



About The AfriChild Centre

The AfriChild Centre is a multi and interdisciplinary research Centre based at Makerere University in Kampala-Uganda. Since its inception, The Centre has positioned itself as a frontier of innovative child-focused research, with the aim of catalysing relevant policy and practices, to improve the well-being of children in Uganda and the region. For more information about The AfriChild Centre and partners, visit www.africhild.or.ug

Contact Information

The AfriChild Centre

Tel: +256 414 532 482

Email: info@africhild.or.ug

Website: www.africhild.or.ug

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Three-to-Eight-Year-Old Children's Lived Experiences of Violence in Homes, A case of Nabuyonga Slum; Mbale City, 2022

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KYAMBOGO UNIVERSITY REPORT

Applicant's Name **APOLOT JOSEPHINE MATHA** University: **KYAMBOGO UNIVERSITY**

Telephone #: **+256776569025**

E-mail: **apolotmathaj@gmail.com**

Mentor's Name: **ASSOCIATE PROFESSOR EJUU GODFREY**

Title of Project: **Three-to-Eight Year Old Children's Lived Experiences of Violence in Homes. A case of Nabuyonga Slum; Mbale City.**

ABSTRACT

The general objective of this study was to work with children of three to eight years old to learn their lived experiences of VAC at home and to describe the meaning they ascribe to these experiences as well as find out how they develop coping mechanisms of violence against them. Violence against children is a prevalent phenomenon in the world. Most studies have always focused on documenting violence against largely adolescent children, leaving out those in early childhood. The phenomenology research design focused on establishing lived experiences of three to eight old children experiencing violence at home. The study collected data using interviews on the children, focus group discussion guides on the parents and participants' observation guides on the children. The techniques like; body mapping, role play and photo voice were also used to get more detailed information from the children. The findings indicated that the children were exposed to different categories of violence that include; verbal, physical, child labour, child neglect, psychological and sexual abuse. Regarding the meaning children attributed to violence against children at home, it was discovered that whenever children are abused, they felt isolated, not loved and confused and basing on the strategies they used for coping with violence at home, they said they applied practical thoughts, emotions, and actions to different situations in order to face the pressures. The children need education and training from an early age about their rights and how they can protect themselves. The communities need initiatives to empower children to report cases of violence at home to local authorities such as Local Councils I (LC I) and children needed education and training from an early age about their rights and how they can protect themselves.

Study Team, Roles, and Affiliations

STUDY TEAM	ROLES	AFFILIATIONS
Dr APOLOT JOSEPHINE MATHA	PRINCIPAL INVESTIGATOR	KYAMBOGO UNIVERSITY
NANDERA MIRIA	RESEARCHER	KYAMBOGO UNIVERSITY
NAMANDE SARAH WALUSIMBI	RESEARCHER	KYAMBOGO UNIVERSITY
KATUNGI JUMA	RESEARCHER	KYAMBOGO UNIVERSITY
NANSEKO FARIDAH	RESEARCHER	KYAMBOGO UNIVERSITY
ASSOCIATE PROFESSOR EJUJ GODFREY	MENTOR	KYAMBOGO UNIVERSITY

SIGNATURES



3rd/Oct/2022

APPLICANT



3rd/Oct/2022

MENTOR

Table of Contents

Study Team, Roles and Affiliations	ii
Operational Definition of Terms	v
1.0 Introduction	1
1.1 Conceptual Background	1
1.2 Contextual Background	2
2.1 How 3–8-year-old children experience violence at home.	4
2.2 Meaning 3-8 year old children ascribe to their experiences of Violence at home.....	5
2.3 How the children of 3-8 years old are coping with violence against them at home	6
2.4 PROBLEM STATEMENT	7
2.5 Study Justification.....	7
2.6 Theoretical Framework.....	8
2.7 Research questions	8
2.8 OBJECTIVES	8
2.8.1 General Objective.....	8
2.8.2 Specific Objectives.....	8
3.1 Study Site and Population	9
3.2 Study Design.....	9
3.3 Sampling	9
3.4 Sample size Considerations.....	10
3.5 Study Variables.....	10
3.6 Data Collection Methods and tools.....	10
3.6.1 Interviews	10
3.6.2 Focus Group Discussion	11
3.6.3 Participant Observation.....	11
3.6.4 Data Collection Tools	11
3.6.5 Interview Guide	11
3.6.6 Focus Group Discussion Guide	11
3.6.7 Participant Observation Guide.....	12
3.6.8 Data Collection Procedure	12
3.6.9 Quality Control and Assurance (Trustworthiness)	12
3.10Data Management and Analysis	13
3.11Ethical Considerations	14
3.12 Dissemination Plan.....	15
4.0 Introduction	16
4.1 Demographic Information.....	16

4.2 Children’s (3-8 Years) Experiences of Violence at Home	17
4.3 The Meaning Children Describe to VAC	22
4.4 How children cope with VAC	24
5.0 Introduction	27
5.1 Discussion	27
5.1.1 Objective one: Children’s (3-8 Years) Experiences of Violence at Home	27
5.1.2 Objective Two: The Meaning Children ascribe to VAC	30
5.1.3 Objective Three: How children cope with VAC	32
Conclusions	33
Recommendations for Action	34
Recommendations for Further Research	35
Proposed Dissemination Plan	36
REFERENCES	40
APPENDICES	43
7. WORK PLAN, BUDGET AND BUDGET JUSTIFICATION	43
APPENDIX A: INTERVIEW GUIDE FOR THE CHILDREN (ENGLISH VERSION)	45
APPENDIX A: INTERVIEW GUIDE FOR THE CHILDREN (LUGANDA VERSION)	45
APPENDIX B: FOCUS GROUP DISCUSSION GUIDE FOR PARENTS	46
APPENDIX C: OBSERVATION GUIDE FOR THE CHILDREN	47
APPENDIX J: LETTER FROM UGANDA NATIONAL COUNCL FOR SCIENCE AND TECHNOLOGY	67
APPENDIX K: LETTER FROM GULU UNIVERSITY RESEARCH ETHICS COMMITTEE	70
APPENDIX L: CURRICULUM VITAE	73

Acronyms and Abbreviations

COVID-19:	Coronavirus Disease 2019
INSPIRE:	Implementation and enforcement of laws, Norms and values, Safe environments, Parent and caregiver support, Income and economic strengthening, Response and support services, and Education and life skills.
MoGLSD:	Ministry of Gender, Labor and Social Development.
SDG:	Sustainable Development Goals
UNCRC:	UN- Convention on the Rights of the Child.
UNICEF:	United Nations Children’s Fund
VAC:	Violence Against Children
WHO:	World Health Organization
VACH	Violence Against Children at Home

Operational Definition of Terms

Violence Against Children is the intentional or unintentional use of physical power or force threatened or actual against oneself another person or against a group of children that is likely to result in an injury, death, psychological harm, maldevelopment or deprivation.

Early Childhood Education is education given to children from the age of 0-8 years. As a process it is a development through which young children grow and thrive mentally, physically, morally, physically, emotionally, socially and morally (MOES, 2005).

A child is defined as any person under the age of 18 in accordance with the United Nations Convention on the Rights of the Child, Article 2 of the African Charter on the Rights and Welfare of the Child, and Article 257 (1) (c) of the 1995 Constitution of Uganda (Governments Children’s Act, 1998). However, for this study, the age limit is between three to eight years.

CHAPTER ONE INTRODUCTION

1.0 Introduction

Research has continuously revealed that Violence Against Children (VAC) is an immense threat to national development and children's holistic development for all countries including Uganda (Ashburn, Kerner, Ojamuge & Lundgren, 2017; Pereda & Diaz-Faes, 2020; Save the Children, 2016; WHO, 2013). Globally about 125-133 million children are exposed to family violence (WHO, 2013) which makes it an urgent global social and health concern. Further, in 2014, UNICEF reported that globally among children aged 2-14 years: six in ten were regularly physically punished; seven in ten experienced psychological aggression yet one in ten girls below 18 years have ever experienced sexual violence. In Africa, about 82% of children between 2-17 years' experience some kind of violence (Better Care Network, 2017). In Uganda, 35% (1/3) of girls and 11% (1/6) of boys aged 18-24 experienced sexual violence in their childhood (Min. of Gender, Labour and Social Development, 2018). VAC has far reaching negative physical, emotional, psychological and mental effects on children's development (UNICEF, 2014) and on families, communities and nations (Hillis et.al, 2016) in addition to poorer educational outcomes (Sserwanja, Kawuki & Kim, 2020). Subsequently, Uganda risks failure to achieve Sustainable Development Goal 4.1 (SDG 4.1) which targets completion of free, equitable and quality primary and secondary education for boys and girls by 2030.

1.1 Conceptual Background

The Uganda Children Act 2016 as amended describes violence as:

“ Any form of physical, emotional or mental injury or abuse, neglect, maltreatment and exploitation, including sexual abuse, intentional use of physical force or power, threatened or actual, against and individual which may result in or has a high likelihood of resulting into injury, death, psychological harm, mal-development or deprivation” (p.4).

Thus, violence is an intentional or unintentional action which may be in the form of physical, sexual and emotional. Besides the effects of violence reflected in the definition above, the Uganda National Child Policy (2020) emphasizes that violence has detrimental health and developmental effects on children. Health effects include mental disturbances, HIV infection, drug abuse, early sexual deeds at adolescence and physical injuries while developmental effects may include inability to socialize, homelessness and behavioral problems (UNICEF, 2014). VAC may occur at home, in school, community or neighborhood by strangers and by those close to them (Ministry of gender, Labour and Social Development, 2020; Save the Children, 2016; UN, 2006;

UNICEF, 2014). Among all contexts, violence experienced in homes or immediate family is reported to be the gravest form of abuse (Kendall, 2003 in Pereda & Diaz-Faes, 2020). Yet a child's family and community are intricately tied to their development to the extent that stable family attachments potentially mitigate risk factors and promote positive holistic developmental outcomes (Gomez, 2016 and references therein). Contrarily, children's exposure to violence at home can increase the probability of perpetrating or experiencing violence in later life (Ashburn, Ojamuge & Lundgren, 2017, p. 854). This argument resonates with the behaviorist and social learning theories.

The behaviorist theory advanced by Skinner and Thorndike (1904-1990) emphasizes the notion of stimulus and response whereby positive behaviour is rewarded (positive reinforcement) while negative behaviour is punished (negative reinforcement) (Del Vecchio, Erlanger & Slep, 2012; Lilleston, Goldman, Verma & McClearly- Sills, 2017; Robinson & Breaux, 2019). When aggressive behaviour is rewarded, there is a likelihood of recurrence of the aggressiveness in future. Similarly, negative reinforcement raises the probability of future aggressiveness if the stimulus is removed (Del Vecchio, Erlanger & Slep, 2012). With this notion, the behaviorist theory justifies aggressiveness and the recurrence of aggressive behaviour towards children. Bandura's social learning theory (1977; 1986) extends the behaviorist theory further by positing that learning is a cognitive process from modeling and observation. To Bandura, behavioral change happens through indirect reinforcement, meaning that aggression and aggressive behaviour is taught (Robinson & Breaux, 2019). This belief proposes the cycle of violence that children who experience violence grow up to be violent. However, Bandura's theory does not explain the cause of the initial violence.

1.2 Contextual Background

Despite the widespread VAC across regions in Uganda especially due to the political insurgencies and social norms, the country officially recognized the existence and will to end VAC in 1990 when it ratified the UN- Convention on the Rights of the Child (UNCRC). Subsequently, the Children Act as amended in 2016 was established to protect children from any form of violence. Nonetheless, VAC persists as a bitter reality for many children in the country. Ugandan children endure exposure to various forms of VAC. In 2015, the then Minister of Gender, Labour and Social Development affirmed the cumulative evidence about the threateningly escalating rate of violence against children in Uganda and the ruinous effects on its survivors, in the foreword to the VAC survey report (Min. of Gender, Labour and Social Development, 2015). The VAC survey revealed that in Uganda, 35% (1/3) of girls and 11% (1/6) of boys aged 18-24 experienced sexual violence in their childhood. It reports further that 25% of girls and 11 % of boys aged 13- 17 had experienced sexual violence during (2014) the previous year. While comprehensive, the VAC

survey does not reflect current lived experiences of 3-8 years old children from their point of view. Not only may the rather later revelations make it impossible to reverse the consequences of VAC but also give room to perpetrators to escape. Later studies about VAC in Uganda in the school and out of home contexts (see for example Clarke, Patalay, Allen, Knight, Nkaer & Devries, 2016; Save the Children, 2016; Walakira, Dumba, Lishan & Biazerman, 2014) too revealed alarming prevalence of VAC. These studies however did not reveal on violence at home and the lived experiences of children about VAC.

In their recent study about child abuse in Uganda amidst Covid-19 pandemic, Sserwanja, Kawuki and Kim (2020) discovered an increase in acts of VAC. The acts revealed include child sexual and physical abuse, child labour, minimal access to basic needs and absence of social support since the national lockdown. The study however relied on open databases by government and child welfare organizations rather than primary data from children's own experiences. Nonetheless, findings indicate that VAC mostly occurs at home and thus an urgent need to understand from children's experiences what exactly they experience and how they can be supported.

CHAPTER TWO LITERATURE REVIEW

2.1 How 3–8-year-old children experience violence at home.

The Ministry of Gender, Labour and Social Development (MoGLSD, 2018) in the National VAC survey acknowledges that violence against children is a global concern. The minimum prevalence of violence experiences of children between the ages of 2-17 years stands at 64% in Asia, 56% in Northern America, 50% in Africa, 34% in Latin America and 12% in Europe (Lee & Bhang, 2020). Walakira & Dumba (2012) in their desk review study reported that the mean prevalence rates of sexual violence is 20% for girls and 8% for boys which rhymes with the WHO's estimated numbers of 150 million girls and 73 million boys. From these numbers, almost one-quarter are in Africa (Sserwanja, Kawuki & Kim, 2020). In Uganda particularly, the national household VAC survey among children of 13-24 years old report revealed that three in four young adults experienced some form of violence during childhood (MoGLSD, 2018). The study further established that one in three girls and one in six boys experienced sexual violence during their childhood while, 35% and 17% of girls and boys respectively experienced physical abuse and 90% multiple incidents of violence.

The common prevalent forms of experiences of violence include physical, emotional, sexual, neglect by their parents and denial of basic needs such as food, medical care and shelter (Lee & Bhang, 2020; MoGLSD, 2018; Sserwanja et al, 2020; Walakira & Dumba, 2012). In addition, harmful practices, such as child marriage and early unions, trafficking and child labour (ILO, 1999; UNODC, 2020). All these constitute the ways in which the integrity and rights of children and adolescents (any person under the age of 18) are violated (UNICEF, 2015). Such kind of VAC is still on the increase, for instance, Walakira and Dumba (2012) noted that three out of four children between the ages of 2 and 14 were subjected to some kind of violent discipline that can be either psychological, physical violence or both and UNICEF (2020) noted that physical punishment is very common, even during the first five years of a child's life.

Although different forms of violence can occur in the home, in schools, care or justice institutions, the community or in the digital environment (Pinheiro, 2006), most forms of VAC is inflicted on them in their homes by their parents and relatives (Clarke, Patalay, Allen, Knight, Naker and Devries, 2016; WHO, 2020). This is further supported by the UNVAC World report (2006) which observed that infants and younger children are victimized by their primary caregivers in homes making children more vulnerable to violence in homes. For instance, WHO (2020) reported that sexual violence in the home, the perpetrators were family members or people close to the victims. Furthermore, during the Coronavirus Disease (COVID-19) crisis where factors such as limitations on economic activity, school closures, reduced access to health-care services and

physical distancing increased VAC in homes (Bhatia et al 2020; UNICEF, 2020). However, UNVAC noted that most VAC in home context is regarded as a private sphere and sometimes condoned in culture and taken as normal hence making it difficult to intervene. On the contrary, UNCRC, Article 18, to which Uganda is a signatory, states that “Parents or ...legal guardians, have the primary responsibility for the upbringing and development of the child.” Further, Article 19 provides for children’s right to protection “from all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has care of the child.” This reveals a contradiction between the home cultures and the law.

Information and communications technologies (ICTs) are one of the most important tools used during the COVID-19 crisis. Despite the gaps in coverage and penetration of the Internet in the countries of the region, the digital world is the best bridge to ensure the continuity of daily activities, such as school, work and communication (Trucco and Palma, 2020). However, increased exposure to the digital environment may in turn increase vulnerability to risks inherent in ICTs, such as cyberbullying or sexual violence through digital media, of which children and adolescents may be victims (EUROPOL, 2020). Cyberbullying is repeated intimidation through social networks, messaging platforms, virtual communities, gaming platforms or mobile phones, aimed at frightening, angering or shaming others (UNICEF, 2020). It is related to systematic intimidation in non-digital environments, and the increase in the number of hours that children and adolescents spend on the Internet significantly increases the risk of it happening (ITU, 2020). Online violence is not a separate problem from violence in the offline world (WHO, 2020a) and, in the case of online sexual violence, children and adolescents who do not even have access to an electronic device may also be affected. Today it is common for adults to have access to digital cameras, laptops or cell phones that allow them to record sexual activity with children and adolescents, as well as the distribution of this material through digital channels from their own homes (ECPAT International, 2020).

Much as the studies above provide the prevalence of violence, context and perpetrators as reported by adults, none of them focused on how the 3-8 years old children experience violence at home from the children’s point of view.

2.2 Meaning 3-8 year old children ascribe to their experiences of Violence at home

Inclusion of children in research as social agents and active constructors of their own social worlds would give more understanding about the phenomena that affect them (Hutchby 2005; Hutchby & Moran-Ellis 1998; James & Prout 1990). Children as young as two years old are able to narrate events and experiences in relation to themselves (Sorin, 2003). For example, Sorin regards children as experts whose voices can be more powerful and possibly richer than

those of adults acting on behalf of children. In addition, the National Child Policy (2020) clearly stipulates the right of all children to be heard and express their opinions in all matters involving and affecting them (Article 5.4). However, there are still some hesitations in eliciting the views of younger preschool children below the age of 8 years of age focusing on what young children cannot do (Tay-Lim, & Lim, 2013). Baines (2011) asserts that parents still guide their children's decision-making because they perceive young children to be not competent to make more significant decisions in their lives. Pascal and Bertram (2009) similarly noted that many times adults have excluded children from making decisions which shape their lives claiming that they are "too young" to express their rights and voice. In addition, Nankunda (2015) in her phenomenological study in Uganda noted that sometimes children's perspectives are regarded to be a reflection of their parents' or teachers' thinking, yet most times adults tend to overrule children's decisions (Baines, 2011).

Although adults consider some of the VAC to be a proper way of bringing up children and have made their children to believe so, Pells and Morrow (2018) contend that children often feel upset and distressed by acts of violence. Bello et.al (2019) in their study established that most children exposed to VAC feel hated and unwanted, worthless, they think they are not good enough. The children further revealed that they feel guilty and therefore need to run away from home. They also interpret it as lack of family support. However, as this may be, children's experiences in the Ugandan context may differ. Thus a need to listen to the 3-8 years old children interpretations of the VAC and what meaning these interpretations have in their lives to provide evidence that will form a basis for genuine child-centered policies.

2.3 How the 3-8 year old children are coping with violence against them at home

A significant number of children (53.3%) who are exposed to VAC suffer silently because of the fear of the repercussions the perpetrators might inflict on them (AfriChild, 2021). Nonetheless, research shows that to cope with VAC some children may hide, pray, concentrate intently on something else, call law enforcement, or pretend that they are somewhere else, run to a neighbors' house and interact with social workers, counselors or therapists (Kimberly, 2017; Quiñones, 2018). Avoidance of staying with the VAC perpetrators helps children to cope with the VAC. For instance Walakira (2012) established that children experiencing violence run away from their homes and end up living on the streets. Pells and Morrow (2018) in their study conducted in Ethiopia, India, Peru and Vietnam found out that some children become afraid, unhappy and avoid going to school. On the contrary, Quiñones (2018), children identified school as their main coping mechanism during the traumatizing experiences so as to avoid the negative environment at home. This makes the VAC coping mechanisms children use unclear, hence the necessity to

conduct more research to identify specific coping strategies children apply as they face VAC in their homes.

2.4 PROBLEM STATEMENT

Every child expects a home to be a special, warm and conducive place that provides love, assured safety and violence-free experiences for him/her to enjoy good nurturing for optimum development. However, there are reported cases of children experiencing different forms of violence while in their homes (Byansi et.al, 2014; Hillis, Mercy, Amobi & Kresh, 2016; Walakira & Bogere 2014 ;). Three quarters of children in Uganda experience some form of violence (MoGLSD, 2018).

Available studies on VAC largely focus on older children of 17-24 years (MoGLSD, 2018) and not those in the early childhood age bracket, three-eight years old and their lived experiences of VAC. Others focus on school related VAC (Wandera, et.al 2017) or Street VAC (Human Rights Watch, 2014) and not home-based VAC. Others focus on reported cases of VAC from an adult perspective (Sserwanja et.al, 2020). However, they have not clearly described the age of 3-8 years in their study. There is also elusive literature that explicitly describes the meaning the 3-8 year old children ascribe to their experiences of VAC at home and how they cope with VAC at home. VAC has far reaching negative physical, emotional, psychological and mental effects on children's development (UNICEF, 2014) and on families, communities and nations (Hillis et.al, 2016) in addition to poorer educational outcomes (Sserwanja, Kawuki & Kim, 2020) which in turn affects Uganda's achievement of the SDG 4.1. Therefore, understanding from 3-8 years old children's lived experiences of violence at home may go a long way in informing better practice and policy.

2.5 Study Justification

Violence against children can take a number of forms including; neglect, physical violence, sexual abuse and economic violence (UN Children's Fund, 2016). Up to 35% of street children revealed that they run away from home due to physical violence in their homes (Walakira, 2012). Perpetrators of VAC at home include; parents, guardians, caretakers and fellow children. Regrettably, the majority of VAC cases go unnoticed and unaddressed. This can be attributed to the fact that some forms of violence against children are socially accepted, tacitly condoned or not perceived as being abusive. Studying the nature of violence children are experiencing at home sheds light on an issue that many people turn a blind eye to. Using data to make violence against children more visible will bring about a fuller understanding of its magnitude, nature and effects thus offering clues to its prevention. (United Nations Committee on the Rights of the Child).

A number of risks predispose children to violence against them at home. Such factors include socioeconomic status at home, peer relationships, age, disabilities among others (Chigiji, Fry,

Mwadiwa, et al; 2018). Children with disabilities are particularly vulnerable to violence (Jones, Bellis, Wood, Hughes, McCoy, Eckley, et al., 2012). A greater understanding of risk factors can help people working with children and families to identify situations that put children at increased risk of abuse and neglect. This helps authorities intervene and support them before child maltreatment occurs.

2.6 Theoretical Framework

General Strain Theory

The study will be guided by the general strain theory (Agnew, 2001). The theory refers to the notion that some people react to the various stressors they experience in life via unhealthy coping mechanisms such as turning to crime. In terms of child violence, the experience of abuse or neglect is seen as a severe strain, or negative experience, that may lead to misbehavior (Agnew, 2001; 2013). More specifically, Agnew (2001) anticipated that traumas are seen as unfair, high in magnitude, linked with low social control, and create pressure to participate in criminal coping behaviors. Prior scholars (Iratzoqui, 2018; Watts & McNulty, 2013) have used the general strain theory framework to understand the impact of child abuse on antisocial behavior. Iratzoqui (2018) found that abused children were more likely to engage in substance abuse during adolescence. Watts and McNulty (2013) found that individuals who experienced physical or sexual child abuse, particularly by a parent or caretaker, were more likely to engage in adolescent delinquency.

2.7 Research questions

This study sought to answer the following research questions.

1. How do the 3-8 year old children experience VAC at home?
2. What meaning do 3-8 year old children ascribe to their experiences of VAC at home?
3. How are the children of 3-8 years old coping with violence against them at home?

2.8 OBJECTIVES

2.8.1 General Objective

The general objective of this study was to work with children of 3-8 years old to learn their lived experiences of VAC at home as a way to describe the meaning of these experiences and to use these experiences to develop coping mechanisms for the children.

2.8.2 Specific Objectives

This study was guided by the following objectives.

1. To explore how 3-8 year old children experience VAC at home.
2. To describe the meaning 3-8 year old children ascribe to their experiences of VAC at home.

3. To analyze how the children of 3-8 years old are coping with violence against them at home

CHAPTER THREE METHODOLOGY

3.1 Study Site and Population

The study was done in Nabuyonga slum area ward/settlement which is located in the Southern division of Mbale city. The settlement is made up of 11 clusters, however of these, the slum extends to only three of them namely; Kichafu, Kisenyi and Mirembe (USDF, 2015). The slum has a population of about 7,700 residents (UBOS, 2014/17) with an estimated 2,695 children in the age range 3-8 years. The slum is dominantly composed of locals who were sent away from the missionaries in the 1960s and migrants from Teso and Karamoja sub region. Their source of Income in this community is generated through small business enterprises like retail shops dealing in household groceries and other items like food stuffs. A few members of this community are also employed as casual labourers who work as wheel cart pushers in Mbale.

This area was preferred due to the fact that a few studies on children aged 3-8 years VAC in homes experiences are available from this region. Further evidenced by the MoGLSD national helplines showed that most of the calls on VAC are received from the central region (UNICEF, 2020). The population for this study comprised all children aged 3–8 years old who were living in the homes of their parents or relatives in Nabuyonga slum. The study focused specifically on violence against children (VAC) that occurred within these homes and was perpetrated by caretakers.

Children considered were of 3-8 years, both male and female who were whether in school or not. All children below and above 3-8 years were not considered for this study.

3.2 Study Design

The study used a phenomenology research design which is concerned with how ordinary people go about their daily lives and their perspectives of this experience (Gubrium & Holstein, 2000; Welman & Kruger, 1999). The study sought to understand children's lived VAC experiences in their homes as well as the context in which experience takes place (Ollerenshaw & Creswell, 2002)

3.3 Sampling

Purposive sampling was used to identify the primary participants based on guidance from the community development officer and the local leaders as guided by the research. Welman and Kruger (1999) regards this sampling technique as the most important kind of non-probability sampling. Three children were selected from each of the households in Kichafu, Magezi, and Mirembe. Only one child between the ages of 3 and 8 years was considered for each household, and the selection was made based on the researchers' judgment.

3.4 Sample Size Considerations

A sample of 18 (eighteen) children comprising nine boys and nine girls between the ages of three and eight who had ever experienced some form of violence, could ably articulate their experiences of violence and were willing to do so participated (Dukes, 1984; Guest, Bunce & Johnson, 2006). The selected sample size was sufficient for a purely qualitative study, as recommended by Creswell (1998) who suggests using equal to or fewer than 12 participants. However, to ensure that the study met its objectives, the point of saturation was used in the field to determine whether to increase the number of participants. Convenience sampling was used to select parents within the slum area.

3.5 Study Variables

The construct 'Children's meaning of VAC experiences' is conceptualized as the nature of violence children experience at home which is further conceptualized as physical, sexual and emotional violence (Hills S, Mercy J, Amobi A, Kresh H, Paediatrics, 2016; Stoltenborgh, M., Bakermans-Kranenburg, M., and van IJzendoorn, M., 2013). It is also conceptualized as the perpetrators of violence against children at home, which is also further conceptualized as children's parents, relatives, siblings, friends and other caregivers (Devries K, Knight L, Petzold M, et al, 2018;). It is also conceptualized as the risk factors that predispose children to violence at home, which is further conceptualized as parents' economic-status, parent's education level, children's disabilities, child's sex/gender and age (Hillis, S. et al, 2016; Chigiji H, Fry D, Mwadiwa T.E., 2018). It is also conceptualized as the coping strategies children employ when faced with violence at home, which is further conceptualized as avoidance, isolation and running away from home (Walakira, 2012).

This being a qualitative study, the researcher depends entirely on the participants. Therefore the given definitions may change depending on the participants' perceptions, perspectives and understanding of the study phenomenon (Matthew D. 2018).

3.6 Data Collection Methods and tools

To collect information, the researchers used interviews, observations and focus group discussions.

3.6.1 Interviews

Conversational interviews were used for collecting data from the children about the prevalent experiences of violence against them in that slum area and how they cope with violence against them. The use of conversational interviews was intended to help various participants to articulate their own experiences about the phenomenon of the study (Creswell,

2009; Robson, 2002). The interviews were used along with some techniques like; use of body mapping, picture stories, photo voice and role play techniques. Children were guided to draw and shade the different parts of their bodies that suffered a lot. The researchers provided the children with the papers, crayons, rubbers and pencils for drawing and painting.

3.6.2 Focus Group Discussion

The method was used to gain detailed understanding of social issues about children's lived experiences against VAC in their homes and how they cope with those experiences (Belk, 2006, World Bank, 2007). Specifically, this method was used on parents or caregivers to gain an in-depth understanding of the social issue. The groups were mobilized through the local leadership and each group consisted of eight members. The meetings were done in the three respective cells. Focused group discussions were suitable for this study as it makes it easy to collect all the required data in a short period of time.

3.6.3 Participant Observation

This method was used to gain detailed understanding of social issues chosen in the study with an aim of acquiring information about violence against children in homes (Belk, 2006, World Bank, 2007). The method was used to also gain detailed non-verbal expressions of VAC and to observe events that informants had described in interviews. In addition to some of the spontaneous events that could happen around their homes. This helped the researcher to develop a holistic understanding of the phenomena under the study (DeWALT & DeWALT, 2002). This method was appropriate for collecting qualitative data.

3.6.4 Data Collection Tools

To collect the required data, the researcher used instruments that were developed to collect the required set of data and this was based on the data collection methods.

3.6.5 Interview Guide

Conversational interview tools had open ended questions and these questions had supplementary tools that were mostly used with children and they included body mapping, picture stories, role play and photo voice techniques.

3.6.6 Focus Group Discussion Guide

The study used a focus group discussion guide specifically with the parents and caregivers of the participating children to gain an in-depth understanding of the social issue that were favoring violence against children of 3-8 years.

3.6.7 Participant Observation Guide

The study used participants observation guide which had been developed with indicators of non-verbal and physical events that informants live with that are potentially putting them at a high risk of Violence. This helped the researcher to develop a holistic understanding of the phenomena under the study (Dewalt & Dewalt, 2002).

3.6.8 Data Collection Procedure

The process of arriving at the required data for this study was based on a model by Kumar, (2011). He categorized the data into two major categories that is primary data and secondary data. Having taken the proposal through all the levels of presentation and being approved by all the relevant authorities (Mentor, Internal Review Board (IRB) and the Uganda National Council of Science and Technology (UNCST),the researcher sought all necessary documentation like introductory letters to be used in the process of data collection. This was followed by pre-visits to pilot and also deliver communications to all concerned persons. After the communications letters of consent from all study areas of operation were received.

Finishing all protocol and formal procedure, the study commenced with training of research assistants who helped in data collection. Elderly children of ten to twelve years of age were selected and trained as peer research assistants to help in data collection. The briefing for the research participants was done and this was followed by data collection. To ensure accuracy, validation of the tools went through a rigorous process using a team of experts.

3.6.9 Quality Control and Assurance (Trustworthiness)

In order to ensure quality control and assurance, the researcher adopted the four guidelines proposed by Creswell and Miller (2000) for ensuring trustworthiness in qualitative research which include; credibility, transferability, dependability and conformability. The researcher developed the study items in accordance with the study objectives, and then submitted them to research experts who are lecturers at Kyambogo University for validation. Dependability was ensured by triangulating appropriate and recognized methods of data collection, such as interviews, observations, and focus group discussions (Bryman, 2016; Creswell, 2014), to verify that the instruments used would collect consistent data

Transferability was ensured by using the same instruments that were edited by the Kyambogo University research experts and were piloted in the non-study districts for collecting data in the field. Conformability was done to establish that the findings are based on participants' responses instead of the researchers own perceptions (Ashworth & Kvale, 1996).

3.10 Data Management and Analysis

The data management used the ATLAS.ti software for organizing and transcribing the data. Analyzing data was done throughout the data collection process (Wiersma & Jurs 2009). Each time information was gathered from the field, it was transcribed by listening to the documented voices many times while writing the information collected. The investigators used notebooks for taking information and recorders for recording the voices. The researchers placed together the recorded data with the information in the notebook to form transcribed data without varying or changing any given data. Willig (2008) says every transcription comprise a form of translation of spoken words into some meaning. When data gathering was done, the investigators transcribed the data and started open data coding.

The data analysis followed the process of reduction, imagination variation, and essence (Moustakas, 1994). The stage has seven steps, first of all the researchers did horizontalizing or listing all relevant expressions. In this part of the data analysis, the researcher looked at all data as every statement was valuable. In situations when statements were irrelevant to the investigating phenomena and are repetitive or overlapping, the researcher ignored these statements. In other words, the researcher created a list from the verbatim transcripts and deleted all irrelevant expressions for example, if data collected explained the phenomena that was outside of the scope of the investigation, the researchers deleted these parts of the verbatim and remained with the horizons which are the textural meanings or constituent parts of the case being studied. Moustakas (1994) said that horizons are unlimited and horizontalization is a never-ending process.

Secondly the reduction of experiences to the invariant constituents were done. In this step, the researcher clustered horizons into themes and the translated data was split into meaningful units so that each of the themes will only have one meaning. This step of the phenomenological reduction helped to describe the phenomena in textural language. The third step was the thematic clustering to create core themes. In this step, the researchers clustered and thematized the invariant elements, which are the horizons defined as the core themes of the experience of the phenomenon (Moustakas, 1994, p. 121). Thereafter comparison of multiple data sources to validate the invariant constituents was done. The themes derived from participants' experiences collected by a particular data collection tool, such as interview guides was compared to other tools, such as focus group discussion guides, and literature to verify accuracy and clear representation across the data sources.

The constructing of individual textural descriptions of participants was the fourth step. The textural description is a narrative that explains participants' perceptions of the study. In this step, the researcher described the experiences of his/her verbatim excerpts from their

interview. Construction of individual structural descriptions was based on the textural descriptions and imaginative variation. By using imaginative variation, researchers imagined how experiences occurred and then created the structures. Construction of composite structural descriptions was done and written. The textural description from each researcher was incorporated and this process helped the researcher to understand the experiences with the case under the investigation.

Synthesizing the textual and structure into an expression was done. Researchers listed the meaningful units. After that, researchers created meaningful units common to all co-researchers and created a composite textural and structural descriptions based on these shared meaningful units. In the composite textural and structural descriptions, researchers eliminated individual meaningful units in order to create the essence of the phenomena. The researchers wrote combined narratives from the third person perspective representing the group as a whole. This step is the synthesis of all narratives for the group as a whole. The composite essential descriptions were combined into the composite textural description to create a universal description of the phenomenon of the investigation. The purpose of this step was to reach the essence of the experience of the phenomenon.

In validation, the narratives written were categorized according to the respondents' categories and later read to each of the participants who contributed to verify its accuracy. Edits were made immediately to conform to what the participants considered an accurate account of what he/she meant. In summary, the data process included; familiarizing with data, generalizing initial codes, searching for themes, reviewing themes, defining and naming themes, and finally producing the report. From these categories, discussion that compared the narratives to related literature were made.

3.11 Ethical Considerations

Research ethics was upheld in the entire study. The study sought ethical approval from Gulu University Research Ethics Committee (GUREC) after getting clearance from Africhild (Creswell, 2007). The team proceeded to Uganda National Council for Science and Technology (UNCST) offices to register the study and obtain a research permit. Participants' rights in the study were respected by the researchers therefore, a participant only participated in the study after consenting (Halai, 2006). The researchers explained to the participants why they were undertaking the study and what was expected of the participant. Privacy and confidentiality was paramount in the study. The researcher took the necessary precautions to ensure anonymity of the participants. Children were required to give their assent to participate in the study. The child's parents or guardians consented in order for their child to participate in the study. The researchers consulted with the Community Development Officer who led the team to the LC1 of the different cells who

moved with the team of the researchers in the slum area. Informed consent required that parents or other responsible adults be informed of all the features of the research that may affect their willingness to allow the child to participate. The nature, form and extent of compensation for study participation e.g. reimbursement for transport, time and meals should be prepared and explained to the participants. Children were given scholastic materials like books, crayons, pencils and sets as token of appreciation.

3.12 Dissemination Plan

The 3Ps (posters, presentations and papers) methods of dissemination will be followed. The findings of the study will be disseminated in various ways; namely, Publishing program or policy briefs, publishing project findings in national journals, presenting at national conferences and meetings of professional associations, presenting program results to local community groups and other local stakeholders, creating and distributing program materials, such as flyers, guides, pamphlets and DVDs, creating toolkits of training materials and curricula for other communities and sharing information through social media or on an organization's website.

CHAPTER FOUR PRESENTATION OF FINDINGS, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the findings and their interpretation. This study sought to explore how children 3-8 years' experience Violence at home, describe the meaning they ascribe to VAC and analyze how they cope with violence at home.

This section presents findings on VAC at home based on three key dimensions of violence: (a) how the 3-8years old children experience VAC at home; (b) the meaning the 3-8 years old children ascribe to VAC experienced at home; and (c) how the children are coping with VAC at home. These themes are elaborated based on children's reported lived experiences different from the much more existing research, which has not focused on exploring children's descriptions of their lived experience of violence at home.

The participants shared their lived experiences through prompted but unstructured interviews aided by pictures drawn by the participants, role plays and observation of some of the spontaneous events that could happen around their homes. Careful attention was given to the description of the pictures and emotional reactions to events depicted in both the pictures and the role plays. Participants presented in their own words, examples of the things that happen to them while at home which they do not feel happy about. Each narrative is supported by the participants' own words, directly quoted from the audio transcript and role play as well as their drawings from which their lived experiences were drawn.

The findings are from twelve interviews, six focus group discussions and six observations and are presented in three sections basing on the research objectives. Other sections include; the demographic information of participants and discussion of results.

4.1 Demographic Information

Information on category, age and gender of participants is provided in the table below.

Table 1

Category and Gender of respondents

Category	Gender		Total	Percent
	Females	Males		
Children	9	9	18	54.5
Parents	11	4	15	45.5
Total	20	15	33	100.0

Source: Primary data from the field (2022)

The findings in the Table 1 above show that children constituted 18 (54.5%) of the respondents and both girls and boys were equally represented. The parents made 45.5 % of the respondents and women (11) were more than the men (6). Having the same number of boys and girls was beneficial in that opinions of both genders were equally represented. Also having more women in the study meant that the views of adults (women) who spend more time with the children and home were collected. Hence the findings below have credible information about the issues that were being investigated.

4.2 Children's (3-8 Years) Experiences of Violence at Home

Experts in child development urge that for children to grow into responsible adults, the home is supposed to be a safe haven for them especially in their formative years of 3-12 years (Morrow & Singh, 2016). However, in Uganda, it is increasingly difficult for children to have nurturing homes due to the insecurity created by the violence they face

In this study, the perspectives of children regarding the nature and magnitude of violence they experience at home was explored. The findings generally revealed that children are increasingly facing violence from the hands of persons, such as parents, grandparents, aunties and uncles who are supposed to protect them. It was established that the violence children faced ranged from abuse, neglect and denial of rights and in most cases happened every day. Experts (Murali, 2015) warn that when children live in suffering in a place where they are supposed to have peace and happiness, and lack the necessary physical and psychological resources to cope the likelihood of living maladjusted lives in their adulthood increases.

In connection to abuse, children reported experiencing a significant amount of verbal, physical and sexual abuse. Verbal abuse was most prominent from children who were living with single parents. When children were asked to describe what bad things happen to them at home which they do not feel happy about, they cited many violent acts that can be categorized as verbal, physical, child labour, and neglect, psychological and sexual abuse. Physical violence characterized by hitting, caning, and pinching, boxing, beating, burning, slapping and kicking. At least all the participants confessed that they had often experienced a number of them if not all. The participants further reported that these acts were inflicted on them by their step mothers, mothers, fathers, stepfathers, aunts, uncles, older siblings and grandmothers. For instance, many of them reported experiencing behaviors such as shouting, yelling, screaming, belittling, comparing to peers and siblings, cursing, and intimidation by adults who take care of them in their homes.

For example, this was evidenced by one participant who narrated that;
Grandmother abuses me too much. When I ask for food she tells me that go and eat your mother, idiot, you go and eat your feaces, foolish, pinches me;
whenever I delay to do something she has told me to do (4 year old girl).

Furthermore, the participants added that these are close relatives whose role among others is to protect children. This is illustrated in the following statement made by an 8-year old boy.

“When I guard my eats against being grabbed by another child, this child cries and runs to his mother who reports me to my mother and they beat me. I feel bad because my mother could not protect me, I cried until I kept quiet.” (8 year old boy)

This was further observed when children fight, the adults around end up abusing and pointing fingers and threatening to beat them. For example, statements like, “you, you, I will beat you.” is a very common statement among both children and adults.

Two children a boy and a girl vividly brought out the verbal abuse that most children face when they reported how they are verbally abused by their father when they do not perform well at school. The older boy reported;

“Whenever we do not perform according to his expectations, he shouts that we have dumb-heads, full of shit. He continues that if shit is removed then we will be able to study”.

The younger sister added that;

“One time he shouted that God has given all promises to you but not education”, like that he scolds us”.

The children also reported facing very demeaning physical abuse. A boy in primary four explained that,

“My physically abusive father would start punching me until he pushes me up against the wall. He’d keep pounding me so hard that I’d be dazed. . . The terrifying part of it was not ever knowing what would provoke his outbursts!”

Child labour was described as doing work beyond the children’s capacity, participants reported that they are made to carry bigger containers to fetch water from the borehole. For example, a 4-year old participant told us that her step mother usually sends her with a 20litre jerrycan to fetch water from the borehole. This was further confirmed by one parent in a group discussion who stated that;

“For me I know that it is step mothers who violate children, for example, we have a borehole here and one child is always sent to fetch water with a 20-litre jerrycan.”

In a role play, children demonstrated that there is a lot of child labour within their community. One of the children who acted the part of a grandmother said;

“You wash those plates, fetch water, go and look for greens otherwise today you will not eat”

Besides child labour, neglect was reported by the children in form of denial of food, not paying for them school fees, this was depicted in a role play where one participant acted as the mother said, “I will not even give you food, it seems you don’t know me, you are not going to eat my food today.”

And another statement made by one of the parents who said that;

“In our community here, many children are left without food. A parent can leave her children hungry without any care and you find that their children resort to picking scrap which they sell and get what to eat. They even end up stealing people’s things and are even beaten up.”

Another parent added that,

“Children are left to look for food from garbage places, and most of them have dropped out of school.”

Psychological violence against children featured in form of denial to play, locking them out of the house and locking them inside the house when parents are away from home. “At times they do not want me to play with other children which make me feel bad.”

Participants were also asked to draw the parts of the body and color the part which suffers most. Participants shaded mostly the buttocks, legs, head and cheeks, while a few shaded the whole body. One of the children who shaded the whole body said;

You see...am the one here I have shaded all my body parts because whenever my grandmother beats me, she beats the whole body without having mercy on me. Here is my aunt laughing at me and even the cow here is watching and sympathizing with me being beaten. Hmmm, Aunty it is terrible, after that the whole body pains and you feel stressed with the whole world because you have no one to turn to. Actually for me I even do not know what love is and how a child feels when he or she is loved (5 year old boy).

Another child interpreted what she had drawn by saying;

Am here being beaten by my mother.....she is actually pulling my hair, beating my buttocks, legs and pulling my cheeks (4 year old girl)

Children were abused and insulted using loud shouts and sometimes vulgarities that would damage their sense of innocence and morality. For example, a girl intimated that;

When I asked for food after coming back from school, my aunt shouted, foolish, your parents did not buy food here....., you go and eat your faeces (7 year old girl).

Many of the verbal insults reported by children also involved mention of unsightly physical features of the child, which would significantly dampen their self –image.

With regard to this issue, a boy reported how the grandmother abused him when he asked for food,

Idiot, you sheep with a big headgo and eat your mother I have no food for you here... I should not hear you asking for food here as if you have a maid you pay to do work for you. I am not your slave you silly dog (5 year old boy).

In many instances, children experienced multiple abuses at a single instance. Physical abuse was nested on them hand in hand with verbal abuse. For example, a six year-old boy recounted,

I was pinched, punched and shouted at by my aunt when I requested to go and play with my mates, yet I had even completed the chores that I had been told to do. This was not the first time she did this, it has now become a practice that whenever she is not in her moods, especially when we have little money to buy necessities, she shouts at me and even shoves me aside (6 year old boy).

It was surprising to note that even mothers got involved in violence against their own children. The findings of this study showed that things have long changed. For example, a girl confided that:

On several occasions my own mother refused to give me lunch when I made a mistake. She reported to my father when he had come back from work and my father kicked me with his heavy boots and pushed me against the wall. In the morning he would not reply when I greeted him. I felt so hurt that my own parents are treating me unfairly” (4-year-girl).

It was disturbing to know that even girls who are perceived as delicate and are supposed to be protected also faced physical abuse from their own parents. A girl who was always hit on the head by her mother as a way of disciplining her said that:

“Mother tells me fetch water for the whole home using a

A 20 litre jerry can, also bathe my three siblings. She hits me hard several times on the head and I even get a strong headache thereafter when I don't prepare the food- posho well, my mother bets me up to the extend I even fail to cry” (8 year old girl).

Some children even reported that their parents would go to the extent of directing their abusive behaviour on objects in the house. A 7-year-old girl reported that;

“Though never struck me, my father would smash dishes, destroy furniture—he even put his fist through a wall once. He blamed his abuse on me. It surprised me that as a victim I was the one who again had inspired the abuse”.

The views of parents also showed that the violence children face at home has increased and is quite dangerous to their current and future wellbeing. In a focus group discussion, parents expressed regret that children were no longer perceived as children by their parents but as animals. They decried the fact that children are unfairly discriminated in the guise that they are being disciplined. In a focus group discussion, a female parent said that,

In my area, children who have committed wrongs are denied things to eat, fees and some are even chased away from home (FGD).

The LC1 of the area who was in the group added that;

“One time I sheltered four (4) children aged 5-7 at my home who had been chased away from their home. One of them had been even raped by the step father, when I intervened and reported the case to the police station, the man was summoned and later on released after a short while, I felt so bad and I said;.....this country is already in the hands of the dogs and I gave up too” (LC1 in FGD)

In another group parents complained that in some homes children are given adult roles by their guardians and when they fail to do them well they are severely punished. A father in this group intimated that,

At my neighborhood, I see two children who are left to take care of themselves at home, plus doing all home chores till their parent comes back at 9 pm” (Father of 6 FGD)

Another mother in the group also supplemented that,

My neighbour who is a single parent gives her 7-year-old daughter heavy chores and when she fails to do them well, she locks her in the house and denies her to go to school” (Mother of 4 FGD)

A Nabakyala (LC1 woman leader) who was in the group related an instance she took to police,

“The neighbours brought me a child whose hands were burnt because of stealing 100shs. His gushing wounds were so bad that you would wonder how a parent could act in such away” (Nabakyala FGD).

The findings show that children are actually abused by their own relatives in the guise of disciplining them. They are denied their rights such as a right to food, love, care, play and innocence. Most of the violence meted on children is criminal in nature and the perpetrators seem to justify it. They may not be aware that their acts are criminal and rights violation.

4.3 The Meaning Children Ascribe to VAC

In this section, the meaning children ascribe to the violence they face was explored. When children were asked to describe the meaning they ascribe to the violence they face at home they cited many different ways they feel whenever they are abused like; isolated, challenging world, life is not easy, the world is very unfair, there is suffering in the world, am not loved, life is a battle/struggle and I feel confused whenever am abused. While the above mentioned feelings are expected, some children mentioned that they were being punished and they deserved it. They intimated that to them being victims of violence was accepted because they had done something wrong (Guerrero and Rojas, 2016). While children also reported that they did not like violence, they did not also oppose it. Violence seems to have been deeply engrained in their communities that it looked normal to the children.

Two children who were interviewed explained that the violence they faced was ‘for their own good’. For example John, a 9-year-old boy from..... , said “I feel that it sometimes the strong kicks I usually get from my father are good for me.” He added that “I did not feel sorry for being badly kicked because it was my fault.” A girl who was badly beaten and bruised by her Aunt in..... said that, “she has raised me, doesn’t she have the right to scold me as well” Therefore, in most cases children blamed themselves and the world in which they live. Fortunately, the violence they faced had caused them to develop a confused view of life and the world.

For example, a boy in primary.2 self-blamed himself and said;

“No one loves me; no one takes care of me, I think I have no good things on me to love, I even do not know what love is and I have never experienced any love in my life” (8 year old boy).

A girl in Primary 3 expressed her view of the world due to the violence she goes through. She said:

“I feel isolated and lonely. I cannot even be helped by my friends because they can’t understand what I go through. The world is very challenging, I regret the day I was born. This world is a world of uncertainties and trouble”(7 year old girl).

A four year old intimidated by saying;

People should not joke with this world because you do not know what the future holds. Being an orphan is not easy. Things can turn around anytime and life can change for the worst. Whenever am abused, I feel like life is useless.

Another five year girl said;

“Eeeeeee....there is a lot that goes on at home and my feeling towards that situation is thatI am suffering. I sleep with my parents, siblings, and other relatives in the same room including all the house property. To make matters worse, mummy boils cowpeas at night for making samosas in the morning. The room becomes hot and I feel am dying due to suffocation in the room” (5 year old girl)

A three year old child expressed her feelings in a low tone and said;

“Whenever am beaten, I feel confused because I have no solutions for these beatings that happen every day. In most cases I just live in fear of being beaten even when I have not done anything bad (3 year old girl)

A six year old girl avidly explained how words can hit children harder than fists. She intimidated;

- “I don’t remember a day when my mother didn’t tell me she wished I’d never been born. It hurt me so much to always be given the message that I was bad or not good enough.”

In FGDs parents ascribed the violence being faced by children at home to conflict between family and other life roles such as work. The difficult life being faced by parents has denied parents time to cultivate the art of living and enlarge the comforts and satisfactions of wellbeing for their children. So violence and child abuse is attributed to the general life difficulties and break down of family values.

In an FGD, A Nabakyala described this situation and said;

“The bad hearts and Jealous of especially stepmothers is at the heart of the violence our children face. Due to poverty and drunkardness men and women

lose self-control and they forget that they are parents. The non-working women transfer their discomfort to the children by not giving them food” (Nabakyala FGD)

A mother in another FGD said that:

“The old protective family bonding has broken down. The violence children face at home is a sign of low quality family life. Parents opened express misunderstandings, they fight in the sight of children leading to separations. Children become the receiving point through neglect and violence” (Mother of 4, FGD).

A father in one of the FGDs said that:

“A big problem is poverty. When there is no money in the family, life becomes difficult. Mother and father fight all the time. Fathers then neglect their families leaving children in total confusion” (Father of 6 FGD).

The views children had on the violence they faced at home affected their self-worth and the ability to face life and the future with confidence. They had no trust in themselves and others, something that would damage relationships with others in future. This situation predisposed children to maladaptive behaviour such as self-abuse and risky behaviours.

The challenging circumstances that parents face can compromise their ability to fulfill their parental responsibilities, leading to a lack of respect for their children and diminished efforts to protect and provide happiness and security for them.

Homes lacked openness positivity, trust and commitment to one another. These negative behaviors exhibited by parents toward their children and the poor fulfillment of their parental roles have increased.

4.4 How children cope with VAC

In this section, researchers explored the conscious and unconscious strategies children applied either to solve their problem and/ or reduce their discomfort. It was

comforting to note that overall children had some adaptive behaviour that they proactively applied to cope with violence. They applied practical thoughts, emotions, and actions to their difficult situation in order to face the pressure.

Many children applied self-control. They intimidated while they feel angry with what is done to them by the people who are supposed to love them, they control their emotions to avoid more harm. A girl in Primary 2 said;

“My anger raises when I am unfairly punishedby my own mother. But I restrain myself and do not retaliate since I know that reiterating will make things get worse” (7 year old girl)

So children talked of avoiding confrontation and retaliating to change the situation. A girl confided that:

“I cry until I can cry no more. Sometime I even cry just when I think about the suffering I am going through. I eventually comfort myself because I have no one to talk to” (5 year old girl).

One boy in Primary 3 talked of reaching out for social support to cope with the violence faced at home. He intimidated:

“When my father unjustly beats me I run to my friend James a few houses away from my home. We talk over the problem, he comforts me and we run to play football. I come back when am relieved” (8 year old boy).

But generally children applied maladaptive strategies to cope with their situation. Openly they said that they could not know how best they could do, but resorted to what could give them some comfort. A girl in P.2 said;

“For me... after beating me I stop thinking about the problem and I behave as if nothing has happened. I close of my brain to prevent the scenario from coming in my thoughts” (7 year old boy).

Some children talked of turning inanimate things into sources of comfort. A boy said that the TV has become my good friend. He explained:

“To forget my suffering, I turn to my good friend TV. Sometimes I watch it all day when my parents are not there. It helps forget my difficult situation” (8 year old boy).

Another boy added that;

“For me I have started liking to eat even foods that are not delicious. When I felt bad due to the insults of my grandmother, I turn to posho, without sauce. It now tastes sweet” (6 year old boy).

Another boy intimidated by saying;

“Hmmm.....for me whenever am beaten, I even feel good because it’s a mechanism of running away from home to go and look for scrap for sale. Sometimes I go to my friend and we move around stealing scrap that we sell and get money for buying chapatti then I go back home when am satisfied”.

While it may not be appropriate to prejudge children’s coping strategies as being universally adaptive or maladaptive due to their tender age and the nature of the difficulty they face, the above findings show that children mainly used motion-focused coping strategies. They controlled the emotions and distress they felt. They controlled their feelings and thoughts. They put away self-pity and stopped negative thoughts by turning to some favorite activity. They covered the bad feelings with the good ones they got from their favorite activity. Despite being young, children had the ability to re-interpret their stressors and attempted to consciously block the perception of the stressor. This ability can be harnessed in strategies to help children cope better. Children though did not use so much of problem focused strategies. None mentioned learning things that please their parents so that they do them to avoid hurting them. It can therefore be concluded that children were effective in managing the situations in a way of mitigating stress when it occurred. Our concern as researchers should be for whom and under what circumstances coping strategy were adaptive.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a discussion, conclusions and recommendations of the study, which explored how children 3-8 years' experienced Violence at home (VAH), described the meaning children ascribe to VAC and examined how children cope with the violence. In the first section, a detailed discussion of results based on the study objectives is given. In the second section the limitations of the study are presented and in the last sections study conclusions, recommendations for action and further study are deliberated.

5.1 Discussion

5.1.1 Objective one: Children's (3-8 Years) Experiences of Violence at Home

In the first objective of the study, children's views on the nature, magnitude and scope of violence they faced at home was explored. Overall, it was discovered that children faced a multiplicity of violence, ranging from verbal, physical and even sexual abuse that was beyond their capacity to bear, given their level of human development. Children reported being insulted about their unattractive body parts such as "you animal with big nose", "you rabbit eared thing" or big headed –sheep". This was very damaging to the children's self-image because, Pankhurst et al (2016) say that being young, and children are not able to correctly evaluate the verbal abuse they receive. They take it whole heartedly and internalize it and eventually start feeling and behaving the way they have been abused. This study revealed that the participants experienced multiple forms of violence that included verbal, physical, child labour, neglect, psychological and sexual violence. However, the most prevalent violence against children was the physical abuse which included the acts of beating, hitting, caning, slapping and kicking by the caregivers of these children. This is similar to AfriChild (2021) study in Uganda which established that physical violence was most prevalent at 45% in other parts of the country. While physical abuse is conceptualized as intentional physical harm of children that meet the standard of child abuse (Wolf & Kepple, 2019) and more recognized in the West. In the Global South particularly in Uganda, it is considered a disciplinary measure and normalized by the caregivers (Walakira & Nyanzi, 2012). In Vietnam although children acknowledged their parents' rights and responsibilities to "educate" them, they do not agree with the unfair violent treatment and are unhappy (Huong, 2016). In this study the children's perspective is that these acts are not only unpredictable, humiliating and cause them pain but also constantly keep them walk on eggshells, unsure of what behaviour would trigger a physical assault, a state which tortures children psychologically. All in all to answer the question how children experience VAC at home, all participants overwhelmingly experience it negatively and they feel adults should change their

mind set about it. This is consistent with the World Report on Violence against Children (2006) recommendation that all forms of VAC is degrading and should be desisted

It was heartening to discover that this dehumanizing violence was mainly meted on children by parent and relatives. Mothers, fathers and grandparents, who were formerly known to passionately protect children were often mentioned by the children. Therefore, this violence had become part of the everyday life of children. Coming from mostly the persons they know and trust, we can conclude the children were receiving structural violence. It is probable that certain children perceived the violence they encountered as normal and assumed responsibility for it or felt it was their fault. In agreement with Vu (2016) the community referring to violence just as acts of physical, sexual and emotional abuse may not show how bad it is. Omolo (2014) adds that the community and their social-cultural norms of the area have portrayed VACH as a bad thing that should not be heard of in the everyday interactions of children with their families.

Therefore, when it comes to VACH, even reports of close relatives committing violence should not be doubted. Close relatives should not be relied upon on protecting children from danger and reporting violence against children when it happens. Being prominent Perpetrators, even parent and other close relative could go to great lengths to conceal their acts, leaving children – especially those who lack the capacity to report or even understand their experience, vulnerable to further exposure. In support to the above conclusion, one child asked; “How can we acknowledge that our own parents, someone who was supposed to love and care for us, could care so little about us?”

Children reported feeling frightened and alone and even feared to be at home for fear of violence from the person they stayed with daily. Therefore, to most of these children home was no longer “home sweet home”, a safe haven and hiding place in case of danger. For them home had become a “den of insecurity”. This state of affairs was very damaging to the personalities of children since according to Clarke et al (2016) , when children face pain and torture from places where they are supposed to get protection at tender age; during the time when their ability to cope is just budding, they usually become irresponsible and delinquent adults . Some children had reported that they prefer to be away from home, since they “feel safer” and usually “came back at dusk”. This meant that children felt that places outside home were safer, and as indicated by Bello et al (2019) this is a very bad feeling among children because if not handled well it usually predisposes them to running away from home and to selfish manipulation by outsiders who would seem to be sympathizers.

According to Morrow and Singh (2016), violence was formerly perceived to be far away from children, outside home because it was usually committed by distant relatives such as uncles, aunties and housekeepers. So when it came closer to home, it was easier to conceal and concerned persons did not see it. Because of this reason, Robinson et al (2019) give a strong

warning that should be carefully considered by child protection initiatives; violence committed by persons who are closer to children, is more likely to increase in frequency and to be taken as a normal occurrence by the community. Therefore, the chances of this violence not being reported or being detected was high.

Children reported that most of the violence they faced was done to them in the guise of discipline or punishment for seeming wrongs they had done. The adverse forms of violence that parents used, outright contravene children's rights, such as denying children food, and school fees and the chance to play. Several children reported being denied to play by locking them in the house, yet play is one of the most important needs of children, since it is the way they learn. One parent regretted that children were no longer "perceived as children" by their parents but "as animals". This state of affairs showed that most of the guardians of these children were unaware of or blatantly chose to ignore this important issue of children's rights. It also meant that VACH had been gradually accepted by the community and so it did not seem to be an issue, unless when the victim's life was in danger. This findings agrees with Murali (2015), who said that VACH can be condoned when it is perceived as a measure of discipline. The community may even perpetrate it in the guise that it helps to cleanse out wrong elements from children.

The fact that the violence meted on children was criminal in nature and the perpetrators may not be aware that it was a real upset to the current child protection initiative. Moreover, instances of parents subjecting their children to extreme forms of violence, such as hitting, boxing, burning, and kicking, indicate that child protection initiatives are not reaching these parents. There is a need to devise more effective outreach strategies. Considering what children reported, the parents and other perpetrators of VAC had limited knowledge on the fragile nature of children.

This concurs with Agnew (2013), who said that some parents neglect and deny their children key life development opportunities in the name of discipline, with limited knowledge that it would permanently harm the future lives of their children. The behaviour of parents also showed lack of necessary parenting skills by parents that are suitable for parenting children in this age. Parents mainly used verbal and physical abuse almost every day to discipline children. Pells and Woodhead (2014) argue that although this form of discipline seems to produce immediate results in temporarily stopping bad behavior, it is inefficient because it reinforces the child's tendency to engage in wrong behavior, leading to the development of hard-core delinquents. Consequently, parents still rely on traditional methods of parenting, expecting total obedience from their children. It is unfortunate that close relatives are involved in making their own children feel hopelessly inadequate, worthless, and genuinely bad.

5.1.2 Objective Two: The Meaning Children ascribe to VAC

In the second objective of the study, children described what they made out of the VACH they experienced. Generally children felt that though the violence they experienced was not even unacceptable for adults to experience, but it was probably the way to straighten them out. Very often children subscribe to the view that violence is supposed to be part of how children are brought up and disciplined. This perception means that children had started to normalize violence, while still often being upset and distressed by act of violence. Children reported that most of the time, they were violently abused in full of view of community members, who saw it as a private concern for the family. Some people were even hear saying that for the stubborn children, hitting them hard, kicking them like a ball was the right way to raise them into responsible adults. Violence being seen as an acceptable and necessary approach to teaching children to behave was very dangerous to the development of children. Morrow and Singh (2016) say that children have little frame of reference outside the family, the things they learn at home about themselves and others become universal truths engraved deeply in their minds. This means that we are likely to have children who use violence to get what they want.

It was revealed that children felt isolated, defenseless and incapable of improving their current difficult situation. Subsequently some children termed life to be worthless. Many of the interviewed children intimated that they feared to live in the world that was so uncertain and cruel. They regretted that they were born and perceived life as “unfair” and the world a “place of suffering”. These feeling are usually precursors to the psychological health consequences of depression, suicidal and risky sexual behavior. This means that the VACH was negatively affecting the health of children. The majority of children expressed negative feeling of I was “Born to suffer”. According to Del Vecchio, et al (2012) children having this world view, usually find it difficult to succeed in life. This is because most of them later develop dysfunctional such as anxiety, depressive and self-destructive disorders. Also Ashburn, et al (2017) adds that when children often feel that suffering is part of their lives and always around them, they usually put forth little effort in school and have school performance and behavior problems.

It was not good at all for children of that age to be worrying and blaming themselves as the cause of their difficult lives. Often children said “I have no good things on me to love, I do not know what it means to be loved “. According to Gomez (2016) such feelings reduce the self-worth and image of children. They develop ant-social behavior and cannot succeed as adults.

It was discovered that participants ascribed the violence being faced by children at home to parents displacing their worries and anxieties on children due to the conflicts they had in their

family and other life roles. This means parents were unable to teach their children the art of living or even enlarge the comforts and satisfactions of wellbeing to their children. Therefore, in line with Hillis et al (2016) when adults spoil their lives through ineffective coping, they lose self-control and unknowingly do things that spoil the lives of their children such not providing the necessary protective family bond. Because of being of low quality, family life may not be able to act as a buffer against life challenges for children. In this state of affairs children lose confidence in the ability to successfully face life and the future. They also lose trust in themselves and others, which predisposes them to difficult relationship and maladaptive behavior when they are adults. The findings confirmed that fears that had been alluded to by Vu (2016), that the impressions on a child's mind and heart are formed by abusive parents. But violence creates a distorted thinking pattern in children that becomes firmly set and difficult to reshape. The feelings that children expressed showed that children were growing up with violence and were more likely to re-enact it as young adults and caregivers themselves, creating a new generation of victims.

Children interpreted the violence they faced as rejection and mistreatment. They felt they were not shown love, yet to children, love is like sunshine and water to a plant". When parents express their love to their children clearly and openly, children learn an important truth: They are lovable; they have worth. Hence, children showed that Violence undermined their wellbeing and engagement with life development activities. So while the damage is not outwardly seen, parents mistreating their children through violent acts daily can result in devastating effects that last for a lifetime. Therefore, the findings have shown that the way children judge themselves, depending on how they perceive the violence they face, influences the kinds of friends they choose, how they get along with others, the kind of person they marry, and how productive they will be. Violence make children afraid, hate themselves and grow up with negative expectations and rigid defenses that imprison rather than protect them in future.

In fact the words of this 7 year old girl in Primary 2 can summaries the negative effects;

"I don't remember either of my parents ever hugging us, kissing us, or saying anything like 'I love you' or 'I'm proud of you, yet we do most good things and a few mistakes from time to time. But for me as a child, never hearing 'I love you' even when I have done many good things feels the same as hearing 'I hate you'—every day of my life."

5.1.3 Objective Three: How children cope with VAC

In the third and last objective, researchers explored the ways in which children were coping. It was noted that at least all children who were interviewed had devised some way of coping. Some even made effort to protect their siblings and friends against violence. Therefore, unlike the common perception that was expressed by Morrow and Singh (2016) and Vu (2016) that children are defenseless when it comes to VACH, they in fact have the capacity to use personal resources to defend themselves.

Therefore, it was discovered that children are not only victims of violence, they seek strategies to combat it and to protect other mistreated children. With regard to coping strategies, most of the children said they often ran away from physical violence. They ran and hide in difficult to reach areas of the home, ran to neighbors or friends. Some intimated that they talked to their friends at school and they were comforted. This was good to know that friendships and school were playing a supporting and comforting role with difficult home environments children faced due to violence. Children also reported identifying and being friends at school with children who seemed to be facing the same problem. So children forming a group of friends and supporting one another because their situation is just as difficult as that of friends in the group was a very developed strategy for coping. These coping strategies reduced discomfort to some children.

However, most children mostly turned to inanimate things for sources of comfort, almost 75% of the children mentioned running to their favorite spot in the compound, reaching for their toy or watching a favorite TV program to reduce the pain from violence. Actually two children mentioned bottling up their pain by laughing and being happy, to show the perpetrators that they had not been affected by the beating they had received. This was in most cases counter product, because some children actually reported that this behavior even attracted more violence from perpetrators. Many children wrongly thought that pretending that they were not being abused was enough to avoid further harm because they lacked a clear way out. Murali (2015) affirms that this perception among children facing violence is not helpful in preventing psychological harm. This action is termed as repression, which is a major cause of psychological problems in childhood. Therefore, hiding pain and pretending that everything was fine or that nothing was happening were all coping strategies in the long run. As indicated by Pells (2018) it is usually children with limited knowledge and skills on how to manage violence at home who usually resort to emotion-focused coping. So children were still predisposed to maladjusted lives due to VAC. children applied self-control since they said that when they felt angry they control their emotions to avoid more harm. This agrees with Lilleston

et al (2017) who said that avoiding being confronted and retaliating to change the situation is a helpful way for children to cope.

The strategies children used to cope were largely maladaptive. Many did not know what to do and some resorted to what could give them some comfort. This implies that children may not have received education on their rights and how to protect them. If they did, it was so theoretical that it did not reach their hearts. It's likely that children's rights promotion programs are not reaching them. Children did not use problem focused coping strategies, which according to Pells and Woodhead (2014) are more effective in cases of violence. They were unable to learn things that please their parents and please them to avoid hurting them yet according to Quiñones (2018), this is what is usually more effective and beneficial in reducing VAC from parent or relatives.

Limitations of the study

Although this study has made useful theoretical and practical contributions on the nature and forms of Violence children aged 3 -8 years experienced at home and the negative effects it has on their current wellbeing and future lives, some limitations of this study must be recognized. First, the study used cross-sectional data, collected only at one point in time. Therefore, suggestions of relationships and causality should be perceived with care, for they may not be very definite. Future research could examine these aspects using longitudinal study designs that provide sufficient time and methodology to make definite conclusions.

Second, the self-report nature of data especially from children that was used usually has some self-report bias. It was not possible to completely avoid this bias, which may have exaggerated some of the findings. Therefore, future research might explore additional objective ways to examine the issues in this study for example by using quantitative ratings.

Third, the study sample consisted of children and parents from a small area (one urban division) of the country. Therefore, the generalizability of the outcomes must be done with care. With a small study sample, it is difficult to absolutely generalize the results, therefore we recommend increasing the sample size in future studies.

The interviews were conducted in village community premises, so the contexts of data gathering are likely to affect how violence is reported, as children may feel inhibited if they feel they can be overheard. As is widely acknowledged, it is not always appropriate or possible to achieve complete privacy in research with children and young people

Conclusions

The Violence faced by children in Nabuyonga Mbale district is persistent, routinized and normalized. The community and even other social structures have overlooked the harm on violence against children. Children's experiences and responses to violence are commendable,

considering their age. Nevertheless, the distress caused by violence had a negative impact on their emotional well-being and identity. Despite being victimized, children did not remain passive and actively made sense of their experiences. They also developed strategies to cope with the. However, these strategies were constrained by contexts in which children are living.

It was therefore asserted that the perspective that the current violence children face at home is unprecedented and damaging to their life development. This violence may severely and permanently damage their young lives if quick and practical interventions are not implemented. Children had lost self-belief, felt they were unloved and worth less hence not fit to live because of the way they were treated as “animals” in their very homes, bearing in mind that even animals have rights. These negative feelings severely reduced the likelihood of children succeeding in their life development endeavors such as academic and personality. The children generally lacked the push to face life and the future with confidence.

The difficult lives of parents reduced their understanding of their parenting roles and usually displaced their life anxieties on the children using violence. This practice provided a very bad example to children on how one can effectively face life with confidence. Parents lost respect for their children and cared less to protect them and give them happiness and security. This increased the negative behavior by parents towards their children and poor accomplishment of parenting roles.

Despite being young, children were able to devise ways of coping. This ability can be harnessed in strategies to help children cope better with VACH.

Recommendations for Action

Country wide efforts to creating safe and nurturing family environments and relationships are needed. They should be spear headed by government, local leaders and the church. Spiritual counselling is needed to comfort children and help restore their self- image. These young people need to understand that the violent situations they may find themselves in are disgusting to God, and that realizing this can help them regain their sense of self-worth.

There is need to enhance the positive coping mechanism children applied and empower the good community sympathizers that was still prevalent. This could be achieved if the following suggestions are considered;

Children need education and training from an early age about their rights and how they can protect them. Some children were unaware of their rights. Rights education should be given more time in school as it is for sexuality education so that children acquire and master skills of

self-protection. Schools will also be very helpful in training children on to prevent or face VAC by their parent –relatives.

There is need for community initiatives to empower children to report cases of violence at home to local authorities such as LC1s. A children's desk may need to be created at LCs to receive and immediately handle VAC cases. The current Family protection desk is overloaded with marital cases, putting aside VAC issues. Providing a special and well facilitated VAC services desk will enable local leaders quickly respond to and seek for professional support in managing VAC cases among children.

While community members have done well in reporting cases of Child violence at home, there is need to sensitize them that it is a community responsibility to do so that they become more committed. LCs can use their usual public address and community sensitization media on how and why each community member is responsible for reporting any VAC cases immediately to LCs. The leaders also need to be empowered to quickly report such cases. The social norms that parents have a right to discipline their children in any way even when it is violent with being asked questions is still strong in most communities. These bad norms can be diffused from the LC level using the usual community mass education channels. The LC system can also be used to ensuring that legal frameworks are effectively applied to prohibit all forms of violence against children

Poor parenting skills, where parents front their worries were prevalent. Therefore, parents and guardians need community based training on how to effectively parent children and provide good child development opportunities for them. This training may also change cultural attitudes and practices that support the use of violence in disciplining children.

Parents need to be helped to sharpen their skills of coping with life challenges so that they find time for providing effective parenting to their children.

To reduce conflict and anxiety that usually increases violence against children, Parents need to learn how to effectively communicate positivity and role accomplishment with their spouses for the good life development of their children.

Recommendations for Further Research

The findings of this research point to the need for further research in the following areas:

1. A study is needed to establish what strategies can effectively empower children and community members to fight VACH.
2. Further research should be done on the appropriate model of coping with VACH for children in Uganda.
3. A study be done on VAC between 0-3 years.

Dissemination Plan

Target Audience	Objectives	Message	Method	Target date	Responsible Person	Resources
Academia, individuals and organizations interested in child wellbeing	<p>To disclose the magnitude of VAC experience d by children in Mbale district in Uganda.</p> <ul style="list-style-type: none"> - To highlight child-focused research methods 	<p>Research findings. Methodology used.</p>	Paper Publication		<ul style="list-style-type: none"> - PI - Co-researchers - Mentor 	Publishing charges

<p>AfriChild Stakeholders in child wellbeing in Uganda including; Mbale district Leaders, Ministry of Education and Sports, Ministry of Gender, Labour and Social development, Ministry of Internal Affairs,</p>	<p>To disclose the magnitude of VAC experience d by children in Mbale district in Uganda. To highlight child-focused research methods. To cause action against perpetrator s of VAC at home.</p>	<p>Research findings. Methodology used.</p>	<p>Dissemination workshop</p>		<ul style="list-style-type: none"> - PI - Co-researchers - Mentor 	<ul style="list-style-type: none"> - Venue - Stationery
<ul style="list-style-type: none"> - University departmental faculty and students 	<p>To disclose the magnitude of VAC experience d by children in Mbale district in Uganda.</p>	<ul style="list-style-type: none"> - The whole research project including; - The title, journey 	<p>Research seminar. During lectures</p>		<ul style="list-style-type: none"> - PI - Co-researchers - Mentor 	<ul style="list-style-type: none"> - Stationery - Refreshments

	To highlight child-focused research methods. To cause further research about VAC at home	<ul style="list-style-type: none"> - Research findings. - Methodology used 				
The national and international public	To disclose the magnitude of VAC experienced by children in Mbale district in Uganda. To highlight child-focused research methods. To cause action against perpetrators of VAC at home.	Research findings	Press conference. Media; local newspapers, radio & Television stations, university and AfriChild websites and newsletters		<ul style="list-style-type: none"> - PI - Co-researchers - Mentor 	<ul style="list-style-type: none"> - Data - Media charges

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APPENDICES

7. WORK PLAN, BUDGET AND BUDGET JUSTIFICATION

	JULY 2021 TO SEPTEMBER 2022														
	MONTH														
Activity	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
			t												t
Developing concept note	xxx xxx xx	xxx xxx xx													
Proposal development			xxx xxx xx	xxx xxx xx											
IRB							xxx x								
UNCST							xxx x								
Training co-researchers								xxx xxx xx							
Piloting the tools								xxx x							

Data collection									xxx						
								x							
Data analysis									xxx						
									x						
Report writing										xxx					
										x					
Submission of report											xxx				
											xxx				
											xx				
Review of report												■	■		
												■	■		
Dissemination of results														xxx	
														xxx	
														xx	

VERSION 2.0

ANNEXES

APPENDIX A: INTERVIEW GUIDE FOR THE CHILDREN (ENGLISH VERSION)

I am grateful that you accepted to talk to me regardless of all the responsibilities you have at home. My reason for being here is to share with you your lived experience of violence against you at home and the meaning you ascribe to it. I will also find out from you the perpetrators who cause such abuses to you.

1. What is your sex?
2. How old are you?
3. Which class are you in?
4. Who takes care of you at home?
5. How many people are there at home?
6. Which bad things happen to you at home or while playing?
7. Who does that to you?
8. How often do you experience that?
9. Where do you experience it from?
10. How do you feel when bad things happen to you?
11. What do you do when such is done to you?
12. What do you think should be done about it?
13. Draw and shade the parts that are mostly abused?

APPENDIX A: INTERVIEW GUIDE FOR THE CHILDREN (LUGANDA VERSION)

Nsanyuse nnyo okulaba nti okirizza okwogerako nange. Ekindese wano kwe kwogeramu nawe tukubaganye ebirowoozo ku bintu ki ebibi ebikukolebwa era byoyitamu ewaka era bitegeeza ki mu bulamu bwo. Nja okukusaba ombulireko nabantu abakutusako ebintu ebyo.

1. Oli muwala oba mulenzi?
2. Olina emyanka emeka?
3. Osooma kibiina ki?
4. Ani akulabirira awaka?
5. Awaka waliyo abantu bameka?
6. Obeera naani ewaka?
7. Bintu ki ebibi ebikutukako nga oli awaka oba nga ozaanya?
8. Ebintu ebyo ani abikukola?

9. Ebintu ebyo bitera okukulebwa mu bbanga ki?
10. Ebintu ebibi bikukolebwako nga oliwa?
11. Okola ki webikutukako?
12. Okilwoozako ki?
13. Kiki kyokola?
14. Kiki ekisanidde okukolewa kintu ekyo?

APPENDIX B: FOCUS GROUP DISCUSSION GUIDE FOR PARENTS

I am grateful that you accepted to talk to me regardless of all the responsibilities you have at home. My reason for being here is to share with you about the VAC experiences children face at home and share with me the people who are perpetrators. It will also center on what you do when you encounter VAC in your community.

1. Could you share with me your experience of violence against children in this community?
2. Are cases of violence against children common in this area?
3. What are those cases of violence against children in this place?
4. What are the causes of VAC at home?
5. Who are the perpetrators of violence in children?
6. What do you do when you hear that a child has been abused?
7. How can violence against children be stopped?
8. What do you think should be done to those perpetrators?

AKABINJA K'ABAZADDE AKAKUBAGANYA EBIROWOOZO

Omuzadde omwagalwa,

Neyanziza okukiriza okwogerako gyendi newankubadde olina ebyokukola ebilala. Esonga endese wano okwogerako nawe ya kunyumyamu ku kutulugunyizibwa kw'abaana okubera mumaka gaffe era twogere ne kubatulugunya abaana. Era tujja kunyumya ku biki ebisanidde okukolebwa ng'abaana batulugunyizidwa.

1. Nsaba ombulireko byomanyi ebikwata ku kutulugunyizibwa kw'abaana mukitundu kino?
2. Okutulugunya kwabaana kungi mukitundu kino?
3. Abaana batulugunyizibwa batya mu mukifo kino?
4. Biki ebiletela abaana okutulugunyizibwa ewaka?
5. Baani abatulugunya abaana?
6. Kiki kyotera okukola nga owulidde nti omwana atulugunyizidwa?
7. Okutulugunya abaana kuyinza kuziyizibwa kutya?
8. Olowooza abantu abatulugunya abaana bakolebweki?

APPENDIX C: OBSERVATION GUIDE FOR THE CHILDREN

1. Which body parts do they show that are usually abused?
2. How do they feel when they are expressing the way they are abused?
3. What VAC practices are they drawing in the papers?
4. What gestures do they demonstrate while expressing VAC?
5. How do they cope with violence against them?

LUGANDA VERSION

1. Bitunduki abaana byetera okusongako ebisinga okutulugunyizibwa?
2. Abaana bawulira batya nga bogera ku kubatulungunya?
3. Bifananyiki abaana byebakuba kukutulugunyizibwa?
4. Buboneero ki abaana bwebalaga okulaga engeri gye batulugunyizibwamu?
5. .Abaana bakwasaganya batya embera yokutulugunyizibwa?

VERSION 2.0

APPENDIX D: INFORMED ASSENT FORM FOR INTERVIEWS OF CHILDREN AGED 3-8 YEARS (ENGLISH VERSION)

***Title of the study: Three- to Eight-Year-Old Children's Lived Experiences of Violence against them
in Mbale Slum Area.***

Investigator(s): Josephine M. Apolot (PI), Miria Nandera, Juma Katungi, Pharidah Nanseko B, Sarah Walusimbi and Godfrey Ejuu

Institution(s): Kyambogo University, Uganda.

Introduction

We are researchers from Kyambogo University, Uganda doing a study on three-to-eight-year-old children's lived experiences of violence against them. This study involves talking to children and getting their views on the violence they face while at home. You have been identified to participate in this study. If you agree, you will be talked to. All the things we shall do together with you have been written down and reviewed by the Gulu University Research Ethics Committee.

A brief description of the sponsors of the research project

Africhild is sponsoring this study. It is interested in collecting data on the lived experiences of violence against children in their homes.

Purpose

The study seeks to establish the lived experiences of violence against children so that they can be helped to get solutions to those experiences. The findings of this study will help to inform you, your parents, leaders within your community and the government on what children go through so that they can get solutions to those problems.

Procedures

Your participation in this study is free and will involve participation in an interview. For that reason, I ask your permission to participate. If you decide to participate in the study, you will be asked to sign a consent, which you will be given a copy to keep.

Who will participate in the study?

Children in Mbale slum area will be selected to participate in the study. You are one of those identified to participate through an interview. Your role is to give permission to participate in the interview. The individual interview will last for approximately 20 to 30 minutes.

Risks/discomforts

There is no foreseeable risk of harm or discomfort that will arise from your participation in this study. The only risk or discomfort will be the inconvenience in terms of time spent during the interview.

Benefits

Using data to make violence against children more visible will bring about a fuller understanding of its magnitude, nature and effects thus offering clues to its prevention. (United Nations Committee on the Rights of the Child). It will give the opportunity to voice concerns on what you may not directly tell your parents or authority. You will receive feedback on the findings and progress of the study. Any new information that affects you during the study (including incidental findings) will be made available to you.

Confidentiality

Information gathered from you will be kept confidential and for the purpose of this study only. No name or any form of identification will be included. To protect your identity and family information we shall only use codes to identify participants. Information obtained will only be accessible by the research team. Soft copies of the data will be protected by password and hard copy files will be kept under lock and key. Confidential information will only be accessed by the principal investigator.

Alternatives

You do not have to participate in this study if you are not interested. You will not lose any benefit in case of no participation.

Cost and Token

There will not be any additional cost incurred or payment made as a result of participating in this study. However, you will be provided with a token of mathematical sets, books, pencils and crayons during the interview.

Questions

If you have any questions related to the study or your rights as a participant in this research, you can contact the Principal Investigator, Apolot Josephine Matha on telephone number 0776569025 (call and SMS) or via email on apolotmathaj@gmail.com

Statement of voluntariness

Participation in the research study is voluntary and you may join on your own free will. You have a right to withdraw from the study at any time without penalty. If you have any issues pertaining to your rights and participation in the study, please contact the Chairperson, Gulu University Research Ethics Committee, Dr. Gerald Obai Tel: No., 0772305621; email: lekobai@yahoo.com/lekobai@gmail.com; or the Uganda National Council for Science and Technology, on plot 6 Kimera road, Ntinda, Kampala on Tel 0414705500.

Statement of Assent

..... has described to me what is going to be done, the risks, the benefits involved and my rights as a participant in this study. I understand that my decision to participate in this study will not affect me or my family in any way. In the use of this information, my identity and the identity of my family will be concealed. I am aware that I may withdraw at any time. I understand that by signing this form, I do not waive any of my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate. A copy of this form will be provided to me.

Name.....Signature/thumbprint of participant.....Date.....

Name.....Signature of witness.....Date.....

Name.....Signature of interviewer.....Date.....

APPENDIX E: INFORMED CONSENT FORM FOR PARENTS OR CAREGIVERS (ENGLISH VERSION)

Title of the study: Three- to Eight-Year-Old Children’s Lived Experiences of Violence against them in Mbale Slum Area.

Investigator(s): Josephine M. Apolot (PI), Miria Nandera, Juma Katungi, Pharidah Nanseko B, Sarah Walusimbi and Godfrey Ejuu

Institution(s): Kyambogo University, Uganda.

Introduction

We are researchers from Kyambogo University, Uganda doing a study on three-to-eight-year-old children's lived experiences of violence against them. This study involves talking to children and getting their views on the violence they face while at home. You have been identified to give consent to the researchers to allow them to speak and observe your child. If you agree, the researcher will now go ahead and interview and observe the child. All the things we shall do together with you have been written down and reviewed by the Gulu University Research Ethics Committee.

A brief description of the sponsors of the research project

Africhild is sponsoring this study. It is interested in collecting data on the lived experiences of violence against children in their homes.

Purpose

The study seeks to establish the lived experiences of violence against children so that they can be helped to get solutions to those experiences. The findings of this study will help to inform you, your parents, leaders within your community and the government on what children go through so that they can get solutions to those problems.

Procedures

Your participation in this study is free and will involve participation in an interview. For that reason, I ask your permission to participate. If you decide to participate in the study, you will be asked to sign a consent, which you will be given a copy to keep.

Who will participate in the study?

Children in Mbale slum area will be selected to participate in the study. You are one of those identified to give permission to the researchers to allow them to interview and observe the children. The individual interview and observation will last for approximately 20 to 30 minutes.

Risks/discomforts

There is no foreseeable risk of harm or discomfort that will arise from your participation in this study. The only risk or discomfort will be the inconvenience in terms of time spent during the interview.

Benefits

Using data to make violence against children more visible will bring about a fuller understanding of its magnitude, nature and effects thus offering clues to its prevention. (United Nations Committee on the Rights of the Child). It will give the opportunity to voice concerns on what you may not directly tell your parents or authority. You will receive feedback on the findings and progress of the study. Any new information that affects you during the study (including incidental findings) will be made available to you.

Confidentiality

Information gathered from you will be kept confidential and for the purpose of this study only. No name or any form of identification will be included. To protect your identity and family information we shall only use codes to identify participants. Information obtained will only be accessible by the research team. Soft copies of the data will be protected by password and hard copy files will be kept under lock and key. Confidential information will only be accessed by the principal investigator.

Alternatives

You do not have to participate in this study if you are not interested. You will not lose any benefit in case of no participation.

Cost

There will not be any additional cost incurred or payment made as a result of participating in this study. However, you will be provided with refreshments during the interview.

Questions

If you have any questions related to the study or your rights as a participant in this research, you can contact the Principal Investigator, Apolot Josephine Matha on telephone number 0776569025 (call and SMS) or via email on apolotmathaj@gmail.com

Statement of voluntariness

Participation in the research study is voluntary and you may join on your own free will. You have a right to withdraw from the study at any time without penalty. If you have any issues pertaining to your rights and participation in the study, please contact the Chairperson, Gulu University Research Ethics Committee, Dr. Gerald Obai Tel: No., 0772305621; email: lekobai@yahoo.com/lekobai@gmail.com; or the Uganda National Council for Science and Technology, on plot 6 Kimera road, Ntinda, Kampala on Tel 0414705500.

Statement of Consent

..... has described to me what is going to be done, the risks, the benefits involved and my rights as a participant in this study. I understand that my decision to participate in

this study will not affect me or my family in any way. In the use of this information, my identity and the identity of my family will be concealed. I am aware that I may withdraw at any time. I understand that by signing this form, I do not waive any of my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate. A copy of this form will be provided to me.

Name.....Signature/thumbprint of participant.....Date.....

Name.....Signature of witness.....Date.....

Name.....Signature of interviewer.....Date.....

Consent Form Luganda

FOOMU EKAKASA OKUSALAWO KW'OMUZADDE W'OMWAANA ATASUUKA MYAKA MUKAAGA (8) OKWETABA MU KUNOONYEREZA

OMUTWE GW'OKUNOONYEREZA

Okutulugunyizibwa kw'abaana abali wakati w'emyanka 3 -8 okubera mumaka gaffe.

ABANOONYEREZA

Josephine M. Apolot (PI), Miria Nandera, Juma Katungi, Pharidah Nanseko B, Sarah Walusimbi and Godfrey Ejuu

ENNYANJJULA

Tuli tiimu ey'abanoonyereza okuva ku Yunivasite e Kyambogo. Tunoonyereza Ku Okutulugunyizibwa kw'abaana abali wakati w'emyanka 3 -8 okubera mumaka gaffe, ne kubani abatulugunya abaana era na ku biki ebisanidde okukolebwa ng'abaana batulugunyizidwa.

Tusuubira nti ebinaazuulwa mu kunoonyereza kuno, binaabeera n'obubaka obuwerako kungeri omwana gye tunazizamu abaana okutulugunyizibwa basoobole okukula obulungi.

Omwanawo, anokoddwaayo yeetabe mu kunoonyereza kuno. Bw'obeera okkirizza, tujja kwogerwa naye, era asabibwe okwetaba mu gimu Ku mizannyo eminnyuvu.

Ebintu byonna bye tunaakola naye, byawandiikiddwa, era ne byekenneenyebwa ekitongole ki GUREC.

Ebitonotono Ku Muvvujjirizi wa kunoonyereza kuno

Okunoonyereza kuno, ekitongole ki A, kye kikutaddemu ensimbi.

AfriChild, kitongole ekikolera wanno e'Uganda kikola okunoonyereza ku mwana omufirika okusobola okukola ku by'embeera ne nkula enungi ennungi ey'omwana omufirika ng'owuwo.

OMULAMWA

Okunoonyereza kuno kugendereddwamu okumanya ku ngeri abaana abali wakati w'emyanka 3 -8 gy'etulugunyizibwamu tusobole okulaba butya bwe tuyinza okukitereezaamu. Ebinaava mu kunoonyereza bijja kuba bya nkizo nnyo mu kumanyisa ggwe, omwana wo, abakulembeze b'omu kitundu kyo, wamu ne gavumenti ku ngeri abaana gye balowoozaamu ku kutulugunyizibwa kw'abaana, nga tuluubirira okukendeza empiisa eno abaana abato basobole okukula obulungi.

EMITENDERA

Omwana wo okwetaba mu kunoonyereza kuno tojja kujjibwako ssente yonna era kwa kyeyagalire, wabula kijja kumwetaagisa okwetaba obulungi mu bubinja ne banne. N'olwensonga eyo tukusaba olukusa okkirize omwana wo yeenyigiremu butereevu.

Bwosalawo nti omwana wo yeetabe mu nteekateeka eno, ojja kusabibwa okuteeka omukono ku mpapula ezikakasa okusalawo kwo, nga naawe ojja kusigazaako kkopi ku mpapula ezo.

ANI ALINA OMUKISA OKWETABAMU?

Abaana bonna abali wakati wemyaka 3-8 ababeera mukitundu kino ekye Namakwekwe mu disitulikiti y'e Mbale balina enkizo. Omulimu gwo ng'omuzadde gwa kuwa mwana wo lukusa yeetabemu, kubanga ggwe omuvunaanyizibwako.

Ajja kuba abuuzibwayo ku bibuuzo ne banne mu bibinja by'abaana bataano, nga kino kijja kutwala eddakiika eziri wakati wa 30 ne 45. (30-45minutes)

OKUSOOMOOZEBWA

Tewali kusoomoozebwa kwonna wadde obuzibu obwekkaanyiziddwa mu nteekateeka eno, okujjako okutaataaganyizibwa okutonotono okuyinza okubaawo ku baana nga kwekuusa ku budde bwebanaamala mu bibinja ne bannaabwe, nga bakubaganya ebirowoozo.

EMIGANYULO

Okuganyulwa okw'enkukunala okuli mu nteekateeka eno kwe kufuna ebirowoozo by'abaana ku biki ebiyinza okukolebwa okulaba nga okutulugunya abaana kukoma. Kino kijja kuwa omukisa ggwe omuzadde n'omwana wo, okuwuliriza ebyo abaana bye batasobola kukugamba butereevu. Gwe n'omwana wo mujja kumanyisibwa ku binaava mu musomo. Buli kintu kyonna ekinaakosa omwana wo mu nteekateeka eno kijja kukutegeezebwa.

OKUKUUMA EBYAMA

Obubaka bwonna obunaakuḡḡaanyizibwa ku mwana wo bujja kukuumbwa nga bwa kyama, era nga bukozesebwa ku bigendererwa bya kunoonyereza kuno kwokka. Tewali linnya oba ndagiriro ey'engeri yonna ejja kuteekebwa mu binaakuḡḡaanyizibwa.

Okusobola okukuuma ebikwata ku mwana wo nga bya kyama, tujja kukozeza nnamba zokka okusobola okwawula abeetabye mu musomo.

Byonna ebinaafunibwa bijja kulabibwa abo bokka abakulu mu kunoonyereza kuno. Ebiterekebwa mu kompyuta bijja kuumibwa mu ngeri ya nnamba (password), ate byo ebinaakubibwa mu kyapa (hard copies) bijja kuterekebwa mu masa mu kifo ekyekusifu, ate bissibweko ne kkufulu. Obubaka bwonna nga bwa kyama bujja kuba bulabibwa omunoonyereza omukulu yekka.

EBYOKUSALAWO

Tolina kukkiriza mwana wo kwetaba mu nteekateeka eno nga teweesiimide, era tolina kyamaanyi ky'ojja kufiirwa ssinga omwana wo aba teyeenyigidde mu kunoonyereza kuno.

EBISALE

Tewali nsimbi ya nnyongereza yonna ey'okutala, eri oyo yenna anakkiriza okwetaba mu kunoonyereza kuno. Wabula ojja kuweebwa eby'okunywa mu kiseera ky'okubuuzibwa ebibuuzo.

EBIBUZO

Okumanya ebisingawo kudembe lyo nga eyeetabye mu kunoonyereza kuno tukiliira omunoonyereza omukulu, Apolot Josephine Matha ku ssimu namba 776569025 oba ku mutimbagano (email) apolotmathaj@gmail.com

SITATIMENTI Y'ABAKKIRIZA OKWETABA MU KUNOONYEREZA

Okwetaba mu kunoonyereza kunno kwa kyeyagalire era osoobola okulekera awo okwetabamu akadde konna awatali kakwakulizo.

Bwoba olina okwemulugunya kwonna ku bikwata ku dembe lyo no kwetaba mu kunoonyereza kuno tukilira Ssentebe (Chairperson) wa Gulu University Research Ethics Committee, Dr. Gerald Obai Tel: No., 0772305621; email: lekobai@yahoo.com/lekobai@gmail.com , oba ekitongole ki Uganda National Council for Science and Technology, on Plot 6 Kimera road, Ntinda, Kampala ku namba y'essimu 0414705500.

SITATIMENTI EY'OKUKKIRIZA OKWETABA MU KUNOONYEREZA

..... annyinyonyodde ekigenda okukolebwa era amatigga agakirimu, wenfuniramu ssaako n'eddembe lyange ng'omuzadde w'omwana eyeetyabye mu kunoonyereza kuno, byonna mbimanyi bulungi. Nkimanyi bulungi nnyo nti nze n'omwana wange okwetaba mu kunoonyereza kuno tekirina ngeri yonna mbi gye kigenda kutukosaamu.

Mukukozesa obubaka buno bwembawadde, obitwogerako nze n'omwana wange tebijja kwasanguzibwa byakusigala nga bya kyama.

Nkimanyi bulungi nnyo nti nze n'omwana wange, tusoobola okulekera awo okwetaba mu kunoonyereza kuno akadde konna.

Nkimanyi bulungi nnyo nti nze okussa omukono kukiwandiiko kino tekirina ddembe lyange nalimu kye ligyawo. Wabula kiraga bulazzi nti okunonyereza kuno kwe nnekkiririza omwana wange okwetabamu ate ku bwereere, kunnyinyonyoddwako bulungi era nnina kye nkumanyiiko. Era kkopi y'ekiwandiiko kino, ejja kumpeebwa.

Erinnya ly'omwana ennaku z'omwezi

Erinnya Omukono gw'eyeetabye mu kunoonyereza Ennaku z'omwezi
Erinnya.....Omukono gw'obulabirizi..... Ennaku Z'omwezi.....
Erinnya Omukono gw'abuuzizza ebibuuzo Ennaku z'omwezi

APPENDIX F: INFORMED CONSENT FORM FOR OBSERVATION GUIDE FOR THE CHILDREN

Title of the study: Three- to Eight-Year-Old Children's Lived Experiences of Violence against them; A case of Mbale Slum

Investigators: Josephine M. Apolot (PI), Miria Nandera, Juma Katungi, Pharidah Nanseko B and Sarah Walusimbi

Institution: Kyambogo University

Introduction

We are researchers from Kyambogo University, Uganda doing a study on three-to-eight-year-old children's lived experiences of violence against them. This study involves talking to children and getting their views on the violence they face while at home. You have been identified to participate in this study. If you agree, you

will be talked to. All the things we shall do together with you have been written down and reviewed by the Gulu University Research Ethics Committee.

Purpose

- Studying the nature of violence children are experiencing at home sheds light on an issue that many people turn a blind eye to. Using data to make violence against children more visible will bring about a fuller understanding of its magnitude, nature and effects thus offering clues to its prevention.
- A greater understanding of risk factors can help people working with children and families to identify situations that put children at increased risk of abuse and neglect. This helps authorities intervene and support them before child maltreatment occurs.
- A paper that documents the findings will be written and published in an international journal to disseminate to interested stakeholders for possible policy shifts.

Procedures

This method will be used to gain detailed understanding of social issues chosen in the study with an aim of acquiring information about violence against children in homes (Belk, 2006, World Bank, 2007). The method will be used to gain detailed non-verbal expressions of feelings of VAC. It will be used to observe events that informants have described in interviews. This will help the researcher to develop a holistic understanding of the phenomena under the study (Dewalt & Dewalt, 2002). The researchers will make three visits to the research site.

Who will participate in the study?

Children in Mbale slum area were selected to participate in this study. You are one of those identified to participate through observation. Your role is to give permission to participate in the observation. The individual observation will last for approximately 20 to 40 minutes.

Risks/discomforts

There is no foreseeable risk of harm or discomfort that will arise from your participation in this study. The only risk or discomfort will be the inconvenience in terms of time spent during the observation.

Benefits

Using data to make violence against children more visible will bring about a fuller understanding of its magnitude, nature and effects thus offering clues to its prevention. (United Nations Committee on the Rights of the Child). It will give you the opportunity to observe the concerns on what you may not directly tell your parents or authority. You will receive feedback on the findings and progress of the study. Any new information that affects you during the study (including incidental findings) will be made available to you.

Confidentiality

Information gathered from you will be kept confidential and for the purpose of this study only. No name or any form of identification will be included. To protect your identity and family information we shall only use codes to identify participants. Information obtained will only be accessible by the research team. Soft copies of the data will be protected by password and hard copy files will be kept under lock and key. Confidential information will only be accessed by the principal investigator.

Alternatives

You do not have to participate in this study if you are not interested. You will not lose any benefit in case of no participation.

Cost

There will not be any additional cost incurred or payment made as a result of participating in this study. However, you will be provided with a token of books, sets, crayons and pencils during the interview.

Questions

If you have any questions related to the study or your rights as a participant in this research, you can contact the Principal Investigator, Apolot Josephine Matha on telephone number 0776569025 (call and SMS) or via email on apolotmathaj@gmail.com

Statement of voluntariness

Participation in the research study is voluntary and you may join on your own free will. You have a right to withdraw from the study at any time without penalty. If you have any issues pertaining to your rights and participation in the study, please contact the Chairperson, Gulu University Research Ethics Committee, Dr. Gerald Obai Tel: No., 0772305621; email: lekobai@yahoo.com/lekobai@gmail.com; or the Uganda National Council for Science and Technology, on plot 6 Kimera road, Ntinda, Kampala on Tel 0414705500.

Statement of Consent

..... has described to me what is going to be done, the risks, the benefits involved and my rights as a participant in this study. I understand that my decision to participate in this study will not affect me or my family in any way. In the use of this information, my identity and the identity of my family will be concealed. I am aware that I may withdraw at any time. I understand that by signing this form, I do not waive any of my legal rights but merely indicate that I have been informed about

the research study in which I am voluntarily agreeing to participate. A copy of this form will be provided to me.

Name.....Signature/thumbprint of participant.....Date.....

Name.....Signature of witness.....Date.....

Name.....Signature of interviewer.....Date.....

APPENDIX G: INFORMED CONSENT FORM FOR FOCUS GROUP DISCUSSION FOR PARENTS OR CAREGIVERS

Title of the study: Three- to Eight-Year-Old Children’s Lived Experiences of Violence against them; A case of Mbale Slum

Investigators: Josephine M. Apolot (PI), Miria Nandera, Juma Katungi, Pharidah Nanseko B and Sarah Walusimbi

Institution: Kyambogo University

Introduction

We are researchers from Kyambogo University, Uganda doing a study on three-to-eight-year-old children's lived experiences of violence against them. This study involves talking to children and getting their views on the violence they face while at home. You have been identified to participate in this study. If you agree, you will be talked to. All the things we shall do together with you have been written down and reviewed by the Gulu University Research Ethics Committee.

Purpose

- Studying the nature of violence children are experiencing at home sheds light on an issue that many people turn a blind eye to. Using data to make violence against children more visible will bring about a fuller understanding of its magnitude, nature and effects thus offering clues to its prevention.
- A greater understanding of risk factors can help people working with children and families to identify situations that put children at increased risk of abuse and neglect. This helps authorities intervene and support them before child maltreatment occurs.
- A paper that documents the findings will be written and published in an international journal to disseminate to interested stakeholders for possible policy shifts.

Procedures

This method will be used to gain detailed understanding of social issues chosen in the study with an aim of acquiring information about violence against children in homes (Belk, 2006, World Bank, 2007). The study will collect original data from the parents about the common practices of violence against children in their area and how they cope with it.

Who will participate in the study?

Parents in Mbale slum area will be selected to participate in the study. You are one of those identified to participate through an FGD. Your role is to give permission to participate in the interview. The focus group interview will last for approximately 20 to 40 minutes.

Risks/discomforts

There is no foreseeable risk of harm or discomfort that will arise from your participation in this study. The only risk or discomfort will be the inconvenience in terms of time spent during the interview.

Benefits

Using data to make violence against children more visible will bring about a fuller understanding of its magnitude, nature and effects thus offering clues to its prevention. It will give you the opportunity to voice concerns on what you may not directly tell to the authority. You will receive feedback on the findings and progress of the study. Any new information that affects you during the study (including incidental findings) will be made available to you.

Confidentiality

Information gathered from you will be kept confidential and for the purpose of this study only. No name or any form of identification will be included. To protect your identity and family information we shall only use codes to identify participants. Information obtained will only be accessible by the research team. Soft copies of the data will be protected by password and hard copy files will be kept under lock and key. Confidential information will only be accessed by the principal investigator.

Alternatives

You do not have to participate in this study if you are not interested. You will not lose any benefit in case of no participation.

Cost

There will not be any additional cost incurred or payment made as a result of participating in this study. However, you will be provided with refreshments during the interview.

Questions

If you have any questions related to the study or your rights as a participant in this research, you can contact the Principal Investigator, Apolot Josephine Matha on telephone number 0776569025 (call and SMS) or via email on apolotmathaj@gmail.com

Statement of voluntariness

Participation in the research study is voluntary and you may join on your own free will. You have a right to withdraw from the study at any time without penalty. If you have any issues pertaining to your rights and participation in the study, please contact the Chairperson, Gulu University Research Ethics Committee, Dr. Gerald Obai Tel: No, 0772305621; email: lekobai@yahoo.com/lekobai@gmail.com; or the Uganda National Council for Science and Technology, on plot 6 Kimera road, Ntinda, Kampala on Tel 0414705500.

Statement of Consent

..... has described to me what is going to be done, the risks, the benefits involved and my rights as a participant in this study. I understand that my decision to participate in

this study will not affect me or my family in any way. In the use of this information, my identity and the identity of my family will be concealed. I am aware that I may withdraw at any time. I understand that by signing this form, I do not waive any of my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate. A copy of this form will be provided to me.

Name.....Signature/thumbprint of participant.....Date.....

Name.....Signature of witness.....Date.....

Name.....Signature of interviewer.....Date.....

APPENDIX H: INFORMED CONSENT DOCUMENT FOR RECORDING VOICES

Title of the study: Three- to Eight-Year-Old Children’s Lived Experiences of Violence against them; A case of Mbale Slum

Investigators: Josephine M. Apolot (PI), Miria Nandera, Juma Katungi, Pharidah Nanseko B and Sarah Walusimbi

Institution: Kyambogo University

Introduction

We are researchers from Kyambogo University, Uganda doing a study on three-to-eight-year-old children’s lived experiences of violence against them. This study involves talking to children and getting their views on the violence they face while at home. You have been identified to participate in this study. If you agree, you will be talked to. All the things we shall do together with you have been written down and reviewed by the Gulu University Research Ethics Committee.

Purpose

- Studying the nature of violence children are experiencing at home sheds light on an issue that many people turn a blind eye to. Using data to make violence against children more visible will bring about a fuller understanding of its magnitude, nature and effects thus offering clues to its prevention.
- A greater understanding of risk factors can help people working with children and families to identify situations that put children at increased risk of abuse and neglect. This helps authorities intervene and support them before child maltreatment occurs.

- A paper that documents the findings will be written and published in an international journal to disseminate to interested stakeholders for possible policy shifts.

Procedures

This method will be used to gain detailed understanding of social issues chosen in the study with an aim of acquiring information about violence against children in homes (Belk, 2006, World Bank, 2007). The study will collect original data from the parents about the common practices of violence against children in their area and how they cope with it.

Who will participate in the study?

Parents in Mbale slum area will be selected to participate in the study. You are one of those identified to participate through an FGD. Your role is to give permission to participate in the interview. The focus group interview will last for approximately 20 to 40 minutes.

Risks/discomforts

There is no foreseeable risk of harm or discomfort that will arise from your participation in this study. The only risk or discomfort will be the inconvenience in terms of time spent during the interview.

Benefits

Using data to make violence against children more visible will bring about a fuller understanding of its magnitude, nature and effects thus offering clues to its prevention. It will give you the opportunity to voice concerns on what you may not directly tell to the authority. You will receive feedback on the findings and progress of the study. Any new information that affects you during the study (including incidental findings) will be made available to you.

Confidentiality

Information gathered from you will be kept confidential and for the purpose of this study only. No name or any form of identification will be included. To protect your identity and family information we shall only use codes to identify participants. Information obtained will only be accessible by the research team. Soft copies of the data will be protected by password and hard copy files will be kept under lock and key. Confidential information will only be accessed by the principal investigator.

Alternatives

You do not have to participate in this study if you are not interested. You will not lose any benefit in case of no participation.

Cost

There will not be any additional cost incurred or payment made as a result of participating in this study. However, you will be provided with a token of appreciation during the interview.

Questions

If you have any questions related to the study or your rights as a participant in this research, you can contact the Principal Investigator, Apolot Josephine Matha on telephone number 0776569025 (call and SMS) or via email on apolotmathaj@gmail.com

Statement of voluntariness

Participation in the research study is voluntary and you may join on your own free will. You have a right to withdraw from the study at any time without penalty. If you have any issues pertaining to your rights and participation in the study, please contact the Chairperson, Gulu University Research Ethics Committee, Dr. Gerald Obai Tel: No, 0772305621; email: lekobai@yahoo.com/lekobai@gmail.com; or the Uganda National Council for Science and Technology, on plot 6 Kimera road, Ntinda, Kampala on Tel 0414705500.

Statement of Consent

..... has described to me what is going to be done, the risks, the benefits involved and my rights as a participant in this study. I understand that my decision to participate in this study will not affect me or my family in any way. In the use of this information, my identity and the identity of my family will be concealed. I am aware that I may withdraw at any time. I understand that by signing this form, I do not waive any of my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate. A copy of this form will be provided to me.

Name.....Signature/thumbprint of participant.....Date.....

Name.....Signature of witness.....Date.....

Name.....Signature of interviewer.....Date.....

I.....voluntarily agree for my voice to be recorded in this research study. I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind. I understand that I can withdraw permission to use data from my interview within two weeks after the interview, in which case the material will be deleted. I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask questions about the study. I understand that participation involves recording the voice. I

understand that I will not benefit directly from participating in this research. I agree to my interview being audio-recorded. I understand that all information I provide for this study will be treated confidentially. I understand that in any report on the results of this research my identity will remain anonymous. This will be done by changing my name and disguising any details of my interview which may reveal my identity or the identity of people I speak about.

I understand that disguised extracts from my interview may be quoted in the dissertation, conference presentation, published papers etc. I understand that if I inform the researcher that I or someone else is at risk of harm they may have to report this to the relevant authorities. They will discuss this with me first but may be required to report with or without my permission. I understand that signed consent forms and original audio recordings will be retained by the researcher at the university until the exam board confirms the results of the dissertation. I understand that a transcript of my interview in which all identifying information has been removed and will be retained for a relevant period of two years from the date of the exam board. I understand that under freedom of information legalization I am entitled to access the information I have provided at any time while it is in storage as specified above. I understand that I am free to contact any of the people involved in the research to seek further clarification and information.

Name.....Signature/thumbprint of participant.....Date.....

Name.....Signature of witness.....Date.....

Name.....Signature of interviewer.....Date.....

VERSION 2.0

Appendix I: Photo voices recording Participation Agreement (Assent Form) for Children

Study Title: Three- to Eight-Year-Old Individual Child’s Lived Experiences of Violence in homes. A case of Mbale Slum

Principal Investigators: Dr. Apolot Josephine Matha

Photo voices Recording

During the interview, you might be presented with photos or requested to draw some pictures/ diagrams and discuss about them later. In the event, your voice as well as pictures/ diagrams will be recorded with a digital recorder for accuracy during transcription for coding and theme analysis. Both pictures/ diagrams and Voice-recordings will be stored on a password protected computer. You will be offered to receive a copy of the recording. Your recording will not be shared among anyone outside of the study team and will not be used for any other activity besides this study. All recordings will be destroyed after 3 years.

Statement of Consent to be digital recorded

I understand that both audio and photo recordings will be taken during the study. And I hereby willing agree to be digitally recorded.

- I agree to be digitally recorded

Yes

No

Name of Participant (please print)

Signature/thumbprint

Date

Name of witness (please print)

Signature/thumbprint

Date

Name of researcher Obtaining Consent

Signature

Date

Measures for the Prevention and control of risk of spread of COVID-19 during the implementation of research

Study Title: Three- to Eight-Year-Old Individual Child’s Lived Experiences of Violence in homes. A case of Mbale Slum

Principal Investigator: Dr Apolot Josephine Matha

Introduction:

The novel Coronavirus is transmitted from human to human through droplets and direct or close personal contact with an infected individual. Novel Coronavirus signs of infection include respiratory symptoms, fever and cough, shortness of breath and breathing difficulties. In more severe cases, infection can cause pneumonia, severe acute respiratory syndrome, kidney failure and even death.

Implementation of the prevention and control measures

In the implementation of the research activities, the investigators are committed to ensuring the safety of its research team, research participants and communities where the study will be conducted. The study team undertakes to comply with the Standard Operating Procedures issued by the Ministry of Health, and presidential directives to mitigate against the risk of infection of COVID-19, rapidly detect and effectively respond to any COVID-19 case that may occur in the process of carrying out the study, screening, face covering, physical distancing, and good hand hygiene.

Procedures to be followed during the implementation of the research.

Prior to data collection and Training

1. **Health guidance:** There will be training sessions dedicated for COVID-19 sensitization and awareness, to equip the research team with knowledge of signs and symptoms of the COVID-19, and preventive measures such as hand hygiene before placing and removing the mask, as well as storage of the mask, social distancing. The research team will circulate notices, posters, charts on common signs and symptoms of COVID-19 as provided by the Ministry of Health, and develop and/or use existing plan for the appropriate referral pathway for identified and/or suspected cases.
2. **Personal Screening:** All researchers, research assistants, research participants and any other individuals engaged in research activities will screen temperature daily for fever. Screening for temperature will be carried out during planning meetings, trainings, community outreach. Any individual found with COVID 19 symptoms will be withdrawn and referred to the COVID – 19 task force for further assessment and management. The withdrawn individual will be allowed to return only if they present a valid certification of their COVID-19 status showing negative result
3. **Wearing face coverings:** All researchers and research assistants and any other individuals engaged in research activities that require interaction with fellow researchers or research participants or the community member will have to wear a face mask that fully covers the mouth and nose at all times. The study will provide face masks for individuals who do not have.
4. **Physical Distancing:** There will be social distancing during the training, meetings, community outreach of at minimum of 2 metres. During breaks, the team will not be allowed to congregate in common areas.
5. **Good hygiene:** All team members will be required to wash their hands or use hand sanitizers before and after entering the training room, and other common areas. Hand washing equipment shall be supplied and made available at all times. All surfaces and equipment shall be sanitised frequently.

During data collection

1. **Personal Protective Equipment (PPE):** All research assistants involved in tracing of respondents and in in-person interviews and research participants will use PPE including a properly fitted face mask. Enumerators/Researchers and research participants will wash hands with soap and water or use hand sanitizer prior to the interview. Handshakes and hugging are prohibited. Physical distancing of at least 2 metres in all research related activities shall be observed.
2. **Focus group discussions:** The research team shall carry educational materials on prevention of COVID-19 in a language understood by the participants. These materials shall also have visual images to support understanding. Enumerators/Researchers and research participants will wash hands with soap and water or use hand sanitizer prior to the interview. Screening for temperature will be carried out prior to conducting meetings
3. **Consent Process:** The Researcher /Research assistants will observe social distancing when taking consent (while 2 metres apart) upon arrival to the participant. Enumerators/Researchers and research

participants will wash hands with soap and water or use hand sanitizer prior to the interview. Participant will then be sensitized on covid-19 and presented with preventive measures.

4. **Equipment sanitization:** shared devices used to record or capture data shall be sanitized regularly.

During Dissemination/Community engagement

1. **Community Engagement:** The research team shall carry educational materials on prevention of COVID-19 in a language understood by the participants. These materials shall also have visual images to support understanding. Enumerators/Researchers and research participants will wash hands with soap and water or use hand sanitizer prior to the interview. Screening for temperature will be carried out prior to conducting community engagements.
5. **Equipment sanitization:** shared devices used during community engagements to shall be sanitized regularly.

The preventive and control measures will continuously be reviewed based on new information and guidelines communicated by the Ministry of Health

APPENDIX J: LETTER FROM UGANDA NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY



Uganda National Council for Science and Technology

(Established by Act of Parliament of the Republic of Uganda)

Our Ref: S1321ES

15 August 2022

Apolot Josephine
Matha
Kyambogo
University
Kampala

Re: Research Approval: Three- to Eight-Year-Old Individual Child's Lived Experiences of Violence in homes. A case of Mbale Slum

I am pleased to inform you that on **15/08/2022**, the Uganda National Council for Science and Technology (UNCST) approved the above referenced research project. The Approval of the research project is for the period of **15/08/2022** to **15/08/2023**.

Your research registration number with the UNCST is **SS1321ES**. Please, cite this number in all your future correspondences with UNCST in respect of the above research project. As the Principal Investigator of the research project, you are responsible for fulfilling the following requirements of approval:

1. Keeping all co-investigators informed of the status of the research.
2. Submitting all changes, amendments, and addenda to the research protocol or the consent form (where applicable) to the designated Research Ethics Committee (REC) or Lead Agency for re-review and approval **prior** to the activation of the changes. UNCST must be notified of the approved changes within five working days.
3. For clinical trials, all serious adverse events must be reported promptly to the designated local REC for review with copies to the National Drug Authority and a notification to the UNCST.
4. Unanticipated problems involving risks to research participants or other must be reported promptly to the UNCST. New information that becomes available which could change the risk/benefit ratio must be submitted promptly for UNCST notification after review by the REC.
5. Only approved study procedures are to be implemented. The UNCST may conduct impromptu audits of all study records.
6. An annual progress report and approval letter of continuation from the REC must be submitted electronically to UNCST. Failure to do so may result in termination of the research project.

Please note that this approval includes all study related tools submitted as part of the application as shown below:

No.	Document Title	Language	Version Number	Version Date
1	Data Collection Tools	English and Local Language	VERSION TWO	13 June 2022
2	Study Tools	English and Local Language	VERSION TWO	30 June 2022
3	Project Proposal	English	VERSION TWO	
4	Approval Letter	English		
5	Administrative Clearance	English		
5	CONSENT FORMS WITH A TOKEN OF APPRECIATION TO THE CHILDREN	ENGLISH	VERSION TWO	21 July 2022
6	PHOTO VOICE	ENGLISH	VERSION TWO	21 July 2022
7	Consent forms for parents/guardians, allowing children below 18 years to participate in the study	English and Luganda	VERSION TWO	12 August 2022

Yours sincerely,



Hellen Opolot

For: Executive Secretary

UGANDA NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

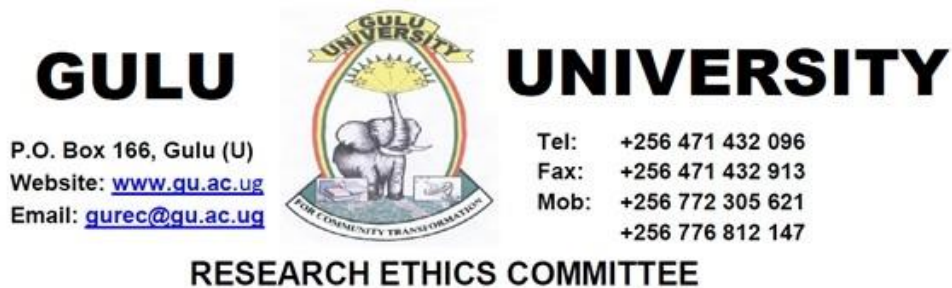
LOCATION/CORRESPONDENCE

*Plot 6 Kimera Road, Ntinda
P.O. Box 6884
KAMPALA, UGANDA*

COMMUNICATION

TEL: (256) 414 705500
FAX: (256) 414-234579
EMAIL: info@uncst.go.ug
WEBSITE: <http://www.uncst.go.ug>

APPENDIX K: LETTER FROM GULU UNIVERSITY RESEARCH ETHICS COMMITTEE



06/06/2022

To: Apolot Josephine Matha

Kyambogo University
+256776569025

Type: Initial Review

Re: GUREC-2022-220: Three- to Eight-Year-Old Childs\' Lived Experiences of Violence at home; A case of Mbale Slums, VERSION TWO EDITED, 2022-06-04

I am pleased to inform you that at the **82nd** convened meeting on **17/03/2022**, the Gulu University REC, committee meeting, etc voted to approve the above referenced application.

Approval of the research is for the period of **06/06/2022** to **06/06/2023**.

As Principal Investigator of the research, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and addenda to the protocol or the consent form must be submitted to the REC for re-review and approval **prior** to the activation of the changes.
3. Reports of unanticipated problems involving risks to participants or any new information which could change the risk benefit: ratio must be submitted to the REC.
4. Only approved consent forms are to be used in the enrollment of participants. All consent forms signed by participants and/or witnesses should be retained on file. The REC may conduct audits of all study records, and consent documentation may be part of such audits.

5. Continuing review application must be submitted to the REC **eight weeks** prior to the expiration date of **06/06/2023** in order to continue the study beyond the approved period. Failure to submit a continuing review application in a timely fashion may result in suspension or termination of the study.
6. The REC application number assigned to the research should be cited in any correspondence with the RECOF record.
7. You are required to register the research protocol with the Uganda National Council for Science and Technology (UNCST) for final clearance to undertake the study in Uganda.

The following is the list of all documents approved in this application by Gulu University REC:

No.	Document Title	Language	Version Number	Version Date
1	Covid-19 Risk Management Plan	English	Version 3.0	2022-06-05
2	Data collection tools	English and Luganda	Version 3.0	2022-06-05
3	Protocol	English	VERSION TWO EDITTED	2022-06-04
4	Informed Consent forms	ENGLISH AND LUGANDA VERSION TWO	VERSION TWO	2022-06-01

Yours Sincerely

Dr. Gerald OBAI

For: Gulu University REC

APPENDIX L: CURRICULUM VITAE

CURRICULUM VITAE



Ejuu Godfrey, PhD

Early Childhood and Pre-Primary Education Department

Kyambogo University

P. O Box 1 Kyambogo, Uganda – East Africa

+256-773- 147577, +256-704- 151905

E –mail: godfreyjuu@gmail.com

Twitter: @godfreyjuu;

SPECIALISATION

Ejuu Godfrey, is an Education Psychologist with specialized training in Early Childhood Education (ECE). He is a professor at Kyambogo University specializing in Early Childhood Education and research in cultural indigenous knowledge for development. He has also participated in consultancy work for national and international agencies like UNICEF, World Bank, Plan International, BRAC Uganda, Benard Van Leer Foundation, SHRP/RTI and Child Fund.

PROFESSIONAL TRAINING

Period	Institution	Award
2007- 2011	Kenyatta University	PhD (Early Childhood Studies)
2002 – 2004	Makerere University	Master of Education (Educ. Psych)
1998 – 2001	Makerere University	Bachelor of Education (ECD/Psych)

WORKING EXPERIENCE

Period	Institution	Post
2019 – To-date	Kyambogo University	Assoc. Professor (Early Childhood Education)
2014 – 2019	Kyambogo University	Senior Lecturer (Early Childhood Education)
2010 – 2014	Kyambogo University	Lecturer (Early Childhood Education)

CONSULTANCY SERVICES AND RESEARCHES DONE

- World Bank funded ECD home learning boost manual for Uganda (2020).
- Virtual training for virtual learning of BRAC ECD teachers supporting home learning in Uganda (2020).
- Baseline Knowledge, Attitude and Perception (KAP) survey of the BRAC ECD project in Uganda and Tanzania (2020).
- End Term Evaluation of the SURE project supported by Comic Relief and implemented by LABE in North and West Nile regions of Uganda (2020).

PUBLICATIONS:

Refereed Journals

- Kisa, S., Ejuu, G., & Ayikoru, J. A. (2020). Teachers' expectations and mathematics competence of primary one learners: a comparative study of Busiro and Luuka, Uganda. *African Journal of Education and Practice*, 6(5) 1-12. ISSN 2519-0296 (online)
<https://www.iprjb.org/journals/index.php/AJEP/article/view/1110/1225>
- Ejuu, G., Apolot J. M., & Serpell, R. (2019). Early childhood education quality indicators: Exploring the landscape of an African community perspective. *Global Studies of Childhood*, 00(0) 1-11. DOI: 10.1177/2043610619832898
- Ejuu, G. (2019). African indigenous games: Using Bame Nsamenang's Africentric thoughts to reflect on our heritage, pedagogy, and practice in a global village. *Journal of Psychology in Africa*, 29(4), 319-327. DOI: 10.1080/14330237.2019.1647496
- Ejuu, G. (2016). Celebrating African Men's Role in Child Care and Early Childhood Development Programs. *Childhood Education*, 92:1, 29-35, DOI: 10.1080/00094056.2016.1134239. Available at:
<http://dx.doi.org/10.1080/00094056.2016.1134239>
- Ejuu, G. (2015). Moving in Circles along a Straight Path: The Elusiveness of Inclusive Education in Early Childhood Development in Uganda. *J Child Dev Disord*. 2015, 1:2. Available at:
<http://childhood-developmental-disorders.imedpub.com/volume-issue.php?volume=Volume%201,%20Issue%202&&year=2016>
- Ejuu, G. (2015). Is this Early Childhood Development Ours? Deciphering what African parents want their children to learn in Early Childhood Development. *New Zealand Journal of*

Teachers' Work, 12, (1), pp30-44. Available at:

<https://teachworkojs.aut.ac.nz/autojs/index.php/nzjtw/article/view/19/42>

Ejuu, G. (2015). Using Family Partnerships to Reduce Child Abuse and Neglect in Uganda.

Research Journal of Educational Studies and Review, 1 (4), pp. 89-97. Available at:

<http://pearlresearchjournals.org/journals/rjesr/index.html>

Books:

Ejuu, G. (2018). Development of Early Childhood Education in Uganda. In J. L. Roopnarine, J.

E. Johnson, S. F. Quinn, M. M. Patte. (Eds). *Handbook of International Perspectives on Early Childhood Education*. New York: Routledge.

<https://doi.org/10.4324/9781315562193>

Membership in Professional Associations

SN	Association	Membership	Year
1	Africa Early Childhood Network (AfECN)	Member	2017
2	International Society for the Study of Behaviour Development (ISSBD)	Member	2014
3	African Early Childhood Scholar Group	Member	2014

Editorial Boards

I am a reviewer for the following Journals

1. African Journal of Education, Science and Technology.

<http://www.ajest.info/index.php/ajest>

2. Pearl Research Journals: <http://pearlresearchjournals.org/journals/rjesr/index.html>

REFEREES:

Dr. Joyce Ayikoru

Dean, Faculty of Education

Kyambogo University

Tel: +256-772-381673

E-mail: jayikoru@gmail.com

Dr Elizabeth Opit

Head of ODEL.

Kyambogo University

Tel: +256-712-846985

E-mail: bethopit@gmail.com

APPENDIX F: CURRICULUM VITAE FOR THE PRINCIPAL INVESTIGATOR

FULL NAME	APOLOT JOSEPHINE MATHA
Position/Title	Lecturer Early Childhood and Pre-Primary Department
PERSONAL DATA	
Email address	Kyambogo University P.O BOX 1, Kampala Uganda
Telephone number	+256776569025
PROFESSIONAL TRAINING/EDUCATION	
2016-2021	Doctor of Philosophy in Education (Early Childhood Studies), Kyambogo University.
2014	Master's in Education (Early Childhood Care and Education and Gender in Education), Agakhan University.
2010-2012	Bachelors in Teacher Education (Early Childhood Education double main), Kyambogo University
2003-2005	Diploma in Teacher Education majoring in English Language and Early Childhood Education), Kyambogo University
1997-1999	Grade III certificate, Kyambogo University
CHRONOLOGICAL LIST OF POSITIONS	
2019 up to date	Member board of trustees Kumi University Assistant Lecturer Early childhood and Pre-Primary Department
2006-2019	Tutor Primary Teachers' College
2001-2005	Primary School Teacher
On-going projects	CONSULTANCY SERVICES AND RESEARCHES DONE:

	<ul style="list-style-type: none"> ● Implementing the ELMA project of training diploma tutors for ECE institutions affiliated to Kyambogo University. ● Working with UNITE to develop the curriculum for Bachelors and Diploma in ECCE
2015-2020	<ul style="list-style-type: none"> ● Implemented Early Grade Reading project under the GPE (Global Partnership in Education) from 2015 up to 2020.
2015-2017	<ul style="list-style-type: none"> ● Worked with Agakhan University in the West Nile Districts of Yumbe, Koboko, and Maracha to train ECD teachers on Material development for early years and the ECD curriculum, monitored and evaluated the same programme. ● Carried out research for Agakhan University on the need's assessment for the Literacy and Numeracy certificate course in Arua District and did the post observation of the same programme (Monitoring and evaluation).
2015	<ul style="list-style-type: none"> ● Worked with National Council of Higher Education (NCHE) Namibia as panel member reviewing and evaluating the Bachelors of Pre and Lower Primary Curriculum for University of Namibia (UNAM). The campuses included; Komasdhal, Rundu, Katima Mulilo, Hifikifunye and Southern campuses offering Early Childhood Care and Education courses. ● I was an administrator in the implementation of the ICT-CFT (Information and Communication Technology-Chinese Fund Trust) project under UNESCO called the E- Learning using the Moodle platform
2015	
2007-2009	<ul style="list-style-type: none"> ● Trained of trainers on the learning framework for Pre-primary school and the thematic curriculum for lower primary ● Worked with the UNICEF mentor attached to Shimoni Core Primary Teachers College on the BRMS (Basic Requirement and Minimum Standards) project, implementing the use of games and songs for teaching literacy and numeracy in the lower primary classes.

2013-2018	<ul style="list-style-type: none"> Head of Early Childhood Development department, Shimoni Core Primary Teachers' College
2007-2017	<ul style="list-style-type: none"> Tutor in charge of college practice at Shimoni Core Primary Teachers' College

RECENT PUBLICATIONS (List the most recent in standard citation format)

- Apolot, J. M.**, Ejuu, G., & Lubaale, G. (2020). Pursuing Quality Education in Karamoja. An Analysis of the Caregivers' Quality Indicators from a Community Perspective for Sustainable Early Childhood Education Programmes. *American Journal of Education and Practice*, 4, (1), 72 -88. ISSN 2520 – 3991, <https://ajpojournals.org/journals/index.php/AJEP/article/view/574>
- Ejuu, G., **Apolot J. M.**, & Serpell, R. (2019). Early childhood education quality indicators: Exploring the landscape of an African community perspective. *Global Studies of Childhood*, 00(0) 1-11. DOI: 10.1177/2043610619832898, <https://journals.sagepub.com/doi/full/10.1177/2043610619832898>

LIST OF RESEARCH PROJECTS

Collaborators & Institution	Research Title of Project	Funding period	Donor	Funding Amount (KSH)	Responsibility
1. Kyambogo University	Three- to Eight-Year-Old Individual Child's Lived experiences of Violence against children at home.	2020	AfriChild	6,486\$ USD	Principal Investigator
2. Kyambogo University	Quality Indicators for sustainable ECE from a community perspective research study.	2018	GLOBAL TIES	20,000\$ USD	Co-Principal Investigator

3. Kyambogo University	Quality Indicator for sustainable ECE proposal development.	2017	AFCEN	2000\$ USD	Co-Principal Investigator
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CURRICULUM VITAE

Nandera Miria

Early Childhood Education

Department of Early Childhood Development (ECD)

Kyambogo University

P. O Box 1Kyambogo, Uganda – East Africa

+256-753- 570585,

E –mail: mirianander@gmail.com

SPECIALISATION

Nandera Miria, is an Educationist with specialized training in Early Childhood Education and Development. She accumulated experience in this area as a nursery school teacher for 10 years and three years of tutoring in the same area. She has presented in a number of international conferences specifically in the area of “Community Involvement in Teaching and children’s learning.” she is currently pursuing a PhD in Education specializing in Early Childhood Education.

PROFESSIONAL TRAINING

Period	Institution	Award
2020 – to-date	Kyambogo University	PhD in Education (ECE) Still ongoing
2017 - 2019	Kyambogo University	Master of Education Degree in Early Childhood Education
2014 – 2016	Kyambogo University	Bachelor of Administrative and Secretarial Science
2012 – 2013	Kyambogo University	Diploma in Administrative and Secretarial Science
2006 – 2008	Kyambogo University	Certificate in Nursery Teaching

WORKING EXPERIENCE

Period	Institution	Post
2019- todate	Kyambogo University (Elma Students)	Tutor/Facilitator
2017 – 2019	Mengo Technical and Vocational Institute	Tutor
2006 – 2015	Silver view Kindergarten	Nursery Teacher

CONSULTANCY SERVICES AND RESEARCHES DONE

- Training of staff, teachers and play leaders of BRAC Uganda on how to deliver content virtually.
- Evaluation of the Scaling Up Children’s School Readiness And Retention (SURE) Project supported by Comic Relief and implemented by Literacy and Adult Education (LAGE) in Northern and West Nile regions of Uganda (2020)

- Mid-Term Review of the Scaling Up Children’s School Readiness And Retention (SURE) Project supported by Comic Relief and implemented by Literacy and Adult Education (LABE) in Northern and West Nile regions of Uganda (2019)

International Conferences Where I have Presented Papers

- The First AfECN International Conference on Early Childhood Development held from 16th – 19th October, 2018 Safari Park Hotel NAIROBI, KENYA.
- 5th International and Interdisciplinary Research 2018 (5IIRC2018) Conference held at Mount Kenya University Main Campus, Thika, Kenya between 17th and 19th October, 2018
- First International Conference on Innovative Education and Policy Reforms for Industrial Economy in Africa scheduled to take place on – University of Dodoma, Tanzania held from 26th – 27th November, 2018.
- Poster presentation in the the International Society for the Study of Behavioural Development (ISSBD) 13th Africa Regional Workshop held at University of Zimbabwe, 19th - 22th August, 2019.
- Teacher Instructor Education and Training Department Second Teacher Education Symposium in Uganda, held at Silver Springs Hotels, Kampala, 26-28 February, 2020.

REFEREES:

Assoc. Prof. Godfrey Ejuu

Head, Early Childhood Development
Kyambogo University
Tel: +256 773 147 577
E-mail: godfreyjuu@gmail.com

Rev. Dr. Grace Lubaale

Senior Lecturer of Education
Kyambogo University
Tel: +256-712-995446
E-mail: lubaalegrace@yahoo.com

Sr. Dr. Evangelista Busingye

Department of ECD
Kyambogo University
Tel: +256-783-166097

E-mail: evabusingye@yahoo.co.uk

KATUNGI JUMA

Kampala Uganda

Mobile telephone: +256 702 219 151

E-mail : katungij@gmail.com, jkatungi@kyu.ac.ug

Research and Program Design

Demonstrated experiences in developing and adapting educational solutions through use of data and design solutions for structural development and capacity-building of the targeted frontline players in the education sector I possess a strong background in designing, data informed decision making and research. This is coupled with excellent interpersonal, coaching, mentorship, training and communication skills.

CAREER OBJECTIVE:

To devote my passion and expertise towards working with and/or improve the quality of education. To lead, influence and guide teams towards engaging Human Centered design thinking as a process to address the most challenging situations of our education sector, developing creative approaches, empowerment, and capacity building. To ensure a sense of accountability for the

social and communal good through integrity, transparency, loyalty, and hard work while achieving the overall organizational and national goals.

AREAS OF EXPERTISE:

- Training and facilitation
- Designing pedagogical tools and resources
- Developing instructional materials
- Developing and contextualization of assessment tools for learners and teachers.
- Curriculum designing,
- Research methodologies (Mixed research, Qualitative and Quantitative)
- Use of Design thinking and or Human Centered Design approaches
- Program implementation and Management
- Advocacy and Networking
- Public speech, coaching and mentoring.
- Developing data collection tools

EDUCATIONAL / PROFESSIONAL \ QUALIFICATIONS.

Period	Institution	Award
2017 -	Kyambogo University	PHD In Education - Early Childhood Education,
2009 – 2013	Kyambogo University	Master’s Degree in Art and Industrial Design
2006 – 2008	Kyambogo University	Bachelor’s Degree in Education
2000 – 2002	Kyambogo University	Diploma in Education
1998 -1999	Nyamitanga Secondary School	Uganda Advanced Certificate of Education
1993 – 1997	Mbarara Hall Centre	Uganda Certificate of Education
1993	St Aloysius Primary School	Primary Leaving Examination

Working Experience

Period	Institution	Position
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2012 – to-date	Kyambogo University	Part time Lecturer - Faculty of Education
2014 – 2015	Oslo Metropolitan University	Lecturer - Faculty of Education
2013 – 2015	Islamic University In Uganda	Part time Lecturer - Dept. of Mass Communication
2010 – 2013	NTV - Uganda	Graphics Animator for TV
2005 – 2013	Elifa Graphix Ltd	Design Director
2004 – 2008	SOS Hermann Gmeiner School	HOD Vocation & Recreation / Teacher
2003 – 2009	Kampala High School	Art Teacher & HOD

Consultancies

Period	Institution	Role
2021 – to-date	Aga Khan Foundation	Lead Consultant - HCD Training Schools2030 project
2020	Aga Khan Foundation	Team Leader - Adapting assessment tools - schools2030 project
2020	LABE - Uganda	Consultant - Research
2019	LABE - Uganda	Consultant - Research
2018	Kyambogo University	Team Leader - Developing Teacher Assessment tools

Professional Networks.

- Ministry of Education- Member ECD Working Group
- Member Community of Practice for Early Child Practitioners in Uganda.

Other Relevant Trainings

- Trainer of Trainers in Human Centered Design Thinking for Preprimary, Primary, Secondary and CSOs by Schools2030 Project-Aga Khan Foundation(Schools2030 Project)
- Designing and contextualizing assessment tools for teachers and Learners-Kyambogo University

- Research and vocational Didactics: Oslo Metropolitan University
- Theory of Knowledge in education research: Oslo Metropolitan University
- Monitoring and Evaluation Fundamentals - IPA
- Child focused Research Methodologies – Arfichild.
- Training in Special Needs Management - SOS Children's Villages - Uganda

PROFESSIONAL EXPERIENCE & SIGNIFICANT ACHIEVEMENTS

Human Centered Design: Consultancy for Aga Khan Foundation - Schools2030 program.

Responsible for Facilitating HCD (Human Centered Design Thinking) process among 100 sites in Kampala and Arua districts to support teachers, tutors and social workers design, prototype, iterate, test and implement context relevant solutions.

Schools2030 is a new, globally informed, locally rooted 10-year learning improvement program (2020-2030) supporting teachers, tutors and partners from 1000 pioneering pre-schools, primary schools, secondary schools and Youth development organizations across 10 countries, define what works to improve holistic learning outcomes for all boys and girls and to ensure life-long learning.

As lead consultant, my key roles are:

Facilitate Human centered trainings for schools and CSO organizations. (Virtual and Physical)

- Work with teachers in Early Childhood Education Centres, Primary, secondary, and social development organizations, I have facilitated sessions that have empowered teachers to conduct SWOT analysis of their specific schools/organizations leading to the identification of advantages, challenges, strengths, and threats that hinder the attainment of quality learning of the children a process that steers / kick-starts the design thinking process
- Data driven informed decisions: Coach and mentor a team over 200 teachers and youth development partners in human centred design thinking tools, to engage qualitative and quantitative data analysis which are banked on to identify pupils, students, and youth proficiency gaps. The process supports teachers to “scope” challenges in their context” to

find and focus on specific problems that the children (Key stakeholders) are struggling with.

- Designing interview structures and assessment materials. To further define and contextualize challenges, I coach teachers and social workers to gain skills in using qualitative tools like one-on-one interviews, focused group discussions, observations, shadowing experiences journey maps and others to explore problems (design research) from the perspectives of key stakeholders and beneficiaries.
- Referring to the generated data, teachers develop points of view on the challenge the stakeholder is facing (Pain points) which supports them to transit to the Ideate phase (generating ideas - develop how might we questions that address the challenges identified). A collaborative process that focuses on brainstorming to generate a variety of ideas that can grow into solutions.
- Facilitating and coaching teachers and social workers on how to combine ideas, define the building blocks of their ideas and refine them,story board their ideas/solutions to design prototypes
- Support teams to develop and test for their prototypes. Focusing on the references embedded in their concepts and assumptions, I support teachers to self-critic, challenge their ideas, (Think outside the box) answer a range of questions that address the core needs of the key stakeholder (least represented stakeholders)
 - Prototype development, iteration, and testing: Support teachers' transit from idea phase to designing visual representations of their ideas. (Interactive story boards)
 - Empower teachers to conduct interactive feedback sessions on the suitability of the prototypes to the needs stakeholders.
 - In reference to the above conversations and experiences, teachers and tutors are then supported to re-align their prototypes to the stakeholders' specific needs

Adopting, adapting, and contextualizing assessment tools and activities.

- Lead on the designing of assessment tools to define skills gaps for in and out of school youth focusing on 21st knowledge, attitudes, and values.(Creativity, technology, relationship building, ICT, entrepreneurship, communication proficiencies among others)

- Facilitating weekly virtual and physical trainings for youth Early Childhood Education Schools, Primary Schools, Youth development organizations and Secondary schools in over 100 institutions in Kampala and Arua.
- Supporting Youth based organization using HCD to redirect and tailor youth programming towards ICT and entrepreneurship aimed to support youth resilience and achievement which has supported them develop dynamic institutional programs: Case in point is the Somero Artisano programing which has rehabilitated over 25 former youth commercial sexual workers attain alternative sources of income (Tailoring, baking and commercialized childcare)
- Coordinating and conducting bi-weekly training evaluations for over 60 education actors, highlighting gaps, and addressing these in due course.
- Responsible for examining, redesigning, and implementing different training techniques: Facilitator-led, brainstorming, illustrations, deep dives, role playing among other

Monitoring and Evaluation

- Responsible for leading on monthly data review meetings to analyze training effectiveness and address gaps to ensure that the sessions address program targets.
- Review school and instructional level data reports ensuring that the data informs schools and partners in project design. (Aligning data generated to inform programming and solutions generated)
- Coaching teachers and youth partners to reflect, redesign and implement effective pedagogical practices. (Teaching at the Right level programming)
- Monthly reviews with the regional and global teams to refocus progress and share experiences.

Mentoring and coaching

- Design and schedule weekly monthly coaching sessions to support program facilitators implement program according to objectives and AKF values.
- Appraise and provide developmental feedback for teachers and tutors.
- Facilitating data trainings for over 200 teachers and tutors on use of digital data applications to enter data, analyze and generate reports (Kobo-collect digital tool, Google forms, ODK collect)

Work plan, Budget and reports

- Responsible for Manning a program budget for school and youth space-based projects (Flexible Response Funds). Supporting schools and partners develop resource needs projections, budget in line with solutions developed and make requisition to support testing prototype and implementation of project.
- Develop and Monitor program activities to ensure compliance on budget and schedule
- Responsible for compiling quality evidence-based activity program reports (Partners and donor)
- Providing leadership in all financial attributes of the program including, making accountabilities, writing financial reports and funds requests as and when needed while meeting the donor requirement

Education

Training specialist with more than 15 years of handling training needs for private and public institutions, schools, universities, and development partners. I have led diverse training program by working closely assessing staff training needs, designing training materials and schedules, and engaging and training review meeting on progress.

Lecturer – Kyambogo University 2011 December to Date.

Early Childhood and Pre-primary Education Department

1. In the current position at the Early Childhood and Pre-primary Education department am responsible for training ECD teachers / care givers, supervise teachers and tutor trainees during school practice, moderate examinations, and conducting institutional level support supervision for affiliated ECD institutions (Primary Teachers colleges, YMCA, Arua Nursery institute, Kabale National Teachers College among others).

Department of art and industrial design

2. Also worked with the department of art and industrial design particularly lecturing graphic design, product design and communication design, supervised community based projects, lecturing art education, supervising students on industrial placement, conducting assessment and organizing exhibitions among others.

Lecturer –Oslo Metropolitan University 2014-2016

3. **BLU- Department of Early Childhood Education**

Lecturer in the department of Early Childhood Education (BLU) particularly responsible for international students, lectured ECD teachers / care givers, provided support to teachers trainees during school practice, Supported teacher trainees in making teaching and learning materials among others.

Lecturer –Islamic University in Uganda 2012-2015

4. Department of Mass Communication

Lecturer in the department of mass communication particularly responsible for lecturing students in visual communication design and multimedia design for both print and television production, provided support to trainees during industrial practice among others.

Classroom Teacher – SOS Hermann Gmeiner Schools and Kampala High School

Classroom teacher and headed different departments with key responsibilities including; Planning teaching content, teaching children both primary and secondary, assessments, guidance and counselling, planning and implementing games and sports activities, supporting fellow teachers under my leadership and managing resources in my sections.

Key Relevant Competences from Working in Universities and Schools

- Designing lecture plans and facilitating lectures for students and practitioners.
- Developing assessment tools for facilitating support supervision for teachers.
- Using a variety of digital tools in training and supporting trainees.
- Supervising students research projects.
- A rich practical application of design thinking in variety of contexts.
- Use of design research tools
- Using HCD to support teacher trainees in making and using materials, methods and learning spaces
- Collaborative skills while working on several projects
- Working under intense pressure and for long hours
- Supporting and mentoring designers to develop ideas to meaningful solutions.
- Support supervision of design projects
- Developing and using data collection tools.
- Programs reviewing and development skills

- Monitoring and Evaluation of donor funded projects in the department.
- Designing theories of change and implementing projects.
- Conducting research in areas of early childhood education.
- Conducting program evaluations.
- Practical experience of classroom experiences for Ugandan context

Program Management and Implementation:

Global Partnership Education -Education- Research Associate.

The project targets scaling up the home-based ECD in 4 districts (Kanungu, Kaliro, Buikwe and Kalaki). The project has an objective to build capacity of parent educators to support children develop ECD competences (cognitive, social, physical, literacy and Numeracy).As lead program support and key research partner my roles are:

- Train parent educators in Home based ECD competence model (Trainings, evaluation sessions and focused group discussions)
- Train caregivers in supporting Home based ECD centers
- Train care givers to develop ECD training materials to boost learning sessions
- Lead a team of researchers collect, analyze, and make meaning of project data.
- Liaise with different district focal persons in the 4 districts of operation while forming strategic partnerships to ensure success through efficiency, effectiveness, and sustainability
- Draft reports documenting program successes, whilst meeting the funding requirement.
- Responsible for developing, operationalizing, and monitoring a project budget of up to 1.5 billion Shillings
- Capacity Building Lead on the designing of Terms of references(ToRs) for content development consultants and partners
- Review consultancy performance through progress meeting and feedback sessions.

Research, Monitoring and Evaluation

- Contributed to the development of monitoring systems, to ensure timely data collection, processing, and analysis of data among identified indicators, thus enhancing appropriate resource allocation.

- Conducted 4 baseline surveys before expanding to the different identified communities which informed the team on the viability of the program in the selected region thereby also providing indicators upon which would be used during the overall evaluation of the program.
- Ensure proper data analysis while engaging the whole team during data events termed “internal brainstorms” where both qualitative and quantitative data in the score card was critically analysed while identifying mitigating factors to address any key concerns.
- Provided advisory and technical support to regional/field offices with respect to empowerment and capacity building schemes including working grants, food for practical education as cost sharing and community ownership/sustainable strategies with particular emphasis to the northern region
- Developed performance monitoring plans including a project log frame to effect easier follow-up on ongoing activities, proper resource distribution and ensure collective actions with the guidance of the program design.
- Conduct capacity building trainings for district level partners on alternative provisions for ECD
- Compiling quarterly report which are relied on to disseminate information on research finding to foster informed decision making.

Partnership and government relations

- Effectively established and successfully managing high quality partnerships between local governments, core Primary Teachers Colleges and Association of Head teachers.
- Ensured effective reporting and program progress sharing by initiating and supporting the partners’ governance meetings while representing at different stakeholders’ meetings/working groups, district planning meetings, education sectoral meetings, and associations of Head teachers meetings.
- Measured and evaluated the impact of partnerships in collective and timely manner – feeding this knowledge and data back into the way we work to improve the program.

Financial Management

- Contributed to the development and management of the program budget through regular budget reviews and also through presenting a financial report
- Provided oversight during the receipt and disbursement of funds to ensure proper resource utilization, thereby effecting simplified writing of financial reports.

- Inspired the program team to effect proper funds utilization through regular budget overview which helped in installing checks and balances to overcome anticipated challenges.

Literacy and Adult Basic Education. (LABE) 2019-June 2020.

The Literacy Basic Education is an indigenous NGO supporting literacy as a continuously evolving concept, is a basic human right, a foundation for learning in a modesty society. The institution envisions a well-informed prosperous society able to participate fully in its own development. My role entitled:

- Responsible for assessing training need of project beneficiaries
- Designing training content, schedules and feedback sessions for the program.
- As the lead trainer developed and executed training plan for parents and care givers to examine knowledge, attitudes, and perceptions on ECD.
- Conducted an end of project review for Get Ready for School in Koboko Districts.

Organizational development

- Established and managed district and parent focal persons together with the support of 4 trainers and 6 social workers within the districts and partner institutions/schools to enhance effectiveness during activity implementation.
- Provided advisory and technical support to regional/field offices with respect to empowerment and capacity building schemes including working grants, food for practical education as cost sharing and community ownership/sustainable strategies with particular emphasis to the northern region
- Spearheaded and coordinated partner strategic meetings within the different districts as a mechanism of building meaningful relationships which supported the program’s goals in the long run and thereby ensured sustainability of the program.
- Established and maintained regular contact with over 12 institutions together with the parent support group focal persons to support effective program implementation in the different rural districts at sub county level.

REFEREES

Ass. Professor Fabian Nabugoomu.
 Kyambogo University
 Vice Chancellor Finance and Administration
 fnabugoomu@gmail.com, +256 772 534 473

Godfrey Ejuu
Head of Early Childhood Department
Kyambogo University
+256 773 147 577, +256 704 151 905

Safina Mutumba
Principal Education office-Ministry of Education(Basic Education Department)
Email: safimutumba@gmail.com
Mob -0772520342

Kristin Merete Bugge
Oslo Metropolitan University
Senior Advisor, Faculty of Education and International Studies
krisbu@oslomet.no, +47 67 23 75 62 / +47 915 78 124.

CURRICULUM VITAE



Namande Mugerwa Sarah

Early Childhood Section

Department of Early Childhood Education

Kyambogo University

P. O Box 1 Kyambogo, Uganda – East Africa

Telephone: +256 - 772 - 443 274

E-mail: sarah_walusimbi@yahoo.com

SPECIALIZATION

Namande Mugerwa Sarah is a Graduate Teacher with specialized training in Early Childhood Education and Development. She accumulated experience in this area as an Early Childhood Education and primary school teacher. She has also been lecturing at Kyambogo University specializing in Early Childhood Education and Development. She has participated in consultancy work for the National Curriculum Development Centre (NCDC), Ministry of Education and Sports (MoES), Directorate of Education Standards (DES), Kyambogo University in matters relating to ECD.

Personal Objective

To become well-grounded in educational aspects centered mainly in early childhood so I can excel in areas that I am well versed with while at the same time, being open to learning those that are a challenge.

Key skills/Competencies and qualities

- Excellent interpersonal skills
- Early Grade Literacy Skills.
- Good communication skills.

- Governance and Advocacy skills.
- Social Work Skills.
- Team building skills.
- Excellent support supervision skills.
- Highly experienced documents translator(English to Luganda and vice-versa).
- Well experienced in EGR material development.
- Monitoring and Evaluation skills.
- Teacher Assessment and evaluation skills.
- Excellent training skills.
- High level facilitation Skills.
- Trainer of trainers' skills.
- Report Writing Skills.
- Child protection skills.
- Basic computer skills
- Luganda and English languages proficiency.

EDUCATION AND PROFESSIONAL TRAINING

Period	Institution	Award
2016 to date	Mt. Kenya University	PhD (Candidate) (Early Childhood Studies)
2011 – 2014	Makerere University	Master of Education (Curriculum Studies) with research in Early Childhood Development.
2008	British Council, Uganda	Certificate in Presentation Skills.
2002 – 2005	Makerere University	Bachelor of Education (ECD) and Language Education
1997 – 1999	Kyambogo University	Diploma in Teacher Education (ECD and Language), (Tutor).
1983 – 1985	Nkozi TT College	Grade III Teachers' Certificate
1979 – 1982	St. Thereza Girls SS	Uganda Certificate of Education (UCE)
1972 – 1978	Kyamulibwa Girls School	Primary Leaving Certificate

WORKING EXPERIENCE

Period	Institution	Post
2001 - to date	Kyambogo University	Part time Lecturer (Early Childhood Development)
1997 - to date	Kireka Hill Infant Primary School	Director /Teacher
2002 - 2003	Bugema University	Part time Lecturer (Early Childhood Development)
1995 - 1997	Kitebi Primary School	Class Teacher P.5

RESEARCHES DONE

- i. Use of Technology in Early Childhood Learning in Nangabo Sub County, Wakiso District.
 - ii. The influence of home background on learner's academic performance in lower primary in Kira sub-county, Wakiso district, Uganda.
 - iii. "Ekisaakaate" (Royal Enclosure) Pedagogy and Early Childhood Moral Learning Outcomes in Buganda Kingdom In Uganda
 - iv. An article: The Influence of Native Language Instruction Pedagogy on moral Learning outcomes in Early Childhood Moral Learning Outcomes in Buganda Kingdom in Uganda
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CONSULTANCY SERVICES, CONFERENCES, WORKSHOPS AND SEMINARS

Period	Responsibility	Venue
12 th to 24 th July, 2021	Participated in the Inter University Research Methods Training, by AfriChild Uganda.	Online training
12 th – 20 th May 2021	Support supervisor in the EGR training workshop for P.4 teachers of Nakasongola district.	Nakaseke Core PTC

19 th -27 th April 2021	Participated in the Inter University Research Methods Training, by AfriChild Uganda.	Uganda Christian University - Mukono
Aug 2020 to Mar 2021	Writing of EGR materials for SESIL (P.1-P.3)	Online workshop
10 th to 13 th November 2020	Lead facilitator in the EGR refresher training workshop for P.1 teachers of Nakasongola district	Nakaseke Core PTC
5 th October to 5 th November 2020	Early Primary Curriculum Reviewer for RTI	Kyambogo University
5 th to 15 th December, 2020	Evaluation of early grade reading materials (Teachers' guides)	
7 th -16 th September 2020	Translation of Mathematics self-study materials for lower primary(from English to Luganda language)	NCDC
24 th to 26 th Aug 2020	Fine tuning the implementation guidelines for the parent education curriculum framework for Uganda	NCDC
10 th to 14 th Aug 2020	Writing workshop to develop implementation guidelines for the parent education curriculum framework for Uganda	NCDC
7 th August, 2020	Evaluation of Early Grade Reading materials	NCDC
6 th Jul to 12 th Aug 2020	Facilitator on the back to school packages development task team for Agha Khan Foundation, Uganda.	Ministry of Education and Sports

12 th to 17 th Jun 2020	Developing self-study home packages for continued learning of learners in Uganda during the COVID-19 lockdown	NCDC
8 th to 29 th May 2020	Developing self-study home packages for continued learning of learners in Uganda during the COVID-19 lockdown	NCDC
24 th to 27 th Apr 2020	Developing self-study home packages for continued learning of learners in Uganda during the COVID-19 lockdown.	NCDC
31 st October, 2019	Stakeholders consultative meeting on the parent education curriculum framework	NCDC
21 st to 25 th Oct 2019	Monitoring of UTSEP/GPE intervention in 29 (31) districts;	Kyankwanzi district
14 th to 18 th Oct 2019	Monitoring implementation of EGR and Reading-to-Learn (RtL) in Pre- service Teacher training in PTCs under UTSEP/GPE catchment area;	Ndegeya Core PTC.
12 th to 18 th Sep 2019	Training P.1 Teachers of Nakasongola District;	Nakaseke Core PTC
1 st to 11 th Sept 2019	Facilitator in; P.1, P.2 and P.3 teachers' EGR refresher training workshop	Kamurasi PTC
27 th to 30 th Aug 2019	Facilitator in the Trainer of trainers 'workshop for primary one to primary three; Mubende, Kyankwanzi and Kassanda districts	Busubizi Core PTC

23 rd to 24 th August	Development of training materials workshop for Early Grade Reading	Legacy Towers, Kampala,
6 th to 15 th Aug 2019	Monitoring of Early Grade Reading Implementation.	Kyankwanzi district
20 th to 25 th May2019	Piloting the reading-to-learn methodology for primary five to primary seven	Nakaseke Core PTC
13 th to 17 th May 2019	Facilitating in the Primary four teachers refresher training.	Kamurasi PTC
5 th to 11 th May 2019	Facilitating the Enrolling of Early Grade reading methodology to PTC tutors	Busubizi Core PTC
15 th to 20 th April 2019	Monitoring of Early Grade Reading Implementation	Kyankwanzi district
4 th to 9 th Feb 2019	Training of primary four teachers in Masindi district	Kamurasi PTC
23 rd to 27 th Jul 2018	Monitoring of Early Grade Reading Implementation	Kyankwanzi district
7 th to 11 th May 2018	Refresher training of P.3 teachers	Kamurasi PTC
10 th to 13 th Apr 2018	Monitoring Early Grade Reading Implementation	Kyankwanzi district
30 th Jan to 3 rd Feb 2018	Facilitating in the refresher training for head teachers and deputy head teachers in Mubende and Kyankwanzi districts	Busubizi Core PTC
14 th to 20 th Jan 2018	Training P.3 teachers of Kyanwanzi district Early Grade Reading.	Kamurasi PTC
7 th to 10 th May 2019	Facilitating in the refresher training of primary two teachers	Kamurasi PTC

	of Kyankwanzi District in the Early Grade Reading methodology.	
3 rd to 6 th May 2017	Lead facilitator in the trainers' of trainers' workshop in Early Grade Reading (EGR) methodology for P.2 Teachers.	Nakaseke Core PTC
12 th to 13 th April 2017	Presenter at the 1st National Conference on Learning Outcomes in Uganda 2017 at Kyambogo University. (Uganda Teacher and School Effectiveness Project (UTSEP) and School-Level Intervention on English Reading Literacy in Lower Primary, Kyankwanzi District)	Kyambogo University
30 th Apr - 3 rd May 2017	Lead facilitator in the trainers of trainers' workshop in Early Grade Reading (EGR) Methodology	Nakaseke Core PTC
8 th to 22 nd Jan. 2017	Lead facilitator in the Trainers of trainers' workshop in Early Grade Reading (EGR) Methodology for P.2 Teachers.	Nakaseke Core PTC;
2 nd to 8 th Oct 2016	Monitoring early grade reading implementation	Kyankwanzi District
31 st May - 2 nd Jun 2016	Supervision of Early Grade Reading (EGR) refresher training workshop for teachers of Primary One at PTC Level (Support supervisor).	Kamurasi PTC, Masindi
29 th Jan 2016	Presentation of "The Uses of Local Technologies in Early	Kyambogo University

	Childhood Learning in Primary Schools in Nangabo Sub-County, Wakiso District”	
19 th Nov- 3 rd Dec. 2015	Writing workshop for the development of the parent education curriculum framework for Uganda	Shimoni Core PTC
5 th to 8 th Oct. 2015	Dissemination workshop for the ECD caregivers’ training framework	Shimoni Core PTC
28 th Jan to 22 nd Feb 2013	Material development at the writer’s workshop for early grade reading in local language (Ateso, Leblango, Luganda, Runyankole/Rukiga and English) Primary One to Three.	

RESPONSIBILITIES HELD

2009- to date	Patron, SASAKU(Seventh-day Adventist Students & Associates of Kyambogo University), Kyambogo University
2009- to date	Vice Chairperson- Board of Governors, ROMASA College
2007- 2008	Chairperson, Project Committee Rotary Club of Kyambogo
2005- 2007	Communications Minister, Seventh-day Adventist Church, Kireka Church District
1998-1999	Minister; Off Campus Affairs, Kyambogo University
1998-1999	Faculty of Education Students’ representative, Kyambogo University Students Guild
1998-1999	Coordinator of Early Childhood Education Students team, Kyambogo University early Childhood Section

Interests

- Christian Music
- Reading
- Talking and hearing about God
- Working with early childhood learners and caregivers

Ability to:

- Take a challenge
- Self-drive
- Pass on what I know to others
- Work with people of different sex, age, tribe and race
- Work with others (Team player)
- Work properly in diverse working conditions

REFEREES:**1. Ms.Kyambadde Ruth**

Head of Department
Teacher Education Department
Kyambogo University
Rutheva62@gmail.com
Tel +256 772 457 702

2. Ms. Carol Kavuma

Lecturer, Early Childhood Education
Department of Early Childhood Education
Kyambogo University
&
Coordinator: Uganda National Institute of Teacher Education
Tel: +256 702507407
E-mail: karolina.kavuma2015@gmail.com

NANSEKO PHARIDAH BWANIKA'S CURRICULUM VITAE

Personal Details

Name: Nanseko Pharidah Bwanika
Date of Birth; 31st March 1985
Marital Status: Married
Number of Children: Five
Nationality: Ugandan
Permanent Address: Wattuba
Email Address: faridahbwanika@gmail.com
Mobile: +256783944956/ +256701327610

Education and Qualifications

Year	Institution	Award
2018 to date	Kyambogo University, Kampala	PhD in Education- Early Childhood Education (Student)
2012- 2014	The Aga Khan University, Dar-es-Salaam.	Master of Education in Teacher Education
2004- 2007	Makerere University Kampala, Uganda	Bachelors' Degree in Education
2007	Makerere University	Certificate in Guidance and Counselling
2002-2003	Kawempe Muslim Secondary School Kampala	Uganda Advanced Certificate of Education (UACE)
1998- 2001	Mulama Secondary School, Nakaseke	Uganda Certificate of Education (UCE)

Career Experience

Year	Position
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- 2020 to date Caretaking Deputy Principal Pre-service at Kibuli Core Primary Teachers' College (PTC)
- 2016 to date **Senior Tutor and Head of English Language** and Literature Department, Kibuli PTC
- 2019 to date Part-time Assistant Lecturer at Kyambogo University, department of Early Childhood Education
- 2009-2016 (Feb) **Tutor** of English Language and Literature, Kabulasoke Core Primary Teachers' College Gomba.
- 2014-2015 **Professional Development Tutor**, The Aga Khan University, Tanzania Institute for Professional Development.
- 2013-2014 **Assistant Researcher**, The Aga Khan University, Tanzania Institute for Professional Development.
- 2013 **Student Intern Librarian**, The Aga Khan University, Tanzania Institute for Professional Development.
- 2008-2009 **Teacher** of English Language and Literature, Katikamu SDA Secondary School, Wobulenzi.

Other Professional Trainings:

- Virtual learning methods by Kyambogo University.
- Research Methods in Education by The Aga Khan University.
- Modern strategies (Learner Instruction Based Learning) Trained by VARKEY GEMS FOUNDATION
- Early Grade Reading (EGR) by RTI.
- Project Planning and Management by The Aga Khan University.

Publications:

Pharidah. B. N (2014): Exploring Experiences of Lower Primary School Teachers of Teaching through Local Language as a Medium of Instruction in Uganda (Dissertation)

Conference Papers presented:

1. *Development of Literacy Competencies through Literacy Engagement among Teacher Trainees'*. The 7th International Interdisciplinary Conference (7IIC 2021, 2nd – 4th

November 2021). Kyambogo University, University of Eldoret, Mt. Kenya University and Chukwuemeka Odumegwu Ojukwu University.

2. *From Professional Development to teacher learning: A case of Varkey Gems in Kibuli Core Primary Teachers' College in Uganda*. Sustainable Teacher Education for the 21st Century: Rethinking Teacher Education: Improvement, Innovation and Change (23rd to 25th October 2017). The Aga Khan University Institute for Educational Development, East Africa.
3. *Challenges arising from Current Teacher Preparation Policies in Uganda and how they can be mitigated*. Sustainable Teacher Education for the 21st Century: Rethinking Teacher Education: Improvement, Innovation and Change (23rd to 25th October 2017). The Aga Khan University Institute for Educational Development, East Africa.

Responsibilities Held

- Course Facilitator affiliated to Aga Khan University
- Team leader of Social Action Club, The Aga Khan University
- Students' representative at the academic council, The Aga Khan University, Tanzania Institute for Educational Development, Eastern Africa.
- Students' Representative, Gender In Education Class at The Aga Khan University.
- Secretary, Katikamu Teachers' Savings and Credit Society (KASS)
- Staff Secretary, Kabulasoke Core Primary Teachers' College
- Head of English Language and Literature Department at Kabulasoke Core PTC
- Facilitator in Workshops
- Chairperson Debating Club at Mulama Secondary School

Skills

- Computer skills: Microsoft Word, Microsoft Power Point, Microsoft Publisher, Microsoft Excel.
- Academic writing: Conducting Research, writing Proposals, and writing reports
- Interpersonal skills: problem solving, team-working, good listener, counselling, accommodative
- Excellent communication Skills
- Planning, designing and facilitating academic events and activities

Personal Attributes

- High integrity, diligent, and conscientious

- Determined and decisive
- Reliable and dependable
- Empathetic
- Resilient
- Critical and analytical
- Dynamic and enterprising
- Hard worker
- Fast learner and adaptable
- Very cooperative team player

REFEREES

1. Prof Godfrey Ejuu
Head of Department (ECE)
Kyambogo University
P.O.BOX 1 Kyambogo, Kampala Uganda
Tel: +256773147577/+2567128831939
Email: godfreyjuu@gmail.com
2. Professor Anjum Halai,
The Aga Khan University Institute for Educational Development, East Africa
Salama House P.O Box 125
Dar es Salaam, Tanzania.
Phone: +255-22-2152293/2150051
Fax: +255-22-2150875. Email: anjum.halai@aku.edu
3. Mr. Gyagenda Khamis
Principal,
Gulu Core Primary Teachers' College
Phone: +256 791 699 139
Email: gyagendakhamis@yahoo.com