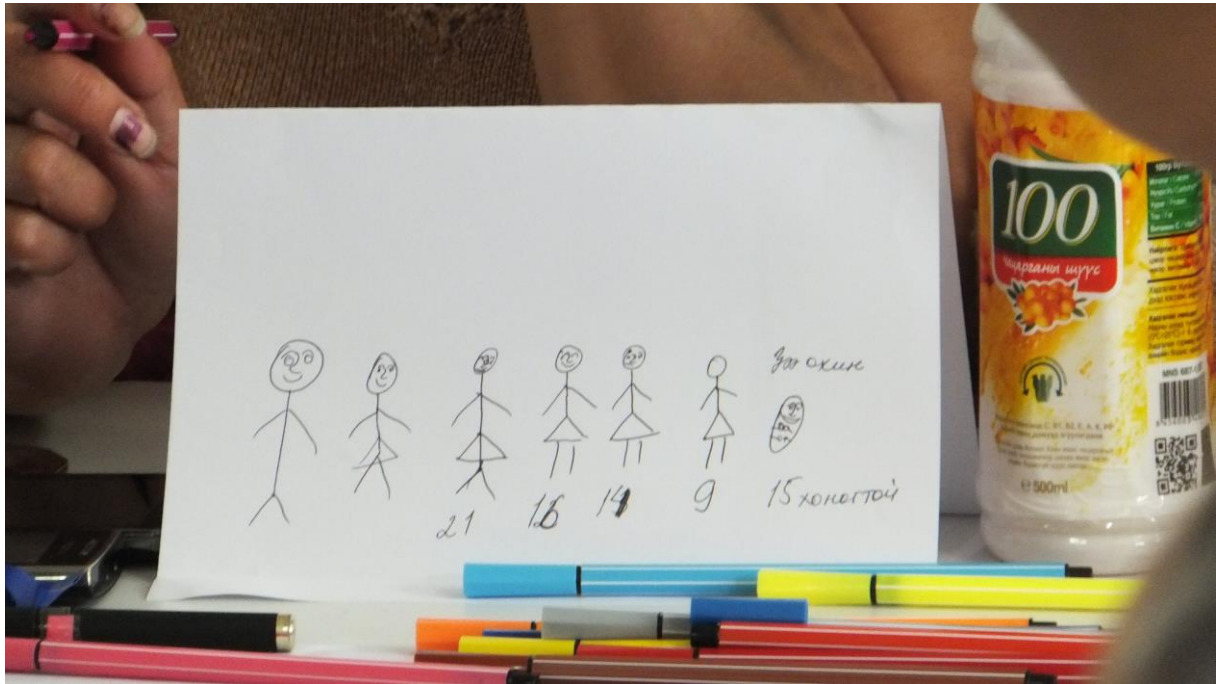
During the group interviews, parents add that their children do not share some concerns, because they do not see them as a problem. Children would not share topics like computer games, cigarettes, and alcohol because a lot of the children enjoy them and do not see it as a problem. Qualitative data, however, shows that many groups mention those issues as a problem. Moreover, parents report that some children do not tell their parents they need extra money for clubs or public transport because they do not want to be a burden on the family.

Due to some relevant and outstanding results about feedback opportunities on family and home life, we will summarize all findings about this specific dimension in the following section.

The findings of the questionnaire show, on the one hand, 32% of the children do not know any channel to share their concerns about domestic problems. They know significantly less about feedback channels regarding family and home life than any other dimension (see appendix *table 13*). On the other hand, parents report that children know and use as many channels for domestic concerns as for other topics. Parents see themselves as the major contact person when it comes to problems at home whereas children prefer talking to somebody outside the family such as a friend.

The qualitative data show similar findings. Parents report that children should share their personal issues and also issues regarding the family with their parents and not with their teachers, social workers or World Vision. Moreover, they tell that children can share community-related issues with these people but domestic problems should stay at home. Accordingly, children tell that they often are alone with problems at home and do not talk to anybody about them because they are “family secrets”, as they call it.





### 4.3.3 MOST IMPORTANT CHANNELS AND ADDRESSEES

The feedback channels which are used most often by children are a) talking to people, b) calling people, and c) contacting someone via Facebook. On average, 80% of the children talk to someone in person when they have a problem, 63% call someone, and 57% contact someone via Facebook. In comparison, parents report the same average percentage of children talking to someone in case of concerns but they report fewer children would call a person or use Facebook to share their concerns. As can be seen, parents do not believe as much as the children that Facebook is an important potential feedback channel. However, during the group interviews, parents and experts say that the internet in general plays an important role for their children, not only for communication but also for gathering information.

Other ways to share their concerns like writing an email or a letter to someone are not mentioned very often, neither by children nor by parents.

According to the questionnaire children explain not only how they give feedback about different aspects in their lives but also with whom they share their concerns. The most important contact persons for children are friends, followed by parents and siblings. By comparison, parents also see these three parties as the major recipients of their children's feedback. However, they claim to be the first addressee for children to talk to. They see themselves as the most important and most contacted persons in terms of reporting feedback. The same is true for teachers and social workers who state during the group interviews that they are the most contacted persons for sharing concerns.

Only in the aspects of physical activities and health concerns children prefer their parents over their friends to talk to. In terms of bullying and safety usually social workers get involved.

In the quantitative data, children generally state to not share their concerns very often with teachers, social workers, World Vision or their grandparents. Parents come to the same conclusion.

In contrast to the quantitative results, the qualitative data show a different picture about feedback channels. Children of 12 out of 13 interview groups name friends and teachers as the most important recipients of their feedback. Children say during the group interviews that they can share everything including personal issues with their friends whereas they mostly share school related issues with their teachers.

10 out of 13 interview groups name their parents and eight groups the social workers as important addressees of their concerns. Children report that they share their concerns at school such as bullying or problems with teachers as well as ideas for school activities with the school social workers. Their parents are addressees when it comes to personal issues.

In line with the questionnaire results, parents name themselves most often as contact persons that children give feedback to. But also parents name more often teachers and social workers as important recipients of their children's feedback. Overall, the qualitative data show a more important role for teachers and social workers whereas the questionnaire results show a more important role for siblings. Despite these differences, friends and parents seem to be the most important people with whom children share most of their concerns, no matter what kind of issue.

The qualitative data show that most of the children do not share their concerns with World Vision. Only three out of 13 interview groups say that they would share ideas about what they would change in their community with World Vision. These three groups mention that some children who are part of World Vision projects or clubs share their issues with World Vision. Children sharing their ideas with World Vision report that it changed something. Also, children report World Vision supports them to realize projects and own ideas.



Children report that, when they have concerns, they most often talk to a person, phone a person or contact a person via Facebook. The most important addressees for children are friends, parents, and siblings. Some children report that they also contact teachers or social workers. Few children say that they contact a psychologist or World Vision.

Considering all data, the helpline (see page no. 5) and psychologists are not named very often. Only very few children would share issues regarding their friends, bullying or their safety with a psychologist. Moreover, most of these children mentioning the psychologist are living in the urban target area (Bayankhoshuu). A possible explanation is that only in Bayankhoshuu psychologists are accessible but not in Bor Unduur. All groups in Bayankhoshuu mention the psychologist following the question with whom they would share their concerns. Children report during the group interviews that they do not see them as everyday feedback channels but as sources of help for more serious psychological issues. That could be a reason why children do not indicate psychologists as a feedback channel for their everyday issues in the questionnaire.

All results above show how children currently give feedback. In the qualitative data children also named other persons they would like to give feedback to in the future (chapter 3.5.1).



In the tables below, you can see the three most important feedback channels: Talk, Call and Facebook. According to the issue children want to report on they choose a special feedback channel and a special addressee. All tables are based on the children’s data of the questionnaire.

**Table 3: How and with whom children share their major issues**

<b>Whom</b>	<b>How many*</b>	<b>About what</b>
<b>Parent</b>	54%	S, M
<b>Friend</b>	46%	FM, FT
<b>Sibling</b>	28%	PA, AY

*\*Average percentage of children using this channel with this person for one aspect<sup>10</sup>*

Children prefer talking to people in person. In particular, they use this channel with their parents, followed by their friends. Parents report the same ranking for this feedback channel.

**Table 4: How and with whom children share their major issues**

<b>Whom</b>	<b>How many*</b>	<b>About what</b>
<b>Friend</b>	37%	FM, FT
<b>Parent</b>	36%	PA, FM
<b>Sibling</b>	23%	PA, S

*\*Average percentage of children using this channel with this person for one aspect*

The second most often used channel for children to share their concerns is personal calls. The most often contacted persons by phone are friends, closely followed by parents. Parents report their children would call them most often and not their friends.

**Table 5: How and with whom children share their major issues**

<b>Whom</b>	<b>How many*</b>	<b>About what</b>
<b>Friend</b>	45%	FM, FT
<b>Sibling</b>	17%	PA, FM
<b>Parent</b>	12%	PA, M

*\*Average percentage of children using this channel with this person for one aspect*

---

<sup>10</sup> S=safety, M=money worries, FM= feeling and mood, FT=free time, PA=physical activity and health, AY=about yourself

The third most often used channel for children to share their concerns is Facebook. The order of persons they contact via Facebook looks different from what we found for the other two channels. Children mostly use Facebook for contacting their friends. Only a few children also use it to contact their siblings or parents. However, parents report that their children contact them most often via Facebook, followed by friends and siblings.

A closer look at how many children use one channel and how many persons are contacted via one channel shows that children using one channel with different people or institutions. During the interviews, experts state that they think social workers should be more available via Facebook. Since children use Facebook as a feedback channel with friends today, it could be a good tool for social workers to connect with children in the future.

As shown in the tables above, children talk, call or contact their friends via Facebook mainly about concerns regarding their feelings and mood or their free time. Moreover, the channels *calling* and *Facebook* are used to share concerns about their physical activity and health with their parents and siblings. Children talk to their parents in person or via Facebook regarding money issues. Children share concerns about their feelings and mood with all three parties in three different ways. They talk with their friends, call they parents and contact their siblings via Facebook about it. Children share issues regarding safety by talking to their parents or calling their siblings.

Counting the amount of channels children use for one dimension you can see that they use the most channels for sharing concerns about their physical activity and health as well as their feelings and mood. The least channels are used for sharing concerns regarding their family and home life and possible money worries.

#### 4.3.4 NOTABLE DIFFERENCES

**Gender.** In line with the qualitative data more girls know a channel for sharing their concerns. In comparison to boys, this difference is significant for all dimensions except concerns about physical activity and health, and World Vision (see appendix *table 11*). For all dimensions, slight differences between boys and girls can be observed. Girls indicate they know more often about feedback channels than boys. These differences in the girls' and the boys' rating are significant for the dimensions feeling and mood ( $F=8,23$ ,  $p<0,05$ ), free time ( $F=4,08$ ,  $p<0,01$ ), money worries ( $F=4,24$ ,  $p<0,01$ ) and bullying ( $F=8,02$ ,  $p<0,05$ ) (see appendix *table 10*).

**Age.** There are no differences between the two age groups regarding the number of dimensions. Generally, they know at least one channel to share their concerns. Older children aged between 14 and 15 report by tendency that they know more often how to give feedback than children aged between 12 and 13 do. This difference is significant for the dimension participation ( $F=4,03$ ,  $p<0,05$ ). However, older children report less knowledge about feedback channels when it comes to problems with their family and home life.



**Context.** Children living in a rural context such as Bor-Undur are more likely to know a channel to share their concerns regarding one aspect than children living in an urban context like Bayankhoshuu. This difference is significant for sharing concerns about friends, self-perception, bullying, and World Vision (see appendix table 12). Children living in a rural context tend to report more knowledge about how they can share their concerns regarding physical activity and health and bullying than children living in urban context.

Хүүхдийн төлөө  
Үндэсний газар

MobiCom

World Vision  
Дэлхийн Зөн Монгол

**ХҮҮХДҮҮД ЭЭ !  
ӨӨРТ ЧИНЬ БОЛОН НАЙЗАД ЧИНЬ  
ХАМГААЛАЛ ШААРДАГАТАЙ ҮЕД  
108 ДУГААРЫН УТАС РУУ ЗАЛГААРАЙ.**

**ХҮҮХДИЙН ТУСЛАМЖИЙН УТАС**

**108**

24 ЦАГИЙН ТУРШ  
ҮНЭ ТӨЛБӨРГҮЙ

ХҮҮХДИЙН ЭРХ, ХҮҮХЭД  
ХАМГААЛЛЫН ТАЛААР  
МЭДЭЭЛЭЛ, ЗӨВЛӨГӨӨ ӨГНӨ.

**ХҮҮХЭД БҮР ХАМГААЛУУЛАХ ЭРХТЭЙ.**

## 4.4 PARTICIPATION

### 4.4.1 PARTICIPATION AND WOLD VISION

During the group interviews, children mention a lot of ideas about what they would change in their communities. Among other things, they would improve the food quality in their school cafeterias, prepare more trash bins at school and collect and dispose e.g. empty bottles. In the quantitative data, one can see that children share their ideas for development with different people more than they share their concerns about all other dimensions. Most of the children share their ideas with the contact persons in Khoroo or Bagh followed by parents and social workers. Also World Vision is an important recipient of children's ideas. As one can see in the qualitative data, especially in Bor Undur, children have learned to share their ideas by writing a proposal to World Vision. In contrast to all other dimensions, friends are now the least important contact person whereas the Khoroo or Bagh and social workers suddenly play a very important role. Moreover, children tend to share their ideas with their teachers. This is in line with the interview results which show that children often share their ideas in school with their teachers or the school social workers followed by World Vision. Within World Vision, the peace road club<sup>11</sup> plays a very important role as a possibility to share and discuss ideas.

**Table 6: To whom children mostly talk about their ideas**

<b>Whom</b>	<b>How many*</b>
<b>Khoroo/Bagh</b>	44%
<b>Parents</b>	37%
<b>Social worker</b>	28%
<b>World Vision</b>	26%
<b>Teacher</b>	25%

*\*Percentage of children talking to this person/institution about their ideas*

---

<sup>11</sup> The *Peace Road* (PR) project model is a life skills approach to help adolescents protect themselves, treat others with respect, be active citizens and collectively act to improve their communities. The goal is to empower adolescent boys and girls, especially the most vulnerable, as influential protection actors amongst their peers, in their family, community and child protection system as a whole.



Parents' answers in the parents' questionnaire indicate something very different. In line with other dimensions, parents see themselves as the major recipient of their children's ideas, followed by friends. Parents do not report that children share their ideas with the Khoroo or Bagh. Parents agree with their children that social workers and teachers are also important contact persons in terms of ideas.

During the group interviews in the rural as well as the urban context, parents and experts state that children are mostly too shy to share their ideas about things they would change in their communities. 40% of the children say they almost always know who they can turn to regarding their ideas and 92% can name at least one person or institution they can share ideas with. However, only 34% of the children report that they have actually shared an idea so far. This shows that many children do know how they can share but only few actually consider sharing their ideas. In contrast, parents say that only 20% of the children know where they can go with their ideas.



While children report they know persons they would contact about improvements in the community, **only 34% of children have shared an idea** so far. Children believe that sharing ideas for improvement will not bring about change.

Children of five groups state during the group interviews they have the feeling that the “real” decision makers, as they call them, would not listen. From the children's perspective, children cannot reach community leaders and decision makers who are able to change something. These important people do not listen to the children's voice. Keeping this in mind 59% of the children who have already shared an idea report that in their perspective really changed something.

There could be different reasons why only few children have shared their ideas so far. Parents say their children are too shy and do not know how they can share ideas. Children report that sharing ideas sometimes did not change anything, in their view because the influential authorities do not listen. Many stated that either because of experiencing ignorance themselves, hearing about bad experiences from others or because they anticipate no change, children would not try (again) to share ideas with local authorities and stakeholders.

#### 4.4.2 GENERATIONAL POWER RELATIONS AND CHILDREN'S RIGHTS

Children were also asked if they think adults in Mongolia listen to children. 46, 7% of the children report that adults almost always or always listen to children. 16% of the children indicate that adults almost never or never listen to them. In addition, 24% of the children indicate that adults do not take into account what they say.

A lot more children mention in the group interviews that adults do not listen to them. Eight out of 12 groups came to the conclusion that adults often do not listen to children's voices and, even if they listen, do not act on the children's ideas. Children name different reasons for that. They assume that adults do not listen because they think their problems are childish. Furthermore, children report that parents sometimes say they have experienced the ignorance so why should it be different for children today.

As mentioned above, children highlight the problem that especially the influential people do not listen to children. Some children name the Khoroo or Bagh as one influential institution which should listen to children although not all children could name who the influential people are.

66% of the children say that parents take their issues into account. Also, 57% of the children report that teachers take into account what children say, but only 40% report that the Khoroo/Bagh takes into account what children say. That is in line with the parents' answers whereas they report greater differences between the different persons or institutions. 66% of the parents state that they, as parents, take their children's opinions into account, but only 21% of the parents say that the Khoroo or Bagh are doing the same. Considering the interview results, children believe that teachers and school directors listen to them. In contrast to the questionnaire results four groups report that they feel their parents do not listen and do not take their issues into account.

Looking at feedback mechanisms, 37% of the children report that they almost always or always know how they can share their concerns if they feel that adults do not listen to them whereas 23% never or almost never know how to share them.

A father in a parents group at Bayankoshuu ADP stated: *"When we were children, nobody would listen to us, so why should it be any different for our children today?"*

44% of the children say they know about their rights. On the other hand, 9% of the children are not sure about their rights and 47% do not even know them. More than half of the parents (54%) indicate that they know their children's rights.

#### 4.4.3 FEEDBACK CHANNELS WITHIN WORLD VISION ADPS

Half of the children who completed the questionnaire were part of a World Vision project. Most of them were part of the sponsorship program and some part of the peace road club or other clubs run by World Vision. More than half of the children (59%) but only 30% of the parents evaluate the work of World Vision as important. 58% of the children as well as 54% of the parents report that their lives positively changed since they became part of World Vision. Furthermore, 76% of the children almost always or always enjoy being part of World Vision.

In case children are dissatisfied with something about their World Vision project, activity or club they mostly share it with friends, followed by parents and siblings. These are the same people with whom they also share other aspects of their lives. Sharing their dissatisfaction about World Vision with World Vision staff directly comes fourth. Differently, parents report that their children first share their dissatisfaction about aspects of the World Vision projects with them, followed by friends, teacher, and siblings.

Considering all the above questions about feedback channels, many children do not share their issues with World Vision, not even the issues regarding World Vision itself.

Looking at the qualitative data, parents state that they do not want their children to share their issues with World Vision but rather with them because they want to be the first addressee of feedback of their children.

Children report during the group interviews that, if children share concerns with World Vision, it is only through participating in clubs and talking to the club members or leaders. Children mention that children who are not part of a World Vision project or club do not know how to communicate and share their issues with World Vision.

**Children suggest that there should be a project to hear the voices and opinions of children who are not actively participating in any World Vision event. Parents in Bayankhoshuu also suggest that World Vision staff should go into the communities and schools and talk to the children. Many families cannot afford to travel to the ADP offices to forward their concerns.**

21% of the children participating in a World Vision club, activity or project do not know how they can share their dissatisfaction with something about their club, activity or project whereas 48% of the children know how they can share it. Parents see it the other way around. 40% of them report that their children do not know how to share their dissatisfaction about World Vision's work and only 23% of parents report that their children know it.



The question if they know how to share their ideas and suggestions regarding World Vision deliver almost exactly the same answers. 23% of the children do not know how they can share their suggestions about World Vision programs, and 47% do know it.

As for the question regarding feedback about possible dissatisfaction with World Vision, the parents see it the other way around. 47% of them indicate that their children do not know and 28% that they do know how they can share their ideas and suggestions regarding World Vision.

Overall, more children report that they know how they can share their dissatisfaction about projects, activities or clubs and their ideas and suggestions for the work of World Vision. In contrast, parents think that more children do not know how to share issues regarding World Vision.



Children report that they rarely share concerns with World Vision staff. Even when there is a problem within a World Vision program, children talk to their parents, friends or siblings first. However, most children report that they know how to share concerns with World Vision while most parents think their children don't.

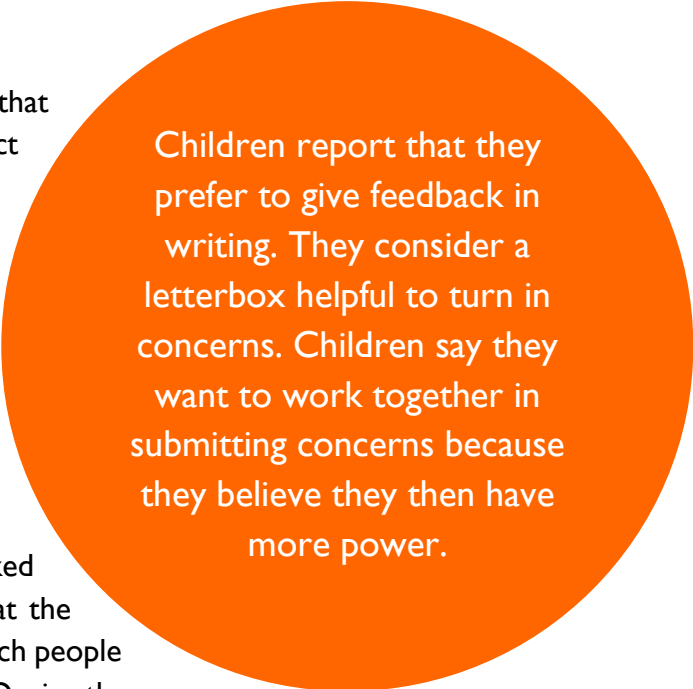
## 4.5 IDEAS FOR FUTURE FEEDBACK CHANNELS

Considering the qualitative and the quantitative data, children often mention that they cannot reach the relevant persons with their feedback. They feel that the people who could make a change do not listen to them and do not take into account what they say. It remains uncertain whether the children actually know who the relevant persons would be.

Asking the children how they would like to give feedback in the future, they wish to write a letter or proposal to these unspecified relevant persons. Furthermore, they expect their parents, teachers, school directors, and NGOs to pass their ideas and concerns on to authorities.

Children in several groups brought up the idea that they should act as a group. Children should collect ideas, go to meetings, write proposals as a group or collect signatures. They feel they have more power as a group. Parents report that their children are very shy and, maybe by working in a group, children could overcome their shyness. Following this idea, problems are seen as collective issues and not as a personal problem of one individual child.

In the questionnaire, children were only asked about addressees they share their issues with at the moment. The questionnaire did not consider which people they would like to give feedback to in the future. During the group interviews, children named several people they would like to talk to and share their issues with. Seven groups mentioned a psychologist and the school director as a contact person they wish to talk to. Moreover, three groups named teachers, the police and the hospital. Also, three groups of children reported that they would like to talk to their parents and wish parents would take into consideration what they say.



Children report that they prefer to give feedback in writing. They consider a letterbox helpful to turn in concerns. Children say they want to work together in submitting concerns because they believe they then have more power.

**Children mention some specific channels that Wold Vision could use to receive feedback from them. Four different groups suggest World Vision should appoint one trusted contact person whom children can turn to regarding their concerns. In addition, children recommend a letterbox at the ADP office and the possibility to write a letter or even a project proposal to Wold Vision staff. The children say they would use this box on one condition: they wish to receive an answer, and they need to know how soon they can expect this answer.**

Children name multiple ideas for future feedback channels which can be found in table no. 7.

**Table 7: Ideas for future feedback channels and descriptions**

<b>What</b>	<b>How</b>
<b>Letter/Writing</b>	Letter, letter box, writing proposal, collecting signatures, text message (any feedback should be with a clear timeline so kids know when to expect answers)
<b>Meetings</b>	meeting with influential people, school class meeting to collect ideas, attending community meetings
<b>Peer to peer approach</b>	children talk to children about who can pass information to relevant people,  room in school where children can go and talk without a teacher
<b>Parents</b>	training/clubs for parents: parents need to change, listen more, pay more attention to their children
<b>Project events</b>	case study, awareness raising events (flash mob, drama, role play), community service event
<b>Program/Training</b>	for parents and children,  parents also suggest training for teacher
<b>Internet</b>	Facebook group
<b>Call</b>	soum <sup>12</sup> level helpline,  helpline for child protection & community related issues
<b>Others</b>	Opening hours during which children can talk to: World Vision, Khoroo/Bagh, hospital, police, psychologist, school director (each department)  talk to someone together as a group,  home visitor approach

<sup>12</sup> The country of Mongolia is divided into 21 provinces and the capital Ulaanbaatar. Secondary subdivisions outside Ulaanbaatar are called "soum".

Some of the children’s ideas for potential future feedback channels from the group interviews were included in the questionnaire. In the questionnaire children rate on a Likert scale from 1 (never) to 5 (always) to indicate whether they could imagine using these channels.

**Table 8: Percentage of children who could imagine/not imagine using one feedback channel**

<b>Ideas</b>	<b>How many would use it (3-5) *1</b>	<b>How many would never use it (1)*2</b>
<b>Letterbox</b> where I could drop a letter with my concerns and ideas	<b>70%</b>	<b>27%</b>
<b>Application form</b> for concerns and ideas to fill out	<b>67%</b>	<b>25%</b>
<b>Telling a friend</b> and he/she can pass it on to somebody who can do something about it	<b>66%</b>	<b>29%</b>
<b>Contact person</b> at different community departments (hospital, police, school, etc.)	<b>65%</b>	<b>28%</b>
An <b>independent professional</b> in the community/child adviser I could talk to	<b>57%</b>	<b>37%</b>
<b>Facebook group</b>	<b>45%</b>	<b>35%</b>
<b>Psychologist</b>	<b>36%</b>	<b>44%</b>
Attending community meetings with adults	<b>30%</b>	<b>51%</b>
A flash mob to raise awareness for an issues	<b>40%</b>	<b>41%</b>
Phone number of a social worker to call him/her	<b>38%</b>	<b>42%</b>
<b>Drama/role-plays</b>	<b>41%</b>	<b>39%</b>
Official letter with concern or idea and all children sign it	<b>36%</b>	<b>45%</b>
A local helpline	<b>43%</b>	<b>40%</b>

\*1 Percentage of children who crossed 3 (sometimes), 4 (almost always) or 5 (always) on the Likert scale.

\*2 Percentage of children who crossed 1 (never) or 2 (almost never) on the Likert scale.

The majority of children would use the letterbox, the application form, tell a friend who can pass it to someone, contact a specific person or independent professional or use a Facebook group to share own ideas or concerns. However, 35% of the children indicate they would never or almost never use Facebook as a feedback channel.

For all the other channels many children indicate that they would not use it. Although, at least 40% of the children would still use a local helpline or would support awareness raising events like a drama, a role-play or a flash mob.



Beyond the given examples for new feedback mechanisms, children did not suggest any additional channels. This can be attributed to the method of the questionnaires. Open questions were often left blank.

Children also mention ideas what their parents could do to support them. Some of the children's ideas were included into the questionnaire and parents rate on a Likert scale from 1 (never) to 5 (always) to indicate whether they could imagine supporting their children in these ways.

**Table 9: Percentage of parents who could imagine/not imagine to support their children in these specific ways**

<b>Ideas</b>	<b>How many parents would use it (3-5) *1</b>	<b>How many parents would not use it (1) *2</b>
<b>Pass concerns and ideas of my child on to teachers</b>	<b>60%</b>	<b>5%</b>
<b>Pass concerns and ideas of my child on to social worker</b>	<b>51%</b>	<b>7%</b>
Regular meeting with children to hear and collect their ideas and concerns	40%	12%
Pass concerns and ideas of my child on to the Khorror/Bagh	37%	14%
Attending a parents club where parents learn communication skills and how to listen to their children	35%	18%
Attending a parents club where parents learn to whom they can talk about which concerns and ideas of their children	34%	17%
Representing the ideas and concerns of the children in community meetings	32%	13%

\*1 Percentage of parents who crossed 3 (sometimes), 4 (almost always) or 5 (always) on the Likert scale.

\*2 Percentage of parents who crossed 1 (never) on the Likert scale.

More than half of the parents would support their children by passing information to teachers or social workers. The response for all other ways to support their children was moderate. 32% of the parents would attend a parents' club where they would learn communication skills or would represent their children's concerns in the community meeting.

Beyond the given examples for ways to support their children, parents did not suggest any additional mechanisms.

The case study from Mongolia provides important insights into the way children give feedback and how children experience the process of sharing concerns or ideas. The study concludes with the central findings and recommendations relevant to World Vision and other agencies and stakeholders.

## 5 CONCLUSION AND RECOMMENDATIONS

### 5.1 FINDINGS CONCERNING THE METHODOLOGY

#### 5.1.1 CHILDREN

Altogether, we can summarize that the chosen methodology works well for children ages 12 to 17. For the children, it seemed to be helpful that they had the possibility to paint their lifeworlds and to highlight with stickers how they feel about the different places and persons and whether they experienced something good or bad in these areas of life. The questions about feedback mechanisms were answered by the children, but with very different motivation. Especially the younger children were much more motivated to answer the questions and to tell the researchers about their drawings and life experiences. The older children sometimes gave the impression that they did not really understand the utility of the questions and maybe doubted that answering the questions leads a change. This observation is probably due to the fact that, traditionally, children are excluded from participation in community initiatives and decision-making processes. Decision making is still considered to be the adults' responsibility. There are very few opportunities for children to participate in and contribute to community life or voice their views and concerns. Opportunities for participation are limited to the organization of various events, concerts, and celebrations.

Most of the children (78%) indicate that the questionnaire was too long. However, they rate that the questionnaire contains questions that are important for them, as the questions related to relevant topics and aspects in their lives (75% of the children).

#### 5.1.2 ADULTS

The chosen methodology also worked well for the adult participants. The non-verbal communication during the exercises was helpful for the research atmosphere: It seemed that the adults felt they were understood as experts, as it was the intention of the researchers. The hierarchy between researchers and participants was thus reduced by the way the research was conducted. It was also helpful that the Mongolian staff of World Vision was taught in a workshop about the intention of the research questions. Nevertheless, it was much easier for the parents to draw the most important places and persons for their children or one child. For the professionals, it was more difficult because they had to imagine people and places for children in their community in general. For professionals, it was better to answer the guideline questions about existing feedback channels and possibilities to improve those.

## 5.2 IMPORTANT FINDINGS OF THE STUDY

### 5.2.1 CHILD-FRIENDLY FEEDBACK MECHANISMS

Feedback channels which are used most often by children are a) talking to people, b) calling people and c) contacting someone via Facebook.

The most important contact persons for children are friends, followed by parents, siblings, teachers and social workers. By comparison parents also see the first three parties as the major recipients of their children's feedback.

There are worrying findings that 32 % of the surveyed children do not know (or at least do not mention) any channel to share their concerns regarding family and home life. Parents have another point of view and report that 84% of the children know at least one channel to share concerns about their family and home life.

The children feel that the people who could make a change do not listen to them and do not take into account what they say. They expect from parents, teachers, school directors and NGOs to pass their ideas and concerns on to authorities.

Children as well as parents report in the group interviews that children do not know how to share concerns and questions about sexual and reproductive health issues. Children also state that there are other topics which they do not share or only share with best friends. As a reason for not sharing their issues, several children say that, sometimes, they are afraid of negative consequences once they told somebody about the issue.

Trust and discretion were big issues as many fear that, after telling someone about an issue, the information would be spread. Parents say that their children are too shy to share issues – especially when they grow older.

The qualitative data show that most of the children do not share their concerns with World Vision. Only three out of 13 interview groups mention that they would share ideas with World Vision about what to change in their community. These three groups mention that some children who are part of World Vision projects or clubs share their issues with WV. Children sharing ideas with WV report that it changed something. Furthermore, children report that WV supports them to realize projects and own ideas.

The results show that all ratings of the dimensions are significantly and positively correlating with knowledge about feedback channels, except for self-perception, family and home life.



### 5.2.2 GENDER DIFFERENCES

The group discussions were conducted with boys and girls separately. Most of the groups report differences between boys and girls in Mongolian life. All groups agree that girls and boys have in some cases the same but in others different issues to share and that they use different ways to share it. For example, two groups report that girls talk more openly with their parents whereas boys talk more with their friends. But not all groups agree about who is more open and who addresses issues more openly. Nevertheless, girls tend to report that girls are more open and two groups of boys report that they do not share their issues. One group of boys report that they are too shy to share their issues.

In addition, both gender report that girls mostly share their issues with girls and boys mostly share concerns with boys.

This trend that was observed in the qualitative data can be confirmed by the quantitative data. In line with the qualitative data interpreted above, girls know more often how they can share their issues about some dimensions and more girls could name at least one channel as a way to share their issues regarding one dimension. Moreover, there were three dimensions about which boys report a lower quality of life than girls (money worries, school and learning, safety). This shows a difference in the perception of different issues. Regarding their economic resources, school environment, and safety, girls report a higher quality of life than boys.

All of the above results show that, in order to hear all the diverse voices and all differences, it is helpful to talk to children in groups separated by gender.

Findings show that it is helpful to talk to children in groups separated by gender.

### 5.2.3 DIFFERENCES BETWEEN CHILDREN AND ADULTS, AGE DIFFERENCES

Children see the dimension *participation* and *World Vision* more positive than parents do.

Parents mention themselves as main feedback channel children can use to share problems in the family and home life. However, children mostly do not know how they can share concerns regarding their family and home life.

Parents do not think that Facebook is an important feedback channel, but children and professionals do.

Children report knowledge about how to give feedback about their physical activity and health, participation, and World Vision more than their parents assume.

Older children report less money worries than younger children. Older children aged 14 and 15 report by tendency that they know more often how to give feedback than children aged 12 and 13 do.



### 5.2.4 CONTEXTUAL DIFFERENCES (RURAL VS. URBAN)

Children living in rural target area tend to report a higher feeling of safety in their community, family, and school.

Children living in a rural context tend to report more knowledge about how they can share their concerns regarding physical activity and health, as well as bullying than children living in urban contexts.



## 5.3 RECOMMENDATIONS TO WORLD VISION STAFF

- **Establish and communicate the existence of transparent channels for children to share any information with World Vision.** As children often do not know who to address about which topic, it should be considered to create general channels:
  - A contact person for children to come to without appointment, with opening hours that are communicated through publicly visible schedules
  - A letterbox with clear indications at top when it will be emptied and when a response should be expected

Children share most of their concerns with their friends and families – stakeholders should think about how such information can reach relevant institutions like WV, and how children could be motivated to share their issues directly with institutions like WV. Domestic problems remain a major issue for children. It needs to be discussed how children could be supported in sharing those issues.

- **Support a more understanding culture in the communities and foster the understanding of children as subjects of their own development.** Many children mentioned that they had the impression the decision makers do not take their problems/recommendations seriously. The development of a more understanding culture for children in the communities should be supported by World Vision, for example in the way the Peace Road Club is doing this already. It is important to help following up on ideas presented by children and to support children in asking for their inquiries to be taken into consideration (regular meetings with children’s representatives, local leaders, and school directors, etc. could be an option).
- **Support local authorities in establishing and communicating the existence of feedback channels.** Children report that they prefer talking to people (this should be considered when establishing feedback channel): Regular and clear opening hours in reachable places for children should be established, not only in the WV office but also in police or health stations. A system on how to secure the response to the feedback received is vital as the disappointment after not hearing back seems to keep not only the ones who have tried but also many others from sharing their ideas/problems. Children also use Facebook as a feedback channel or for communicating with friends. In contexts like Mongolia, where Facebook is very popular, this could also be used for feedback addressing other people.
- **Establish feedback mechanisms as a necessary component of any program or project.** When channels are established at the very beginning (assessment, baseline, design) and throughout the implementation and as part of monitoring, children/parents as well as other stakeholders have the time to develop a culture of communication. Experiences from participation of children in the process of ADAPT (ADAPT: Analysis, design and planning tool for child protection) were made already, both for children as well

as for adults involved in the assessment team. It was mentioned that it created unique opportunities for children to express their views and concerns. Assessment team members also mentioned that even though the assessment tools were very child friendly, in particular boys' groups had still various difficulties to get engaged as they didn't have such an experience before.



## APPENDIX

Table 10: Univariate analysis of variance (gender)

	F
<b>FM Feedback I</b>	8,23**
<b>FT Feedback I</b>	4,08*
<b>M Feedback I</b>	4,24*
<b>B Feedback I</b>	8,02**

\* $p < 0,05$ , \*\* $p < 0,01$

Table 11: Univariate analysis of variance (gender)

	F
<b>PA_any_channel</b>	2,67
<b>FM_any_channel</b>	6,00*
<b>F_any_channel</b>	7,89**
<b>AY_any_channel</b>	5,25*
<b>FT_any_channel</b>	12,79***
<b>FH_any_channel</b>	11,18***
<b>M_any_channel</b>	21,07***
<b>SL_any_channel</b>	8,93**
<b>B_any_channel</b>	7,94**
<b>S_any_channel</b>	8,01**
<b>WV_any_channel</b>	0,89

\* $p < 0,05$ , \*\* $p < 0,01$ , \*\*\* $p < 0,001$

Table 12: Univariate analysis of variance (context)

	F
<b>F_any_channel</b>	9,91**
<b>AY_any_channel</b>	4,73*
<b>B_any_channel</b>	6,12*
<b>WV_any_channel</b>	8,63**

\* $p < 0,05$ , \*\* $p < 0,01$ , \*\*\* $p < 0,001$

Table 13: T-test for paired samples

Test für Stichproben mit paarigen Werten	
	t
FH Feedback I - FM Feedback I	-5,28***
FH Feedback I - F Feedback I	-5,28***
FH Feedback I - AY Feedback I	-6,2***
FH Feedback I - FT Feedback I	-10,3***
FH Feedback I - PA Feedback I	-11,61***
FH Feedback I - M Feedback I	-6,64***
FH Feedback I - SL Feedback I	-8,16***
FH Feedback I - B Feedback I	-8,49***
FH Feedback I - P Feedback I	-4,24***
FH Feedback I - S Feedback I	-9,41***
FH Feedback I - WV Feedback I	-2,88**

\*\* $p < 0,01$ , \*\*\* $p < 0,001$

Table 14: Pearson correlation between knowledge about feedback channels and ratings of quality of life for each dimension

	Corresponding mean
PA Feedback	.229**
FM Feedback	.252**
F Feedback	.396**
AY Feedback	.161*
FT Feedback	.343**
FH Feedback	.120
M Feedback	.452**
SL Feedback	.335**
B Feedback	.329**
P Feedback	.447**
S Feedback	.278**
WV Feedback	.577**

\* $p < 0,05$ , \*\* $p < 0,01$

**Table 15: Questions asked in the qualitative part of the study (Group interviews)**

<p>Questions created after the children’s drawing of their life worlds; putting happy and sad faces onto the maps. Talking about good and bad experiences.</p>	
<p>Feedback</p>	<p>“Are there problems in parts of your life which you can’t share or report? Do you think there is a way how you could do that? Can you think of any easier and more effective way to do that?”</p>
<p>Participation</p>	<p>“If you have any idea about what needs to be changed in your life or your community do you know where/who you could turn to with this idea? “</p>
<p>World Vision</p>	<p>“Which concerns and ideas do you share with WV and how do you share it?”</p> <p>“Do you think that sharing your concerns and ideas with WV changes something?”</p> <p>Is there a way you could think of that you would like to share your ideas/concerns with WV?</p>
<p>Gender</p>	<p>“Do you think that there is a difference between boys or girls? Do they have and share different concerns or ideas? Do they share it in a different way?”</p> <p>“Do you know about children who can’t share their concerns or ideas? What do you think why these children can’t share their concerns or ideas?”</p>
<p>Wishes for the future</p>	<p>“If you could wish for another way to share your concerns or ideas, which could it be?”</p> <p>“With whom and how would you like to share your concerns or ideas in the future?”</p> <p>“How would you like to share your concerns and ideas with WV?”</p>

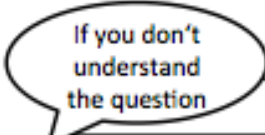
## Questionnaire Mongolia - Parents

We are a group of researchers and are interested in knowing the opinions and points of view of young people and their parents in Mongolia. We are working for World Vision. Some of you may know this organization. It is a child welfare organization which supports children and their communities around the world in a lot of different countries. We are always interested in how we can support the children, their families and communities best. Sometimes parents see things differently than their children. In order to take both points of view into account we are going to conduct a questionnaire with your children and with you. You can help us know and better understand the opinions, feelings and points of view of you and of your children. We would be very grateful if you answered this questionnaire for us.

Please read every question carefully. What answer comes to your mind first? Choose the box that fits your answer best and mark it with a cross. Please only make one cross for each question unless it is otherwise indicated.

Remember: This is not a test so there are no wrong answers. Please just do it by yourself. We are only interested in knowing **your** choices, opinions and feelings. It is important that you answer all the questions and also that we can see your marks clearly. If you are not sure about the meaning of a question please mark it with a cross at the beginning of the question. When you think of your answer please try to remember the last month.

Example:

	not at all	slightly	moderately	very	extremely
 <b>X</b> Does your child enjoy playing with friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your child like eating sweets?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

You do not have to show your answers to anybody. Also, nobody who knows you will look at your questionnaire once you have finished it. It is anonymous, in other words, no one will know your answers.

To make sure after we collected the questionnaire nobody will know that it is yours please do not write your name on it but please fill out the code below.

Please write down

1. the **month** of your child's birthday



2. the **day** (date) of your child's birthday
3. the **last** two letters of your child's first name (please don't use nickname)

e.g.: The mother's/your name is Alma, your child was born the 26<sup>th</sup> of January, your child is called Kira

Code: MA26RA

Your Code:

--	--	--

last two letters of the mother's name | day (date) of your child's birthday | last two letters of your child's name

## Questions about yourself

When answering the questionnaire please think about the child who participates in the study and not your other children. If non of your children participates please think of your children aged between 12 and 15 years. Thank you!

Who is filling in the questionnaire?

- Mother
- Father
- Stepmother/Father's partner
- Stepfather/Mother's partner
- others

### Please complete the sentences

1. My child is \_\_\_\_ years old.
- 2 My child is a  Boy  Girl
3. We live in the city or town called \_\_\_\_\_
4. My child was born in Mongolia  Yes  No

If no please name the country your child was born in: \_\_\_\_\_

4. Is your child going to school?

Yes

No

If yes,

My child is in grade \_\_\_\_\_

My child has been going to school since \_\_\_\_\_ years

5. Which of the following best describes the home your child lives in most of the time?

he/she lives with his/her parents

he/she lives with other relatives

he/she lives in a child headed home

he/she lives in a dormitory

he/she lives in a foster home

he/she lives in a children's home

he/she lives in another type of home

6. Please tick all of the people who live in your child's home:

Mother

Father

Grandmother

Grandfather

Sister/s

Number of sisters: \_\_\_\_\_

Brother/s

Number of brothers: \_\_\_\_\_

Other children

Other adults

7. Is your child part of a world vision project?

No

Yes

If yes, which project/s? \_\_\_\_\_

## 1. Physical Activities and Health

In general, how would your child rate his/her health?

- excellent
- very good
- good
- fair
- poor

Thinking about the last week...

	not at all	slightly	moderately	very	extremely
Has your child felt fit and well?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your child been physically active (e.g. running, dancing, biking, riding horse, ...)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your child been able to run well?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thinking about the last week...

	never	almost never	sometimes	almost always	always
Has your child felt full of energy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question about disabilities

Do you have any body challenges? Which?

### 1.2. Feedback Activities and Health

	never	almost never	sometimes	almost always	always

Does your child know how he/she can share or report his/her problems or concerns about his/her health?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**How does your child share or report his/her concerns regarding his/her health?**

He/she never shares it

He/she shares it: (here you can choose several persons for each answer)

	Parents	Grand-parents	Sister/ Brother	Friends	Teacher	Social Worker	World Vision Staff	Psychologist	helpline
He/she talks about it to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she sends an email to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she writes a letter to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she calls...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she uses facebook to contact...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

He/she shares it in a different way or with a different person to those mentioned above

Write it down here:

---

## 2. Feelings & Mood

Thinking about the last week...

	not at all	slightly	moderately	very	extremely
--	------------	----------	------------	------	-----------

Has your child felt that life was enjoyable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your child felt pleased that he/she is alive?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your child felt satisfied with his/her life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thinking about the last week...

	never	almost never	sometimes	almost always	always
Has your child been in a good mood?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your child felt cheerful?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your child had fun?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thinking about the last week...

	never	almost never	sometimes	almost always	always
Has your child felt that he/she does everything badly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your child felt sad?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your child felt so bad that he/she didn't want to do anything?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your child felt that everything in his/her life goes wrong?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your child felt fed up?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your child felt lonely?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your child felt under pressure?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2.2. Feedback Feelings and Mood

	never	almost never	sometimes	almost always	always
Does your child know how he/she can share or report if he/she is in a bad mood or sad?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How does your child share or report if he/she is in a bad mood or sad?

He/she never shares it

He/she shares it: (here you can choose several persons for each answer)

	Parents	Grand-parents	Sister/ Brother	Friends	Teacher	Social Worker	World Vision Staff	Psychologist	helpline
He/she talks about it to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she sends an email to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she writes a letter to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she calls...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she uses facebook to contact...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

He/she shares it in a different way or with a different person to those mentioned above

Write it down here:

---

## 3. About his/herself



Thinking about the last week...

	never	almost never	sometimes	almost always	always
Has your child been happy with the way he/she is?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your child been happy with his/her clothes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your child been worried about the way he/she looks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your child felt jealous of the way other girls and boys look?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your child wanted to change something about his/her body?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3.2. Feedback about his/herself

	never	almost never	sometimes	almost always	always
Does your child know how he/she can share or report if he/she feels dissatisfied or unhappy with his/herself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**How does your child share or report if he/she feels dissatisfied or unhappy with his/herself?**

He/she never shares it

He/she shares it: (here you can choose several persons for each answer)

	Parents	Grand- parents	Sister/ Brother	Friends	Teacher	Social Worker	World Vision Staff	Psycho- logist	helpline
He/she talks about it to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she sends an email to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she writes a letter to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she calls...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she uses facebook to contact...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

He/she shares it in a different way or with a different person to those mentioned above

Write it down here:

---

#### 4. Free Time

Thinking about the last week...

	never	almost never	sometimes	almost always	always
Has your child had enough time for him/herself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your child been able to do the things that he/she wants to do in his/her free time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your child had enough opportunity to be outside?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Has your child had enough time to meet friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your child been able to choose what to do in his/her free time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 4.2. Feedback Free Time

	never	almost never	sometimes	almost always	always
Does your child know how he/she can share or report if he/she has problems or concerns regarding his/her leisure time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**How does your child share or report if he/she has concerns regarding his/her leisure time?**

He/she never shares it

He/she shares it: (here you can choose several persons for each answer)

	Parents	Grand- parents	Sister/ Brother	Friends	Teacher	Social Worker	World Vision Staff	Psycho- logist	helpline
He/she talks about it to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she sends an email to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she writes a letter to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she calls...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she uses facebook to contact...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

He/she shares it in a different way or with a different person to those mentioned above

Write it down here:

---

## 5. Family and Home Life

Thinking about the last week...

	not at all	slightly	moderately	very	extremely
Has your child felt understood by his/her parent(s)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your child felt loved by his/her parent(s)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thinking about the last week...

	never	almost never	sometimes	almost always	always

Has your child been happy at home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your child felt that his/her parent(s) had enough time for him/her?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your child felt that his/her parent(s) treated him/her fairly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your child been able talk to his/her parent(s) when he/she wanted to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did talking to his/her parent(s) help your child?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did anybody in the family hurt your child?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 5.2. Feedback Family

	never	almost never	sometimes	almost always	always
Does your child know how he/she can share or report if he/she has problems or concerns regarding his/her home or family?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How does your child share or report if he/she has concerns regarding his/her home or family?

He/she never shares it

He/she shares it: (here you can choose several persons for each answer)

	Parents	Grand- parents	Sister/ Brother	Friends	Teacher	Social Worker	World Vision Staff	Psycho- logist	helpline
He/she talks about it to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she sends an email to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she writes a letter to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she calls...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she uses facebook to contact...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

He/she shares it in a different way or with a different person to those mentioned above

Write it down here:

---

## 6. Money

Thinking about the last month...

	never	almost never	sometimes	almost always	always
Did your child go to bed hungry?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did your child has season appropriate clothes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did your child have enough extra money to attend clubs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did your child have at least one warm meal a day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## 6.2. Feedback Money

	never	almost never	sometimes	almost always	always
Does your child know how he/she can share or report if he/she has money worries?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How does your child share or report if he/she has money worries?

He/she never shares it

He/she shares it: (here you can choose several persons for each answer)

	Parents	Grand- parents	Sister/ Brother	Friends	Teacher	Social Worker	World Vision Staff	Psycho- logist	helpline
He/she talks about it to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she sends an email to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she writes a letter to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she calls...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she uses facebook to contact...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

He/she shares it in a different way or with a different person to those mentioned above

Write it down here:

---

## 7. Friends

Thinking about the last week...

	never	almost never	sometimes	almost always	always
Has your child spent time with his/her friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your child done things with other girls/boys?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your child had fun with his/her friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your child and his/her friends helped each other?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your child been able to talk about everything with his/her friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your child been able to rely on his/her friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 7.2. Feedback Friends

	never	almost never	sometimes	almost always	always
Does your child know how he/she can share or report if he/she has problems with his/her friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**How does your child share or report if his/her concerns regarding his/her friends?**

He/she never shares it

He/she shares it: (here you can choose several persons for each answer)

	Parents	Grand- parents	Sister/ Brother	Friends	Teacher	Social Worker	World Vision Staff	Psycho- logist	helpline
He/she talks about it to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she sends an email to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she writes a letter to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she calls...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she uses facebook to contact...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

He/she shares it in a different way or with a different person to those mentioned above

Write it down here:

---

## 8. School and learning

Thinking about the last week...

	not at all	slightly	moderately	very	extremely
Has your child been happy at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your child got on well at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your child been satisfied with his/her teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thinking about the last week...

	never	almost	sometimes	almost	always

		never		always	
Did your child regularly attend school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did your child have enough time to do his/her homework?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your child been able to pay attention?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your child enjoyed going to school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your child got along well with his/her teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 8.2. Feedback School and Learning

	never	almost never	sometimes	almost always	always
Does your child know how he/she can share or report if he/she has problems at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**How does your child share or report his/her concerns regarding school?**

He/she never shares it

He/she shares it: (here you can choose several persons for each answer)

	Parents	Grand- parents	Sister/ Brother	Friends	Teacher	Social Worker	World Vision Staff	Psycho- logist	helpline
He/she talks about it to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she sends an email to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she writes a letter to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she calls...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she uses facebook to contact...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

He/she shares it in a different way or with a different person to those mentioned above

Write it down here:

---

## 9. Bullying

Thinking about the last week...

	never	almost never	sometimes	almost always	always
Has your child been afraid of other girls/boys?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have other girls/boys made fun of your child?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have other girls/boys bullied your child?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 9.2. Feedback Bullying

	never	almost never	sometimes	almost always	always
Does your child know how he/she can share or report if he/she feels bullied?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How does your child share or report if he/she feels bullied?

He/she never shares it

He/she shares it: (here you can choose several persons for each answer)

	Parents	Grand-parents	Sister/ Brother	Friends	Teacher	Social Worker	World Vision Staff	Psychologist	helpline
He/she talks about it to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she sends an email to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she writes a letter to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she calls...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she uses facebook to contact...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

He/she shares it in a different way or with a different person to those mentioned above

Write it down here:

---

## 10. Participation



I know what rights children have

- no
- not sure
- yes

	never	almost never	sometimes	almost always	always
Do you think that in your country, adults in general respect children's rights?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you think that adults generally take what children say into account?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you take what your child says into account?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you think that teachers take what your child says into account?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you think that the khorrar/bagh take what your child says into account?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 10.2. Feedback Participation

	never	almost never	sometimes	almost always	always
Does your child know how he/she can share or report if he/she feels adults don't take what he/she says into account?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If your child has an idea what needs to be changed in his/her community does he/she know where he/she could go with his/her idea?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Parents	Sister/ Brother	Friends	Teacher	Social Worker	World Vision Staff	Psycho- logist	Help- line	Khorrer /Bagh
Where would your child go with the idea what to change in his/her community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

He/she shares it in a different way or with a different person to those mentioned above

Write it down here:

Did that happen so far?

No

Yes

	never	almost never	sometimes	almost always	always
If yes, Did it change anything?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 11. Safety

	never	almost never	sometimes	almost always	always
Does your child feel safe when he/she walks around in the area he/she lives in?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your child feel safe at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your child feel safe at home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 11.2. Feedback Safety

	never	almost never	sometimes	almost always	always

Does your child know how he/she can share or report if he/she does not feel safe?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**How does your child share or report if he/she does not feel safe?**

He/she never shares it

He/she shares it: (here you can choose several persons for each answer)

	Parents	Grand- parents	Sister/ Brother	Friends	Teacher	Social Worker	World Vision Staff	Psycho- logist	helpline
He/she talks about it to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she sends an email to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she writes a letter to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she calls...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she uses facebook to contact...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

He/she shares it in a different way or with a different person to those mentioned above

Write it down here:

---

## 12. World Vision Projects

Is your child part of a world vision project/activity/club?

No

Yes

If yes, which project(s)/activity/club(s)? \_\_\_\_\_

---

If your child is not, you can go to the next page and continue with the final questions (question 13).

If so, please answer the following questions:

	not at all	slightly	moderately	very	extremely
Do you think the project/activity/club covers important issues for your child's life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your child enjoy being part of this project/activity/club?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you think that being part of the project/activity/club changed something in his/her everyday life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Feedback

	never	almost never	sometimes	almost always	always
Does your child know how he/she can share or report if he/she is dissatisfied with something about the project/activity/club?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your child know how he/she can share or report if he/she has an idea what could to be changed in the project/activity/club?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your child know how he/she can share or report suggestions for a project/activity/club?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How does your child share or report if he/she is dissatisfied with something in the project/activity/club?

He/she never shares it

He/she shares it: (here you can choose several persons for each answer)

	Parents	Grand- parents	Sister/ Brother	Friends	Teacher	Social Worker	World Vision Staff	Psycho- logist	helpline
He/she talks about it to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she sends an email to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she writes a letter to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she calls...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
He/she uses facebook to contact...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

He/she shares it in a different way or with a different person to those mentioned above

Write it down here:

### 13. Parents involvement

Which of the following ways would you use to help your child to share his/her concerns and ideas?

	never	almost never	sometimes	almost always	always
Representing the ideas and concerns of the children in community meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pass concerns and ideas of my child on to teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Pass concerns and ideas of my child on to social worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pass concerns and ideas of my child on to the khorr/bagh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attending a parents club where parents learn communication skills and how to listen to their children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attending a parents club where parents learn to whom they can talk about which concerns and ideas of their children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular meeting with children to hear and collect their ideas and concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Any other way you would like to use to help your child to share his/her concerns and ideas?

---

## 14. Final Questions

We would be interested in hearing your opinions to help us to improve this questionnaire.

The questionnaire was too long

- I agree  
 I don't agree

In the questionnaire I am asked things that I think are important

- I agree  
 I don't agree

Any other comments?

Thank you very much for your participation! You helped us a lot with it!



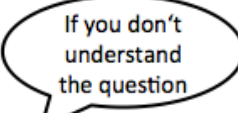

## Questionnaire Mongolia - Children

We are a group of researchers and are interested in knowing the opinions and points of view of young people in Mongolia of your age. We would be very grateful if you answered this questionnaire for us.

Please read every question carefully. What answer comes to your mind first? Choose the box that fits your answer best and mark it with a cross. Please only make one cross for each question unless it is otherwise indicated.

Remember: This is not a test so there are no wrong answers. Please just do it by yourself. We are interested in knowing **your** choices, opinions and feelings. It is important that you answer all the questions and also that we can see your marks clearly. If you are not sure about the meaning of a question please mark it with a cross at the beginning of the question. When you think of your answer please try to remember the last month.

Example:

	<b>not at all</b>	<b>slightly</b>	<b>moderately</b>	<b>very</b>	<b>extremely</b>
  Do you enjoy playing with friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you like eating sweets?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

You do not have to show your answers to anybody. Also, nobody who knows you will look at your questionnaire once you have finished it. It is anonymous, in other words, no one will know your answers.

To make sure after we collected the questionnaire nobody will know that it is yours please do not write your name on it but please fill out the code below.

Please write down

1. the **month** of your birthday
2. the **day** (date) of your birthday
3. the **last** two letters of your first name (please don't use nickname)

e.g.: My mother's name is Alma, I'm born the 26<sup>th</sup> of January, my name is Kira

Code: MA26RA

Your Code:

--	--	--

last two letters of your mother's name | day (date) of your birthday | last two letters of your name

## Questions about yourself

Please complete the sentences

1. I'm \_\_\_\_ years old.

2. I'm a  Boy  Girl

3. I live in the city or town called \_\_\_\_\_

4. I was born in Mongolia  Yes  No

5. Are you going to school?

Yes

No

If yes,

I'm in grade \_\_\_\_\_

I've been going to school since \_\_\_\_\_ years

6. Which of the following best describes the home you live in most of the time?

I live with my parents

I live with other relatives

I live in a child headed home

I live in a dormitory

I live in a foster home

I live in a children's home

I live in another type of home

7. Please tick all of the people who live in your home:

Mother

- Father
- Grandmother
- Grandfather
- Sister/s

Number of sisters: \_\_\_\_\_

- Brother/s

Number of brothers: \_\_\_\_\_

- Other children
- Other adults

8. What are your parents dedicated to?

- both parents work
- someone of my parent has a job
- both my parents are herdsmen
- both are unemployed
- other/ if you are living with your relatives

### 1. Physical Activities and Health

In general, how would you say your health is?

- excellent
- very good
- good
- fair
- poor

Thinking about the last month...

	not at all	slightly	moderately	very	extremely
Have you felt physically fit and well?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you been physically active (e.g. running, dancing, biking, riding horse, ...)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you been able to run well?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thinking about the last month...

	never	almost never	sometimes	almost always	always
Have you felt full of energy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question about disabilities

Do you have any body challenges? Which?

### 1.2. Feedback Activities and Health

	never	almost never	sometimes	almost always	always
Do you know how you can share or report your ideas or concerns about your health?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How do you share or report your concerns regarding your health?

I never share it

I share it: (here you can choose several persons for each answer)

	Parents	Grand- parents	Sister/ Brother	Friends	Teacher	Social Worker	World Vision Staff	Psycho- logist	helpline
I talk about it to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I send an email to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I write a letter to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I call...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use facebook to contact...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I share it in a different way or with a different person to those mentioned above

Write it down here:

---

## 2. Feelings & Mood

Thinking about the last month...

	not at all	slightly	moderately	very	extremely
Has your life been enjoyable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you felt pleased that you are alive?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you felt satisfied with your life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thinking about the last month...

	never	almost never	sometimes	almost always	always

Have you been in a good mood?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you felt cheerful?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you had fun?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thinking about the last month...

	never	almost never	sometimes	almost always	always
Have you felt that you do everything badly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you felt sad?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you felt so bad that you didn't want to do anything?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you felt that everything in your life goes wrong?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you felt fed up?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you felt lonely?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you felt under pressure?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2.2. Feedback Feelings and Mood

	never	almost never	sometimes	almost always	always
Do you know how you can share or report if you are in a bad mood or sad?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**How do you share or report if you are sad or in a mad mood?**

I never share it

I share it: (here you can choose several persons for each answer)

	Parents	Grand- parents	Sister/ Brother	Friends	Teacher	Social Worker	World Vision Staff	Psycho- logist	helpline
I talk about it to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I send an email to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I write a letter to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I call...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use facebook to contact...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I share it in a different way or with a different person to those mentioned above

Write it down here: \_\_\_\_\_

### 3. About yourself

Thinking about the last month...

	never	almost never	sometimes	almost always	always
Have you been happy with the way you are?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you been happy with your clothes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you been worried about the way you look?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you felt jealous of the way other girls and boys look?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would you like to change something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

about your body?					
------------------	--	--	--	--	--

### 3.2. Feedback about yourself

	never	almost never	sometimes	almost always	always
Do you know how you can share or report if you feel dissatisfied or unhappy with yourself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How do you share or report if you feel dissatisfied or unhappy with yourself?

I never share it

I share it: (here you can choose several persons for each answer)

	Parents	Grand-parents	Sister/ Brother	Friends	Teacher	Social Worker	World Vision Staff	Psychologist	helpline
I talk about it to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I send an email to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I write a letter to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I call...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use facebook to contact...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I share it in a different way or with a different person to those mentioned above

Write it down here:

---



## 4. Free Time

Thinking about the last month...

	never	almost never	sometimes	almost always	always
Have you had enough time for yourself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you been able to do the things that you want to do in your free time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you had enough opportunity to be outside?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you had enough time to meet friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you been able to choose what to do in your free time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Money for clubs??

### 4.2. Feedback Free Time

	never	almost never	sometimes	almost always	always
Do you know how you can share or report if you have problems or concerns regarding your leisure time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**How do you share or report your concerns regarding your leisure time?**

I never share it

I share it: (here you can choose several persons for each answer)

	Parents	Grand- parents	Sister/ Brother	Friends	Teacher	Social Worker	World Vision Staff	Psycho- logist	helpline
I talk about it to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I send an email to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I write a letter to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I call...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use facebook to contact...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I share it in a different way or with a different person to those mentioned above

Write it down here:

---

## 5. Family and Home Life

Thinking about the last month...

	not at all	slightly	moderately	very	extremely
Have your parent(s) understood you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you felt loved by your parent(s)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thinking about the last month...

	never	almost never	sometimes	almost always	always
Have you been happy at home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have your parent(s) had enough time for you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Have your parent(s) treated you fairly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you been able talk to your parent(s) when you wanted to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did talking to your parent(s) help you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did anybody in your family hurt you/scared you/...?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 5.2. Feedback Family

	never	almost never	sometimes	almost always	always
Do you know how you can share or report if you have problems or concerns regarding your home or your family?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**How do you share or report your concerns regarding your home or your family?**

I never share it

I share it: (here you can choose several persons for each answer)

	Parents	Grand- parents	Sister/ Brother	Friends	Teacher	Social Worker	World Vision Staff	Psycho- logist	helpline
I talk about it to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I send an email to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I write a letter to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I call...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use facebook to contact...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I share it in a different way or with a different person to those mentioned above

Write it down here:

---

## 6. Money

Thinking about the last month...

	never	almost never	sometimes	almost always	always
Did you go to bed hungry?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did you have season appropriate clothes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did you have enough extra money to attend clubs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did you have at least one warm meal a day?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 5.2. Feedback money

	never	almost never	sometimes	almost always	always
Do you know how you can share or report if you have problems or concerns regarding your money worries?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**How do you share or report your concerns regarding your money worries?**

I never share it

I share it: (here you can choose several persons for each answer)

	Parents	Grand-parents	Sister/ Brother	Friends	Teacher	Social Worker	World Vision Staff	Psychologist	helpline
I talk about it to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I send an email to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I write a letter to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I call...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use facebook to contact...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I share it in a different way or with a different person to those mentioned above

Write it down here:

---

## 7. Friends

Thinking about the last month...

	never	almost never	sometimes	almost always	always

Have you spent time with your friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you done things with other girls/boys?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you had fun with your friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you and your friends helped each other?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you been able to talk about everything with your friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you been able to rely on your friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 7.2. Feedback Friends

	never	almost never	sometimes	almost always	always
Do you know how you can share or report if you have problems with your friends?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**How do you share or report your concerns regarding your friends?**

I never share it

I share it: (here you can choose several persons for each answer)

	Parents	Grand- parents	Sister/ Brother	Friends	Teacher	Social Worker	World Vision Staff	Psycho- logist	helpline
I talk about it to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I send an email to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I write a letter to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I call...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use facebook to contact...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I share it in a different way or with a different person to those mentioned above

Write it down here:

---

## 8. School and learning

Thinking about the last month...

	not at all	slightly	moderately	very	extremely
Have you been happy at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you got on well at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you been satisfied with your teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thinking about the last month...

	never	almost never	sometimes	almost always	always
Did you regularly attend school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Did you have enough time to do your homework?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you been able to pay attention?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you enjoyed going to school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you got along well with your teachers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 8.2. Feedback School and Learning

	never	almost never	sometimes	almost always	always
Do you know how you can share or report if you have problems at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**How do you share or report your concerns regarding school?**

I never share it

I share it: (here you can choose several persons for each answer)



	Parents	Grand- parents	Sister/ Brother	Friends	Teacher	Social Worker	World Vision Staff	Psycho- logist	helpline
I talk about it to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I send an email to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I write a letter to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I call...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use facebook to contact...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I share it in a different way or with a different person to those mentioned above

Write it down here:

---

## 9. Bullying

Thinking about the last month...

	never	almost never	sometimes	almost always	always
Have you been afraid of other girls/boys?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have other girls/boys made fun of you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have other girls/boys bullied you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 9.2. Feedback Bullying

	never	almost never	sometimes	almost always	always

Do you know how you can share or report if you feel bullied?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

**How do you share or report if you feel bullied?**

I never share it

I share it: (here you can choose several persons for each answer)

	Parents	Grand-parents	Sister/ Brother	Friends	Teacher	Social Worker	World Vision Staff	Psycho- logist	helpline
I talk about it to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I send an email to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I write a letter to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I call...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use facebook to contact...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I share it in a different way or with a different person to those mentioned above

Write it down here:

---

## 10. Participation

I know what rights children have

no

not sure

yes

	never	almost never	sometimes	almost always	always
Do you think that in your country, adults in general respect children's rights?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you think that adults generally take what children say into account?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you think that your parents take what you say into account?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you think that your teachers take what you say into account?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you think that the khorrer/bagh take what you say into account?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 10.2. Feedback Participation

	never	almost never	sometimes	almost always	always
Do you know how you can share or report if you feel adults don't take what you say into account?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If you have an idea what needs to be changed in your community do you know where you could go with this idea?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Parents	Sister/ Brother	Friends	Teacher	Social Worker	World Vision Staff	Psycho- logist	Help- line	Khorrer /Bagh
Where would you go with the idea what to change in your community?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I share it in a different way or with a different person to those mentioned above

Write it down here:

---

Did that happen so far?

No

Yes

	never	almost never	sometimes	almost always	always
If yes, did it change anything?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 11. Safety

	never	almost never	sometimes	almost always	always
Do you feel safe when you walk around in the area you live in?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you feel safe at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you feel safe at home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 11.2. Feedback Safety

	never	almost never	sometimes	almost always	always
Do you know how you can share or report if you don't feel safe?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How do you share or report if you don't feel safe?

I never share it

I share it: (here you can choose several persons for each answer)

	Parents	Grand- parents	Sister/ Brother	Friends	Teacher	Social Worker	World Vision Staff	Psycho- logist	helpline
I talk about it to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I send an email to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I write a letter to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I call...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use facebook to contact...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I share it in a different way or with a different person to those mentioned above

Write it down here:

---

## 12. World Vision Projects

Are you part of a world vision project/activity/club?

No

Yes

If yes, which project(s)/activity/club(s)? \_\_\_\_\_

---

If you are not, you can go to the next page and continue with the final questions (question 13).

If so, please answer the following questions:

	not at all	slightly	moderately	very	extremely
Do you think the project/activity/club covers important issues for your life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you enjoy being part of this project/activity/club?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you think that being part of the project/activity/club changed something in your everyday life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Feedback**

	never	almost never	sometimes	almost always	always
Do you know how you can share or report if you are dissatisfied with something about the project/activity/club?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you know how you can share or report if you have an idea what could be changed in the project/activity/club?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you know how you can share or report suggestions for your project/activity/club?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**How do you share or report if you are dissatisfied with something in the project/activity/club?**

I never share it

I share it: (here you can choose several persons for each answer)

	Parents	Grand- parents	Sister/ Brother	Friends	Teacher	Social Worker	World Vision Staff	Psycho- logist	helpline
I talk about it to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I send an email to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I write a letter to...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I call...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use facebook to contact...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I share it in a different way or with a different person to those mentioned above

Write it down here:

---

### 13. New ways to share concerns or ideas

Which of the following ways to share your concerns and ideas could you imagine to use?

	never	almost never	sometimes	almost always	always
Letterbox where I could drop a letter with my concerns and ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A local helpline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An independent professional in the community/child adviser I could talk to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Telling a friend and he/she can pass it on to somebody who can do something about it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychologist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contact person at different community departments (hospital, police, school,...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Facebook group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A flashmob to rise awareness for an issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drama/roleplays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phonenumber of a social worker to call him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Application form for concerns and ideas to fill out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attending community meetings with adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Official letter with concern or idea and all children sign it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Any other way you would like to use to share your concerns and ideas?

---

## 14. Final Questions

We would be interested in hearing your opinions to help us to improve this questionnaire.

The questionnaire was too long

- I agree  
 I don't agree

In the questionnaire I am asked things that I think are important

- I agree  
 I don't agree

Any other comments?

Thank you very much for your participation! You helped us a lot with it!

