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Exploring Child-based Strategies in addressing Child-to-Child Violence in Primary Schools in Kitgum District, Northern Uganda, 2022

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Exploring Child-based Strategies in addressing Child-to-Child Violence in Primary Schools in Kitgum District, Northern Uganda
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Abstract

Child-to-child violence in schools is a global problem. Appreciating views of children in addressing this problem is critical because it helps in valuing the contribution of children in research and their ability to solve problems among themselves. This study explored the child-based strategies used to address child-to-child violence in primary schools in Kitgum District, Northern Uganda. The study adopted qualitative research approach with phenomenological design involving conversational focus group discussion and children's drawings on child-based strategies used to overcome child-to-child violence. In-depth interviews were also conducted to collect data from selected teachers. Results showed that children commonly use: individual child-based; informal peer group-based and formal peer group-based strategies. They also involve their teachers or counsellors in overcoming child-to-child violence I schools. Thus, conclusively, child-to-child violence is a problem as it violates children's right to study, and also counterproductive to children's wellbeing and academic performance. Child-to-child violence cannot be overcome by adults only, but it also requires the involvement of children themselves. This is because children have the resilience, commitment, love and other child-based abilities to overcome it. We therefore recommend that researchers, schools, parents, policy makers, governments and NGOs should engage children in addressing child-to-child violence in schools and society. This is in addition to other strategies.

Keywords: *Child; child-based strategies; child-to-child violence; primary schools; Uganda.*

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Applicant's signature: Date: **20th August, 2022**

Mentor's signature: Date   **20th August, 2022**

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Acronyms and Abbreviations

IRB	Institutional Review Board
MGLSD	Ministry of Gender, Labour and Social Development
NGO	Non-Governmental Organisation
PI	Principal Investigator
PTSD	Post-Traumatic Stress Disorder
SOPs	Standard Operating Procedures
Team-UMU	Uganda Martyrs University Team
UNCST	Uganda National Council of Science and Technology
VAC	Violence Against Children
WHO	World Health Organisation

Operation Definitions

Child-to-child Violence: In this study, it refers to violence against children by other children in a school setting.

Child-based Strategies: These refer to approaches used by children to settle cases of violence imposed on them by fellow children

Mato-oput: This means reconciliation in Luo language. Luo is one of the ethnic groups in Uganda.

1) Introduction and Background to the Study

1.1 Introduction

Violence against Children (VAC) has had a global effect on children's wellbeing which has become an impetus for national and international children's rights agencies to advocate and enforce measures against VAC on children (United Nations, 2012). The commonest concern of all advocates against injustices imposed on children is promoting a violence-free environment for all children. Violence against children includes all forms of violence against people under 18 years old, whether perpetrated by parents or other caregivers, peers, romantic partners, or strangers. Globally, it is estimated that up to 1 billion children aged 2–17 years, have experienced physical, sexual, or emotional violence or neglect in the past year. Experiencing violence in childhood impacts lifelong health and well-being (WHO, 2022).The response to VAC in Uganda by both the government and the Non-Governmental Organizations (NGOs) is consistent with the global response as efforts are made to make research-informed decisions to influence policy and practice. Globally, the causes and effects of VAC have been emphasized, along with relevant measures to fight the vice (MGLSD, 2018).

A survey of 25 schools across five districts in Uganda found that 81% of the children experienced physical violence while at school and more than 90% of primary school pupils had been exposed to physical and emotional violence at school (Ssenyonga, Hermenau, Nkuba & Hecker, 2018). In another cross-sectional study in 42 primary schools in Uganda, it was found that 29% and 34% had ever experienced physical and emotional violence perpetrated by their peers, respectively. On one hand, the factors associated with physical violence were exposure to interparental violence, having an attitude supportive of violence against children from school staff, not living with biological parents, working for payment, younger age, sharing sleeping area with an adult and achieving a higher educational performance score. On the other hand, being female, walking to school, reporting disability and eating one meal on the previous day, were particularly associated with emotional violence (Wandera et al., 2017).

Violence in schools is said to be a painful experience and it is associated with physical injuries, child aggression and anti-social behaviour, among others (Gershoff, 2002; Ahmed et al., 2022). The other consequences are depression and post-traumatic stress disorder (PTSD) symptoms. Studies also found that students who have been victims of violence at school have always had lower self-esteem and they are engaged in destructive avoidance behaviour later in life (Ssenyonga et al., 2018). Close to 1 in 3 pupils between the ages of 13years and 15years worldwide have ever reported involvement in one or more physical fights and slightly more than 1 in 3 pupils between the ages of 13years and 15years experience bullying on a regular basis (UNICEF, 2014).

In the violence against children study, it was found that of all Ugandans aged 13-17 years, one in four girls (25%) and one in ten boys (10%) ever reported sexual violence before 2018 (MGLSD, 2018). Additionally, of Ugandan children aged 18-24 years, six in ten females (60%) and seven in ten males (70%) reported experiencing physical

violence during their childhoods whereas four in ten girls (40%) and six in ten boys (60%) aged 13-17 experienced physical violence in 2017. Although schools have important roles to play in protecting children from violence (WHO, 2019), it seems to expose children to violence. Yet the teachers and other staff who oversee and work in educational settings have a duty to provide environments that support and promote children's dignity, development and protection. Kitgum district in northern Uganda had a 60 per cent violence ranking according to the Ugandan Demographic and Health Survey (UDHS) 2016. This places the district to have the highest number of physical violence, child neglect, defilement, child abuse and other forms of violence against children (APO Group & UNICEF, 2020).

1.2 Background

This research project was conceived during our training in child-focussed research organised by AfriChild Centre. After being exposed to and reflecting on the National Child Policy, National Child Focused Policy Research Agenda, and National Development Plan III, we became curious and were motivated to explore more on the issue of violence by and among school-going children. In the literature about Uganda (AfriChild, 2020; Chiang et al., 2021; MGLSD, 2015), there is decimal consideration of violence against children by peers in primary schools, hence, we developed interest in the research study to get further insight about child-to-child violence and the child related strategies to address the problem in the selected primary schools.

Our training experience in child-focused research and informal interactions with stakeholders in primary schools, coupled with scanty information on child-to-child violence and inadequate information on child-to-child strategies to overcome violence against children in Uganda motivated the team to undertake this research. This research project will explore child-to-child strategies that children use in alleviating peer-imposed violence among primary school children in Kitgum District of Northern Uganda. The child-based strategies are the measures developed and used by the children to overcome peer-imposed violence in the primary school context. Though there is a claim that child-to-child violence exists in primary schools in Uganda and Kitgum district, little is documented about the vice, and school children's strategies to curb the vice. It is against this background that our research team considered it necessary to explore child-to-child violence and child-based strategies against violence in primary schools. The situational analysis and intervention of appropriate steps will enable children to become resilient in protecting themselves, thus, creating an environment that is free from violence and conducive for learning.

2) Problem Statement, Justification, Conceptual Framework

2.1 Statement of the Problem

Children who study and live in a violence free environment are able to appreciate the importance of education and be able to complete their primary school cycle. Respect and harmony among the pupils create a feeling of belonging and togetherness as members of the same school. However, this violence-free school environment is not enjoyed by all the pupils in Uganda and Kitgum District in particular. Globally, in the study (between 2003 and 2005), it was found that: in China (Beijing), 17% of girls and 23% of boys aged 13-15 reported having been bullied within a period of 30 days, meanwhile, in Zambia, it increased to 67% and 63% respectively (United Nations, 2012). Whereas few studies in Uganda highlight the general causes of violence against children (AfriChild, 2020; Chiang et al., 2021; MGLSD, 2015), none of these studies focused on the problem of child-to-child violence and child-based strategies in addressing child-to-child violence in Primary Schools. In order to overcome peer-imposed violence among pupils, it is necessary to involve them in exploring the child-based strategies they use to overcome child-to-child violence.

If not addressed, the challenge of child-to-child violence in primary schools will escalate and become a national problem in Uganda with many adverse consequences such as school drop-out, poor academic performance, child pregnancies and related sexually transmitted diseases. These negative impacts of violence in schools may go beyond the children who are directly affected by the vice to other children thus creating an atmosphere of fear, anxiety and insecurity, all of which are incompatible with learning and proper up-bringing of children. Therefore, this study is timely in exploring Child-to-Child violence and Child-based strategies to empirically inform policy and practice about children's learning and wellbeing in primary schools in Uganda, and particularly in Kitgum District.

2.2 Justification of the Study

It is important to conduct this study because it builds on the existing stock of knowledge on violence against children and fills the gap related to child-to-child violence and child-based strategies in primary schools. Basing on the study findings, this research will provide empirical evidence on remedies to peer-driven violence against children hence filling the information-gap in the Ugandan context.

The study findings can help school administrators to devise progressive strategies to create a violence-free environment in schools. There is need to document good practices by the children in fighting child-to-child violence, hence to empower children to overcome child-to-child violence in primary schools through empowering teachers to use the children to overcome peer-driven violence in primary schools.

Furthermore, the study findings can be useful in informing changes and improvement related to Uganda's National Child Policy by incorporating empirical data on peer-driven violence and child-based strategies on violence against children. An improved national child policy could nurture meaningful and peaceful learning environment for all the country's children. An elaborate child policy in Uganda will help particularly Primary School administrators curb child-to-child violence and its adverse outcomes such as school dropout and child pregnancies (UNSG, 2007), poor academic

performance and reluctance to participate in school activities (Third et al, 2020: WHO, 2020).

Therefore, the thin empirical research evidence on child-based strategies versus child-to-child violence and the need to effectively address the problem of child-to-child violence in Primary Schools in Uganda, specifically Kitgum District, provide robust justifications for this research now.

2.3 Conceptual Framework

The model of this study conceptualises child-based strategies as an independent variable, which is influenced by individual child-based, informal peer-based, formal peer-based strategies and children involving teachers and counsellors.
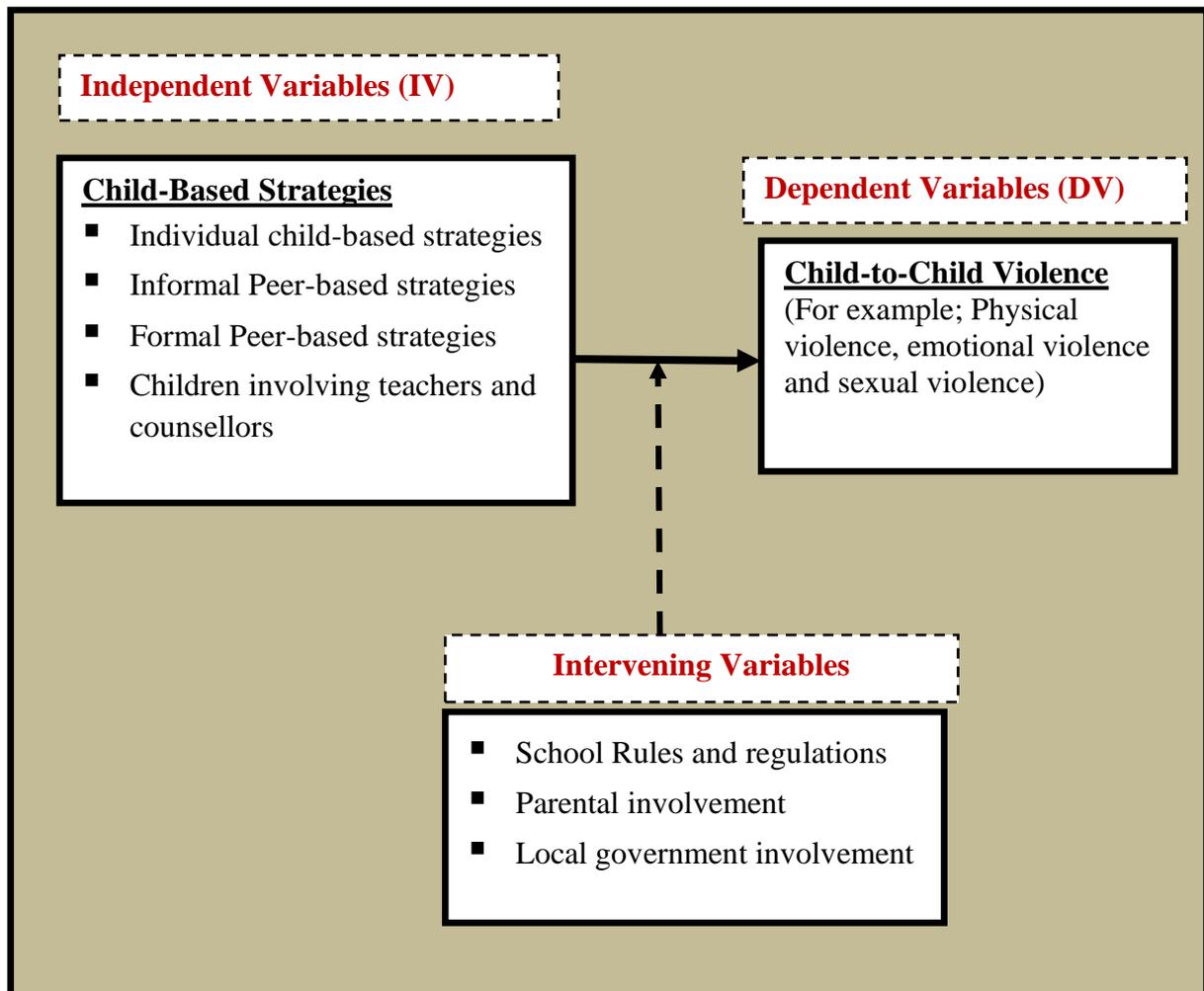

Figure 1: Conceptual Framework (Source: The Researchers, 2021)

Main Question

What is the burden of child to child violence in four selected primary schools of interest in Kitgum District?
What Child-based Strategies are used by children to overcome Child-to-Child Violence in Primary Schools in Kitgum District?

Specific Questions

1. What are the individual child-based strategies used to overcome child-to-child violence in primary schools in Kitgum district?
2. How do children use informal peer group-based strategies to overcome child-to-child violence in primary schools in Kitgum district?
3. In what ways do children use formal peer group-based strategies to overcome child-to-child violence in primary schools in Kitgum district?
4. How do children involve their teachers and counsellors in overcoming child-to-child violence in primary schools in Kitgum district?

4) Goals and Objectives

4.1 General Objectives

The general objectives are to;
 Explore the child-based Strategies in addressing child-to-child violence in Primary Schools in Kitgum District.
Explore the burden of child to child violence in four selected primary schools of interest in Kitgum District

4.2 Specific objectives

1) To find out the individual child-based strategies use to overcome child-to-child violence in primary schools in Kitgum district.
2) To establish how children apply informal peer group-based strategies to overcome child-to-child violence in primary schools in Kitgum district.
3) To find out how children use formal peer group-based strategies to overcome child-to-child violence in primary schools in Kitgum district.
4) To investigate how children involve their teachers and counsellors to overcome child-to-child violence in primary schools in Kitgum district.

4.3 Innovation

This study adopted a qualitative approach in finding Child-based Strategies that are used by children to overcome Child-to-Child Violence in Primary Schools in Kitgum District. In addition, most of the earlier VAC studies in Uganda have been done on children. This means that children have not been contributing facts for use in making decisions and policies that affect them. This study involved children in sharing their lived experiences through Focus Group Discussion and drawings (The study embraced the use of body mapping). In this methodology, children, with the guidance of the researchers, drew their experiences of child-to-child strategies to overcome violence against children. The pictures were displayed on notice boards and children, teachers and adults working in those primary schools were requested to study the pictures and discuss how Child-based Strategies were used by children to overcome Child-to-Child Violence in Primary Schools in Kitgum District. The drawings left a lasting memory in the lives of the children and their teachers.

5) Review of Literature

Globally, Children who experience any form of violence in childhood have a 13% greater likelihood of not graduating from school as violence has strong, long-lasting effects on brain function and mental health (Third et al., 2020; WHO, 2020). Several

studies (Kyegombe et al., 2019; UNICEF, 2020a) underscored the fact that the Convention on the Rights of the Child and the Sustainable Development Goals (SDGs) condemn abuse, exploitation and all forms of violence against children. Despite these, there are still no explicit efforts made to explain and tackle child-to-child violence in schools. Similarly, the recent gender dimensions of violence against Children and adolescents gives a detailed account of the different forms of violence against children and adolescents by different groups of people (UNICEF, 2020b). However, there is still limited consideration of violence against children by peers. Violence in schools has long been a global occurrence and there has been long-standing interest in the study of school-based violence in post-industrial democracies. This is evidenced in Australia, Norway and the United States where the issue has been a wide-spread-international phenomenon (Garner, 2014). Many risk factors are globally reported to affect school bullying, especially individuals, peers and parent factors. Researchers also found that adults who had school bullying are more vulnerable to develop future psychiatric disorders (Ahmed et al., 2022). In China, factors that were determined to be correlated with bullying behaviours included grade, parental caring, consideration of suicide, running away from home, time spent online per day and being in a physical fight (Wang et al., 2012).

However, relating to children with disabilities, Kyegombe et al. (2019) posit that there is limited data on the prevention of violence against this group of children that accounts for 20% of the worldwide children's population. Similarly, there is limited mention of the violence inflicted on children with disabilities by fellow children in schools; hence there is a wide knowledge gap that requires researcher's attention too. This challenge could be generally greater in Uganda and Kitgum district in particular. In Uganda, the disabled children attend the same schools with the rest of the other children who are not categorized as disabled. If this problem remains unattended to, children are likely to continue inflicting pain on their colleagues hence endangering the education of children in primary schools.

Unlike in Uganda, studies conducted elsewhere, for example in Burundi and the Philippines, indicate that children's strategies are central in reducing vulnerability to future violence among school-going children (Hendriks et al, 2019; Third et al, 2020). Therefore, this study is needed to investigate and document the nature of child-to-child violence in schools and Child-based Strategies in order to inform policy and practice for Uganda.

Brenda (1992), did two studies on conflict resolution strategies in relation to children's peer relation. She found that there were three strategies in responding to conflict situations: anger retaliation, withdrawal/avoidance and calm discussion. Results from her first study of 165 children indicated that children who were socially preferred were identified by peers as more likely to use a 'calm approach' to resolve conflicts and less likely to use either an 'anger retaliation approach' or an 'avoidance approach'. Rejected and controversial children were viewed as using the anger retaliation strategy more than the popular, neglected and average children. Again, popular children were viewed as using a 'calm approach' to conflict resolution more than the rejected, neglected and average children. Lastly, rejected children were viewed as using the 'withdrawal/avoidance' strategy more than the popular, neglected and average children. So, the second study provided initial support for the validity of children's ratings of their peers' salient use of particular forms of conflict resolution

strategies. On the other hand, the first study of 67children revealed specific relationship between conflict resolution strategies and social preference among peers in conceptually predicted ways. It illustrated the relevance of examining conflict resolution skills further as part of social skill training programs for both boys and girls.

There was, also, a later study on the effectiveness of the Mato-oput Curriculum in changing school children attitude towards conflicts and violence, and in reducing pupil perpetuated acts of violence in Northern Uganda (Mutto, 2004). It reported that the teacher intervention strategy was used as a non-violent conflict resolution. This strategy was specifically developed for Gulu schools, following earlier baseline studies in the district. The goal of the curriculum was to produce young people who understood the causes and consequences of conflicts and had skills for resolving them non-violently. It had ten learning areas: conflict, peace, conscience, empathy, anger management, self-control/impulse control, fairness, kindness, reconciliation and non-violence. Conflict was considered in the curriculum as a normal fact of life stemming from interpersonal differences which could be physical, social, intellect or emotional. Violence was addressed as a deliberate and learned negative behavioural response to conflict. Mutto (2004) attributed the teaching of concepts and values of peace to strategic solution and to the culture of violence that was widespread the region.

A cross-sectional study in 42 primary schools in Uganda found that 29% of children had ever experienced physical and 34% had ever experienced emotional violence perpetrated by their peers, respectively (Wandera et al., 2017). On one hand, the factors associated with physical violence were exposure to interparental violence, having an attitude supportive of violence against children from school staff, not living with biological parents, working for payment, younger age, sharing sleeping area with an adult and achieving a higher educational performance score. On another hand, being female, walking to school, reporting disability and eating one meal on the previous day, were particularly associated with emotional violence (Wandera et al., 2017). A similar study (Chen & Elklit, 2017) found that the prevalence of bullying was highest in Uganda (69.9%), followed by Kenya (51.6%) and then Faroe Islands (49.9%), Denmark (34.6%), Iceland (33.5%), Malaysia (23.1%), India (21.7%), Greenland (20.1%) and Lithuania (14.2%). A later study in South western Uganda (Ssenyonga, Muwonge & Hector, 2019) found that maltreatment within the family was related to peer victimization ($\beta = .47$) and this relation was mediated by mental health problems (0.002, 95%-CI: 0.001-0.004).

6) Methods

6.1 Study Approach and Tools

The study adopted phenomenological qualitative approach to explore child-based strategies in addressing child-to-child violence. This is because qualitative approach provides an exploratory capability needed to investigate a phenomenon in order to gain understanding of social and human activities (Creswell, 2013; 2017). Data was collected using: Conversational Focus Group Discussions (FGDs), Children's drawings on the child-based strategies and child-to-child violence, and in-depth interviews with senior women and senior men teachers, and class teachers of the upper primary section of the selected primary schools.

6.2 Study Area

The study area is Kitgum district with a particular focus on the children in primary schools. Kitgum District is a district located in Acholi Sub-Region, Northern Uganda. The district has 12 sub-counties, 56 Parishes and 631 villages. The District has over 201 schools currently with 41 Nursery Schools, 130 Primary Schools, 23 Secondary Schools, among others (KAWA Uganda, 2021; Uganda Schools Guide, 2021). The selection of Kitgum district as the study site was based on the fact that among the many Northern Uganda Districts, Kitgum suffered the effects of LRA rebel insurgency which left the community traumatized thus propagating violence as a result of post-traumatic stress disorder (PTSD). The investigators wanted to find out the magnitude of child-to-child violence and the child-based approaches to curbing child-to-child violence in primary schools in the district, especially among upper primary school pupils. This would form a basis for comparison with similar studies in other settings in the future.

6.3 Target Population

The target population was upper primary school pupils in Primary five to primary seven aged 10-17 years old and teachers in the selected schools aged 22-60 years old. The estimated target population was 45,203 for all the primary schools in the district, including pupils, senior men, senior women and class teachers. Our estimated study population in the four selected primary schools was 1683, which included the pupils and senior teachers and class teachers. The population size of all children in Upper Primary section (Primary 5-7) for these four schools was 873. The choice of Upper primary was because the children of the upper primary are older compared to those in the lower primary school sections hence we assumed that they were capable of settling disputes among the other younger children (Uganda Schools Guide, 2021).

6.4 Research Design

The study employed a phenomenological design. Husserl (1970), Gearing (2004), Barrow (2017) and Qutoshi (2018) believed that phenomenological design is important in qualitative research because it helps researchers to focus on describing into detail, and interpreting people's authentic-lived experiences related to a specific phenomenon under study. This is very relevant to our current study. Therefore, on the basis of this design, we focused on upper primary children's and teachers' lived experiences of child-to-child violence and child-based strategies in curbing violence

against children in primary schools in Kitgum District. Meanwhile, Neumann (2006), Kothari (2004) and Amin (2005) highlighted that a survey is an ideal research design for studies of beliefs, knowledge and opinions when a small sample is used. Therefore, being a small sample of 60 respondents, our design becomes more suitable.

6.5 Sample Size Estimation

According to Boddy (2016), the determination of sample size in qualitative studies is contextual, and it partially depends on the scientific paradigm under which the investigation is taking place. For example, quantitative researches oriented towards positivism usually require larger sample sizes than in-depth qualitative researches. This is to enhance a representative picture of the whole population under investigation. It is acceptable for this sample to be determined prior to data collection (Sim, Saunders, Waterfield & Kingstone, 2018). Therefore, based on this research, we recruited 60 respondents: 40 children of upper primary and 20 teachers (teachers comprising of 4 senior men, 4 senior women and 12 classroom teachers of upper primary of the 4 selected primary schools). The inclusion of the 40 children considered representation of both boys and girls, and the 20 teachers' selection was purposive based on their experiences and knowledge in managing the affairs of children in primary schools.

6.6 Sampling Procedure

Schools were selected using stratified and random sampling procedures to include 2 urban and 2 rural schools. This helped us get a clear insight of what children do to overcome peer-imposed violence in both categories of schools in the study area, and also to work within our means in terms of time and financial resources.

Children of upper primary in all the 4 selected schools were purposively sampled. Class teachers selected 40 children volunteers to participate in conversational FGDs. This is because conversational focus group discussion allows the respondent to tell his/her story and it allows the researchers to also probe for more information from the participants during the discussion. Therefore, the study had 4 conversational FGDs of 10 children in each group (Morgan, 2013).

Twenty (20) teachers were sampled purposively for in-depth interviews because of their experiences, knowledge, involvement in counselling and day-to-day management of the pupils' affairs, including child-to-child violence. We considered the senior man and woman, and 3 Upper Primary school classroom teachers from each of the 4 selected primary schools.

6.7 Data Collection

Qualitative data was collected from the teachers using interview guides. The investigators had one-on-one in-dept interview with each teacher and collected all the required information in relation to the subject of investigation. Similarly, qualitative data from pupils was collected through focus group discussion and children drawing. In the said focus group discussion, children were asked to draw their family background in relation to child-to-child violence and also draw ways to solve the vice in schools

6.8 Data Management and Analysis

This qualitative study approach adopted thematic-analytic model based on data reduction, display and verification, and drawing conclusions from data analysis (Miles & Huberman, 1994). The field notes and audio recordings were transcribed. The reviewed transcripts were imported into Atlas.ti version 8.0 computer software for data organization and coding. This aided the creation of nodes and parent nodes to match with the study sub-themes and themes respectively (Edhlund & McDougall, 2016). The 4 conversational focus groups of pupils were identified by numbers, and each of the group participants was allocated a different number from those of other group members. These included: Conversational FGD 1, Conversational FGD 2, Conversational FGD 3 and Conversational FGD 4. The organized data was exported to word processor for interpretation (Miles, Huberman & Saldana, 2014). Similarly, children's drawings were coded based on the study themes, and they were interpreted following the thematic-analytic model (Miles & Huberman, 1994). The 5 teachers from each of the selected primary schools were given codes such as: Teacher 1, Teacher 2, Teacher 3, Teacher 4 and Teacher 5. The numbers were given randomly without reflecting the seniority of the selected teachers in their respective school settings. The results of the study were displayed in text form.

6.9 Protection of Human Subjects

The researchers obtained ethical approval from Gulu University Research Ethics Committee (GUREC) and the Uganda National Council of Science and Technology (UNCST). Administrative clearance for, and permission to collect data were got from Kitgum District and the 4 selected primary school authorities.

Data was collected following certain ethical principles, for example, informed assent and consent from the study subjects and confidentiality of responses (UNCST, 2014; Data Protection and Privacy Act of Uganda, 2019). In exploring Child-based Strategies in addressing Child-to-Child Violence in Primary Schools, it is critical that ethical principles apply throughout the research process. Because of this, the study was conducted in a manner designed to benefit the participants, hence the research process incorporated ethical principles of humanity, impartiality, neutrality, beneficence and non-maleficence in the interest of the child (Beazley et al., 2009). Considering that children are vulnerable, care was taken to ensure that the best interest of every child, and an overarching principle for all engagements with children were observed. The best interest of children was respected and protected as a top priority throughout the entire research process.

Many other principles were employed as adapted from Beazley et al. (2009), Wessells (2009) and Lather (1986), for example, participants were protected from all harm including: emotional, physical and other forms of harm. Wessells (2009) stressed the need for the research exercise to be stopped as soon as participants show distress. Informed assent and consent forms were administered, and all participation was voluntary. Cultural traditions, knowledge and customs such as greetings, use of local language and behaviour were adhered to and respected by the research team. Monetary compensation to participants or refreshments were given (See Annex II & IV). The researchers respected the privacy of participants by not probing information if a participant did not want to answer. Furthermore, researchers asked for permission to use stories, pictures or other information in the final report. For confidentiality, the

research team protected the participants' identity by not collecting their names. In line with Lather (1986), efforts were made to indicate to the participants the value of the research to their community by sharing with them plans for dissemination of the study findings at a later time. Additionally, adherence to COVID-19 mitigation measures were taken into consideration, for example, by adopting appropriate infection prevention practices, and observing COVID-19 Standard Operating Procedures (SOPs) during the data collection process.

6.10 Anticipated Limitations of the study

There was limited prior research on child-to-child violence, but no study on child-based strategies to overcome child-to-child violence in schools. This could have affected the credibility and scope of the current study because of insufficient data for developing the literature review which is used to inform the current study. This limitation was overcome by developing new typology or use of exploratory rather than explanatory research design, thus giving opportunity for future research.

Time constraint was anticipated to affect the study considering the expansive geographical location of Kitgum district, thus it was expected to pose a challenge in data collection. This time limitation was overcome by employing trained, committed and qualified research assistants.

Access was a challenge as the study is qualitative, and it depended on having access to pupils, organizations and data or documents during the COVID-19 pandemic. The team had difficulties in obtaining information from respondents due to the Covid-19 lockdown and social distancing. This was overcome by engaging teachers to help in identifying the categories of respondents and by maintaining the Covid-19 Standard Operating Procedures.

Issues of anonymity and confidentiality were huge challenges to the research team when they presented the qualitative study results. These challenges were addressed by applying codes that only the research team utilized to identify information, but not the individual respondents.

6.11 Research Environment

The Research Team has Uganda Martyrs University (UMU) management support right from the inception of the inter-university research methods training facilitated by AfriChild Centre. We have been allowed to freely engage in this training without due interference from UMU management.
The investigators have a full-fledged library at Uganda Martyrs University, which has both physical and e-resources to facilitate training and research. Physical office space is available within the university set-up and thus, research meetings were fully enabled, both physically and virtually. Furthermore, stable wireless internet is available for all our internet-required activities. The investigators have personal computers and laptops, which are currently used for research, alongside other teaching obligations. Therefore, all these facilities made it possible for UMU research team to complete their research proposal, data collection and analysis and the research report.

6.12 Plan for Dissemination

The researchers have planned to disseminate the findings of the current study both locally and internationally. Locally, the results will be disseminated through public presentation to relevant stakeholders in Kitgum district. This will include physical community presentations in the selected schools, in Kitgum municipality with the media and press invited and involved. Internationally, the researchers have planned to publish the findings from the study in an International Journal whose scope is advancing education. We have also planned to publish our research dataset in an international repository.

7) RESULTS

7.1 Background Findings

Data was collected from teachers and pupils of upper primary, primary five to primary seven, in four selected primary schools in Kitgum district. The teachers were aged 22years to 60years, both male and female. The pupils were aged 12years old to 17years old, both male and female. The word cloud from analysis showed that most of the pupils experienced child-to-child violence at school denoted by "Yes" in Figure 2. The average age of the pupils was 14 years old. Male and female genders, as well as religion of pupils were equally proportionate. Children were asked to draw their family and school background in relation to solving child-to-child violence (See figure 3).

Figure 2: Word Cloud Showing Background Findings

Figure 3: Children in one of the primary schools during the drawing session

7.2 Individual child-based strategies used to overcome child-to-child violence

Analysis using Atlas.ti was run to find out the individual child-based strategies used to overcome child-to-child violence in primary schools in Kitgum district. 21 quotations emerged.

The findings of the study indicated that direct guidance of children by teachers; age and gender of the pupils, experience of the pupils in problem solving and also reporting to teachers were among the key individual child-based strategies. These are reflected in the quotations below;

One respondent reported about gender, age factor, children up bringing (**2:18 Gender, age factor, children up bringing (4367:4407) - D 2: Dataset 2 _ Kitgum Public).**

Another added that the age of the pupils to solve the violence, especially by grouping them, makes it easy to solve any violence (**2:2 Age of the pupils to solve the violence by grouping them to make it easy… (373:467) - D 2: Dataset 2 _ Kitgum Public).**

One other respondent said,

> *"Sometimes the pupil who is observing the violence runs and report to a teacher"* **(1:60 Sometimes the pupil who is observing the violence runs and report to a…… (12311:12389) - D 1: Dataset 1 _ Pandwong)**

Some of the individual strategies used by pupils were associated with their family up-bringing of the children. These featured in some of the children's drawings (Figure 4 & 5). Referring to one of the children's drawing (figure 4 & 5), one respondent said,

> *"The picture on the left-hand side, where there are three people, the person in the middle is trying to stop the two individuals in the extreme ends to stop fighting. And on the right-hand side, similar happening…."* [**1:83The picture on the left-hand side where there are three people, the person in the…… (19236:19471) - D 1: Dataset 1 _ Pandwong**]

Figure 4: Individual Child-based strategy to overcome violence (a)
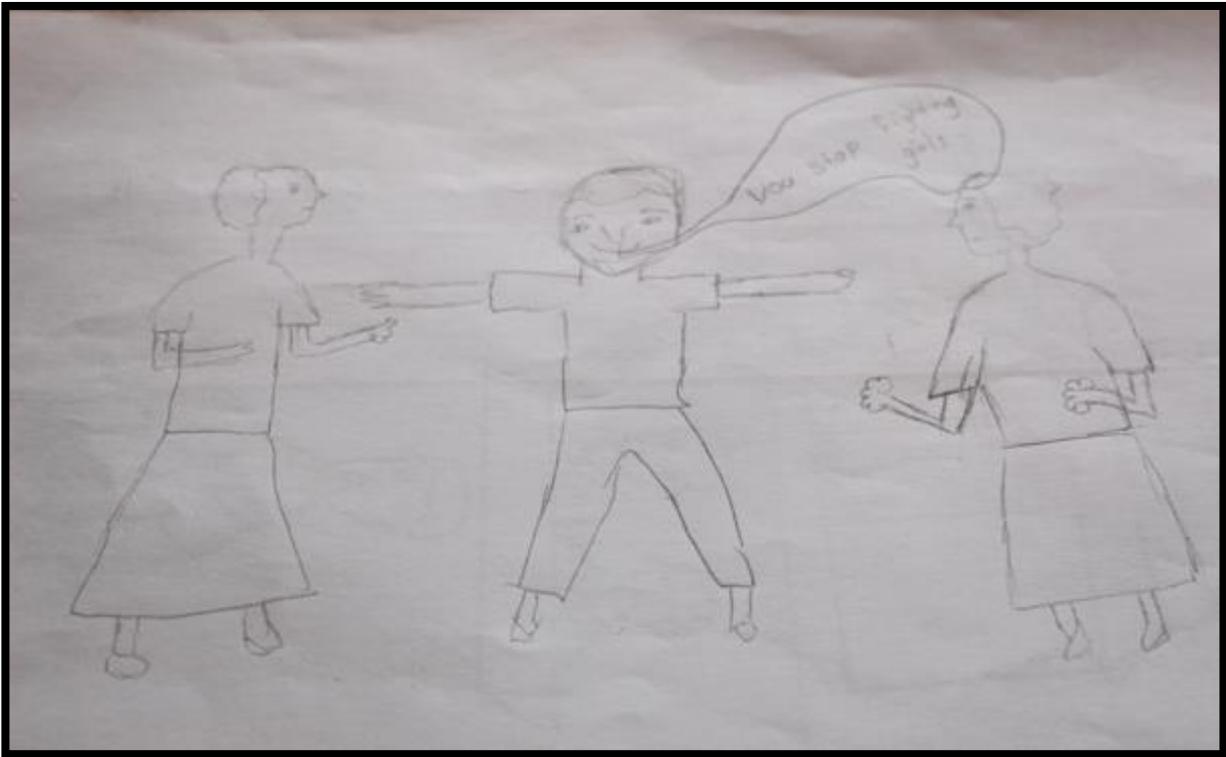
Figure 5: Individual Child-based strategy to overcome violence (b)

Experiences in solving problems among pupils also featured as a strong individual strategy used by pupils (**3:3 Experience of problem solving among students (510:554) - D 3: Dataset 3 _ Namukora Primary school**)

The study found out that the most common individual strategies included; reporting to teachers, children up-bringing, pupils from same class and same neighbourhood helping each other, older pupils always intervening, the use of fellow friends to stop fighting, age and experiences in solving problems among individuals and lastly, gender disparity. These strategies have been illustrated in some of the direct quotes below;

"1:7 Reporting to teachers (1728:1749)"- **D 1: Dataset 1 _ Pandwong**

"1:20 Child upbringing (4671:4687)" **- D 1: Dataset 1 _ Pandwong**

"1:36 Pupils from same class and same neighborhood (7979:8023)" **- D 1: Dataset 1 _ Pandwong**

"1:51 older pupils always intervene… (10603:10634)" **- D 1: Dataset 1 _ Pandwong"**

"2:7 They used their fellow friends to stop fighting… (2281:2328)" **- D 2: Dataset 2 _ Kitgum Public**

"2:26 Age group in solving problem (14171:14199)" **- D 2: Dataset 2 _ Kitgum Public**

"3:11 Experience in problem solving among pupils (1774:1815)" **- D 3: Dataset 3 _ Namukora Primary school**

The investigators wanted to know why pupils use some of these most common individual strategies. The following quotations were obtained from the field to explain this;

"1:9 Fast and simple to get information as it sets the child free faster (1901:1968)" **- D 1: Dataset 1 _ Pandwong**

"1:22 Part of their upbringing (4875:4899)" **- D 1: Dataset 1 _ Pandwong**

"1:35 Because the pupils' numbers are overwhelming (7634:7678)" **- D 1: Dataset 1 _ Pandwong**

"1:53 It is because the older pupils are aware of the danger and the consequences… (10825:10913)" **- D 1: Dataset 1 _ Pandwong**

"2:10 Because they do not want more violence to continue among themselves (2604:2671)" **- D 2: Dataset 2 _ Kitgum Public**

"3:13 In order to let their fellow pupils understand the danger of violence… (2017:2095)" **- D 3: Dataset 3 _ Namukora Primary school**

"4:9 Because through reporting they would get their problem solved (2409:2470)" **- D 4: Dataset 4 _ Mucwini PS**

7.3 How children used informal peer group-based strategies to overcome child-to-child violence

The study found a number of informal peer group-based strategies used by pupils to overcome child-to-child violence in primary schools. These included children hailing from the same village, children reporting to parents and elders and informal formation of cliques. See details in figure 6
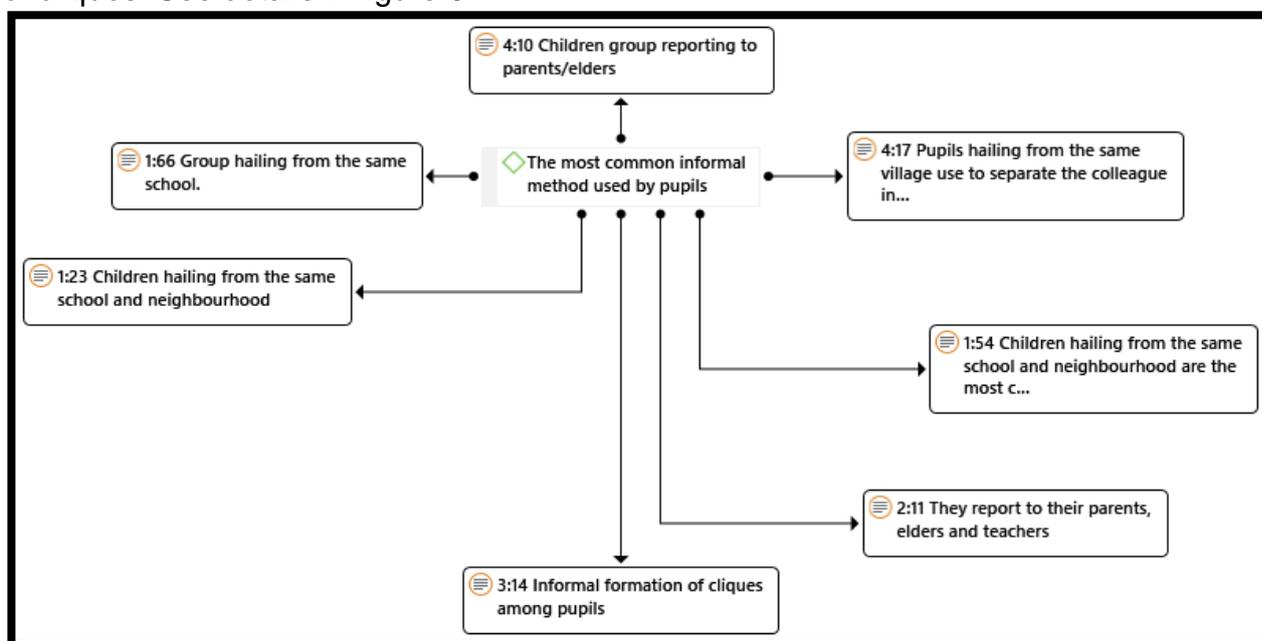
Figure 6: Network diagram showing the most common informal strategies used by pupils

The children use these informal strategies in a number of ways; by organizing plays and games, by intervening so as to calm the situation and through doing things in groups. They sometimes call the person privately and tell the person that what the person did was wrong. They also report to their parents and elders. See quotes below;

"1:37 By organizing plays and games (8087:8115)" **- D 1: Dataset 1 _ Pandwong**

"1:55 By intervening, so as to calm the situation (11354:11396)" **- D 1: Dataset 1 _ Pandwong**

"1:75 Call the person privately and tell the person that what the person did is wrong… (16004:16085)" **- D 1: Dataset 1 _ Pandwong**

"2:12 They report to parents like on 25th/05/2022 one of the pupils cut one pupil and the parent came to school to find out what happened… (3077:3278)" **- D 2: Dataset 2 _ Kitgum Public**

"3:15 Through doing things in groups (2515:2545)" **- D 3: Dataset 3 _ Namukora Primary school**

"4:11 The children carry the information about the violent and take it to their parents… (2889:2976)" **- D 4: Dataset 4 _ Mucwini PS**

The investigators wanted to find out why pupils use these informal strategies. It was found that the children use these informal strategies for a number of reasons as below;

"1:10 Because the child doesn't feel comfortable with teachers (2488:2544)" - **D 1: Dataset 1 _ Pandwong**

"1:24 They are acquainted to each other (5426:5459)" - **D 1: Dataset 1 _ Pandwong**

"1:56 To improve their social aspect of life (11456:11494)" - **D 1: Dataset 1 _ Pandwong**

"1:67 Because teachers are the kind of people who can help them out in cases of… (14636:14777)" - **D 1: Dataset 1 _ Pandwong**

"3:16 Because they feel free when they are with their cliques (2604:2658)" - **D 3: Dataset 3 _ Namukora Primary school**

"4:12 Because their queries can be answered through reporting to the parents (3043:3112)" - **D 4: Dataset 4 _ Mucwini PS**

Sometimes, the reasons are based on family background exposures to violence among pupils as illustrated in one of the drawing (figure 7);

Figure 7: Family background of some children in relation to violence

7.4 How children use formal peer group-based strategies to overcome child-to-child violence

A network (figure 8) of the most commonly used formal peer group-based methods or strategies used by pupils has shown that reporting to prefects or leaders and the use of prayers or prayer groups (figure 8, figure 9 and figure 10) proved effective. To a

greater extend, the use of debating clubs in an attempt to combat child-to-child violence, was also widely reported by pupils (figure 11).
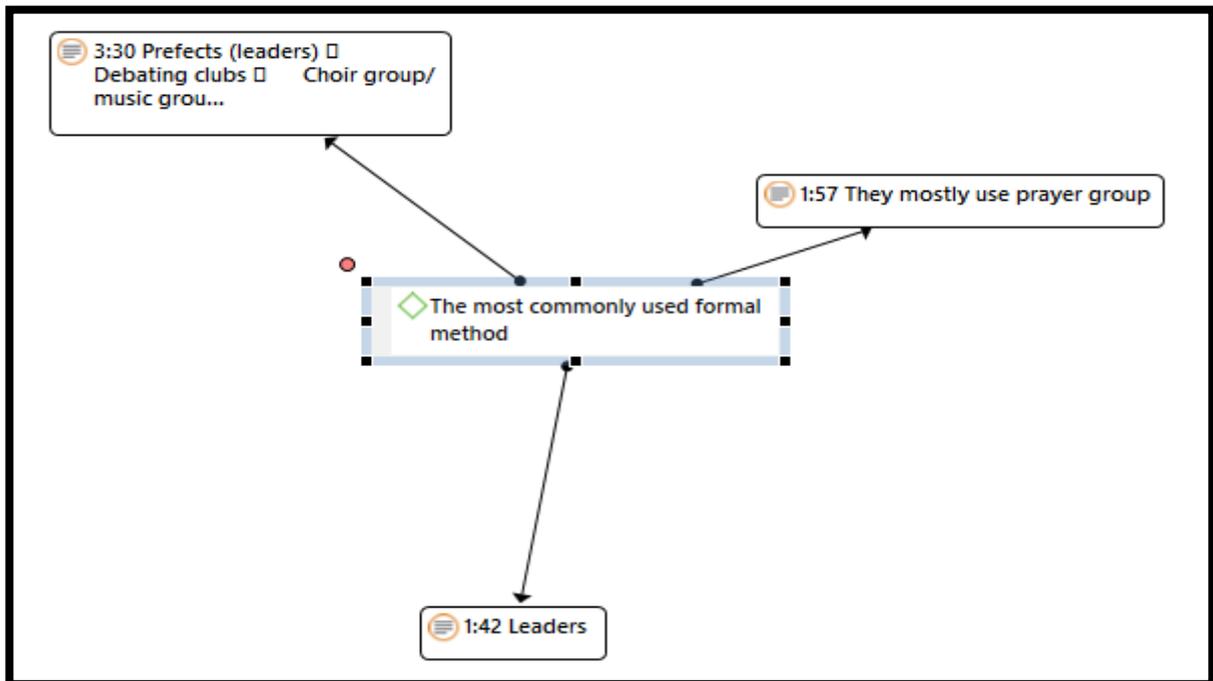
Figure 8: Network diagram showing the most commonly used formal strategies used by pupils
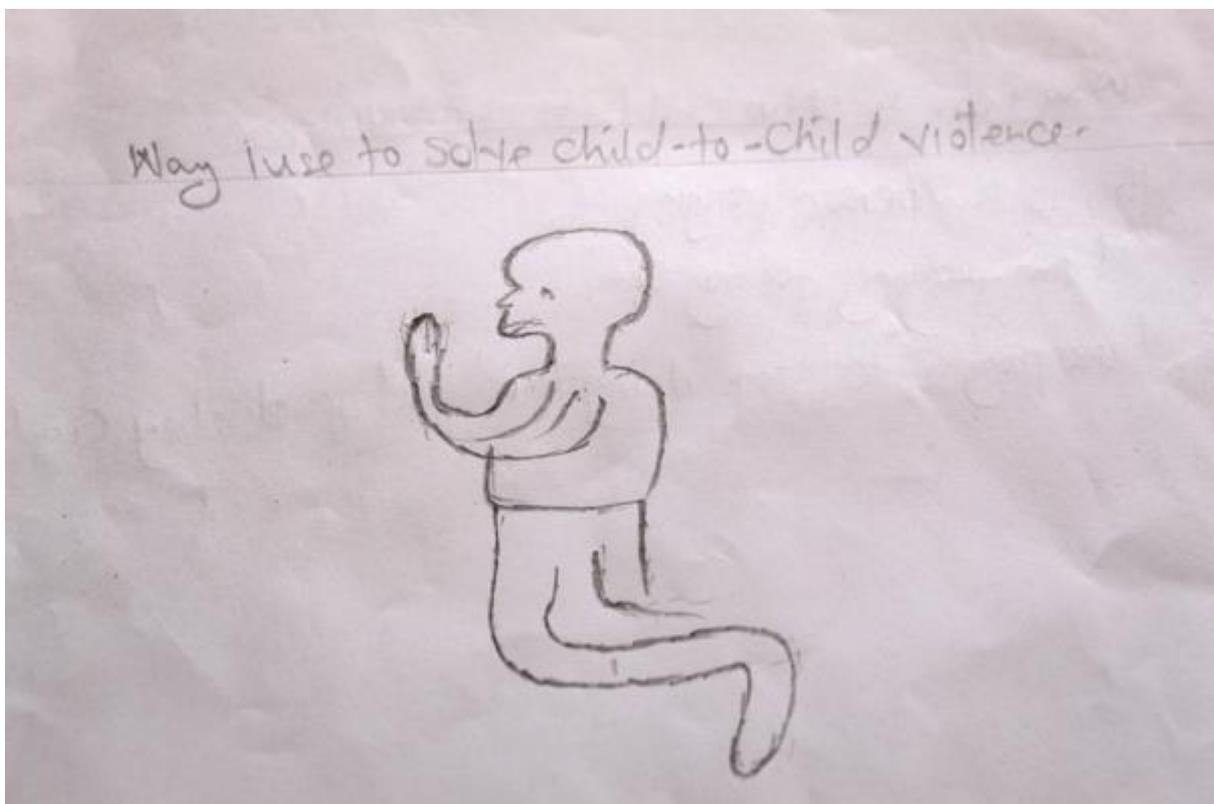
Figure 9: Prayer as a formal strategy to combat child-to-child violence in primary schools (a)

Figure 10: Prayer as a formal strategy to combat child-to-child violence in primary schools (b)
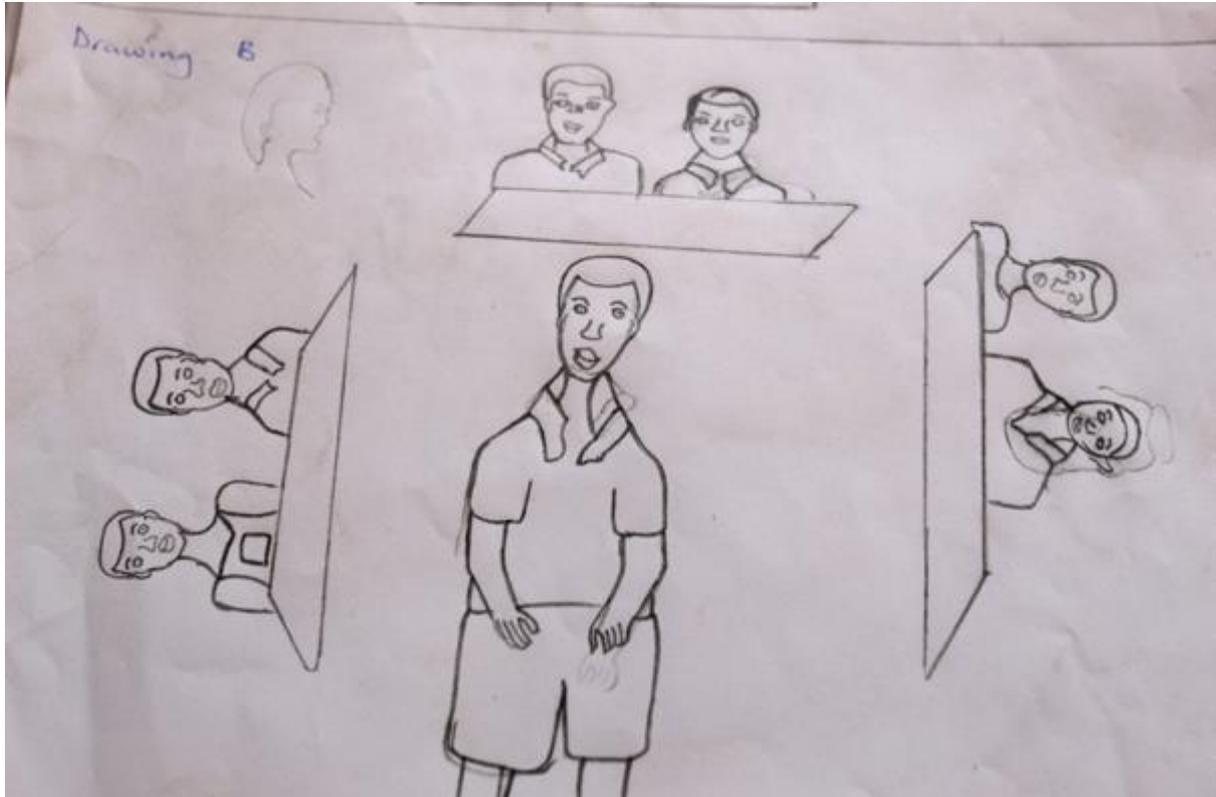
Figure 11: Debating as a formal strategy to combat child-to-child violence in primary schools

The investigators proceeded to find out how pupils use these most common strategies to solve child-to-child violence in primary schools. The responses were as follows;

"1:12 Pre-pairing pupils who are stubborn (2909:2945)" **- D 1: Dataset 1 _ Pandwong**

"1:40 They report minor issues to leaders following set procedures (8496:8555)" **- D 1: Dataset 1 _ Pandwong**

"2:15 Prefects used the teachers on duty to solve the violence that happened (3793:3862)" **- D 2: Dataset 2 _ Kitgum Public"**

*"3:18 They always report verbally to prefects (2932:2971***)"* **- D 3: Dataset 3 _ Namukora Primary school**

"3:42 Reporting to senior woman teacher (22269:22301)" **- D 3: Dataset 3 _ Namukora Primary school**

"4:14 Prefects call for discussion between those children involved in the violent and… (3419:3521)" **- D 4: Dataset 4 _ Mucwini PS**

"4:22 Through debating club, topics were sited about the child-to-violent in… (14709:14874)" **- D 4: Dataset 4 _ Mucwini PS**

When the reasons for using these formal strategies were sought, the following responses came up;

"1:13 Because debate and musical events are communal and pupils try to use the opportunity to bring peace… (2996:3095)" **- D 1: Dataset 1 _ Pandwong**

"1:26 Because closeness exists (5834:5857)" **- D 1: Dataset 1 _ Pandwong**

"1:43 Because of the school set up (environment). Because of acquaintances among the pupils (8609:8709)" **- D 1: Dataset 1 _ Pandwong**

"1:58 In those prayer groups, they always learn about things which God does…… (11766:11858)" **- D 1: Dataset 1 _ Pandwong**

"1:59 It's because prayer groups always talk about spiritual aspect of life. (11909:11979)" **- D 1: Dataset 1 _ Pandwong**

"1:77 Because prefects are nearer to teachers (16937:16976)" **- D 1: Dataset 1 _ Pandwong**

"2:16 They used this method because teachers are the immediate people to approach by pupils… (3915:4043)" **- D 2: Dataset 2 _ Kitgum Public**

"2:41 It is because in debating clubs there are rule to follow in debate and…… (30121:30363)" **- D 2: Dataset 2 _ Kitgum Public**

"3:19 Because their leaders are easy to approach (3030:3071)" **- D 3: Dataset 3 _ Namukora Primary school**

"4:15 Because they have respect to their leaders (3582:3625)" **- D 4: Dataset 4 _ Mucwini PS**

"4:21 Through bible preaching, the danger of violent can be easily explained… (10284:10361)" **- D 4: Dataset 4 _ Mucwini PS**

"4:31 The scripture concerning the danger of violence would be preached to victims of violence… (20830:20921)" **- D 4: Dataset 4 _ Mucwini PS**

7.5 How children involve their teachers and counsellors to overcome child-to-child violence

The investigators sought to find out how children involved their teachers and counsellors in overcoming child-to-child violence in primary schools. It was found that meetings with teachers to solve such problems were conducted, teaching children about good behaviours, monitoring children's behaviours and guidance and counselling about violence were done. The direct quotations from the field were as illustrated below;

"1:6 Meetings; girls' meetings are always there to solve problems like during their cycles (menstrual cycles) and also reduces courtship in the school (1476:1622)" **- D 1: Dataset 1 _ Pandwong**

"1:19 By calling them and teaching them how to behave well and giving them some light punishment like slashing and cleanings the compound (4443:4565)" **- D 1: Dataset 1 _ Pandwong**

"1:50 By telling them the danger of violence and giving them some light punishment (10420:10497)" **- D 1: Dataset 1 _ Pandwong**

"By monitoring the pupils if they are keeping friendship at school and outside school (2054:2173)" **- D 2: Dataset 2 _ Kitgum Public**

"2:6 By counselling the pupils" **- D 2: Dataset 2 _ Kitgum Public**

"2:25 I understand the root cause of violence and then counsel the conflicting parties. I attend to pupils by lowering my level to child's level so that I get the cause of violence and I use age difference and gender disparity (12622:12853)" **- D 2: Dataset 2 _ Kitgum Public**

"2:28 Normally what we tell pupils since they are from the same school, one should look at each other as brothers and sisters and report any form of violence on the way back home to school. They listen and obey this advice… (16604:16821)" **- D 2: Dataset 2 _ Kitgum Public**

"2:29 I normally talk to them to know their family background if those children or pupils have both parents. If so, does it reflect on what the pupil is doing at school? I also do by advising the pupil's friends to talk to the victims of violence to avoid being violence at school and avoid being dismissed from school (17726:18183)" **- D 2: Dataset 2 _ Kitgum Public**

"2:29 We also have school rules and pupils have to follow these school rules and normal activities to make them focus on class work (17726:18183)" **- D 2: Dataset 2 _ Kitgum Public**

"3.9 By guidance and counselling (1580:1606)" **- D 3: Dataset 3 _ Namukora Primary school**
"3:10 By inviting religious leaders to talk to pupils (1614:1661)" **- D 3: Dataset 3 _ Namukora Primary school**
"3:23 By calling children and tracing the cause of the violence. By guiding pupils appropriately based on their cases. By calling of pupil's parents and sharing with them. (4599:4774)" **- D 3: Dataset 3 _ Namukora Primary school**

"4:5 We make a separate discussion with them to understand the root cause and then counsel the conflicting parties (1967:2010)" **- D 4: Dataset 4 _ Mucwini PS**

"4:6 Guidance and counselling (2018:2040)**"** **- D 4: Dataset 4 _ Mucwini PS**

"4.18 Individual guidance and counselling. Involving parents of the pupils in solving the problem. (5492:5603)" **- D 4: Dataset 4 _ Mucwini PS**

7.6 Summary of Results

This study found out that children/pupils use a variety of common individual child-based strategies, for example: direct guidance from their teachers and counsellors; older pupils (age factor) intervene to address violence; gender factor (older boys help girls solve violence); experience of the pupils in solving violence is crucial and pupils report to their teachers and prefects. Major reasons for using these common individual child-based strategies are: pupils can easily get teachers solve their violence; pupils' family upbringing enables them solve their violence; and older pupils are aware of the consequences of violence, and they have the experiences in solving violence among children.

Children use informal peer group-based strategies to address child-to-child violence. The following key strategies feature prominently herein: pupils organize plays and games; pupils report to their parents; pupil-peer groups intervene in solving violence; and pupil-peer groups call the violent children culprits privately and tell them that what they have done is wrong. Pupils use these informal peer group-based strategies because: pupils do not feel comfortable with their teachers; pupils are very acquainted to one another; peer groups help them improve their social life; adults such as teachers and parents help them solve child-to-child violence easily, and children feel free among their peer groups/cliques.

The current study also found out that children use formal peer group-based strategies in solving child-to-child violence. Some of the commonest formal peer group-based strategies used are: Pupils report to prefects/leaders; pupils use debating clubs to examine debating motions on violence among them; pupils use the choir/music groups to express peace and love versus violence; and pupils use their Prayer and Bible study groups to solve violence. Pupils use these formal peer group-based strategies because: prefects are approachable; debating is communal-social event that helps

them express their views on violence and how to address violence among children; and choir/music and Prayer/Bible study groups help the children relate well with God who is their spiritual anchor in life and source of peace, love and unity versus violence among children.

Lastly, in this study, children have demonstrated their ability to involve adults such as teachers and counsellors in addressing child-to-child violence. For example, children have meetings with their teachers and counsellors to solve violence; children report to their teachers and counsellors requesting them to teach them on good behaviour and avoid violence; children involve their teachers/counsellors in monitoring pupils in or outside school to avoid bad friends and violence; children involve their teachers and counsellors in guiding and counselling them against child-to-child violence, to follow school rules, to focus on school work and to live as brothers and sisters; children involve teachers and counsellors in inviting religious leaders to their schools to guide and counsel them on spiritual challenges including child-to-child violence; and children request teachers and counsellors to contact their parents and guardians in overcoming misbehaviour, particularly child-to-child violence in or outside school.

8) DISCUSSION

This study was intended to find out the strategies used by individual children to overcome child-to-child violence in primary schools in Kitgum district. It found out that pupils use a variety of common individual child-based strategies, for example: direct guidance from their teachers and counsellors; older pupils (age factor) intervene to address violence, among others. One respondent said "Sometimes the pupil who is observing the violence runs and report to a teacher". This suggests that pupils can effectively address child-to-child violence and also provide safe environments for learners to disclose abuse and to ensure that they obtain the necessary care to prevent the long-term negative effects of violence. This is consistent with a report by UNICEF which suggested that giving children and adolescents the skills to cope and manage risks and challenges without the use of violence and to seek appropriate support when violence does occur is crucial for reducing violence in schools and communities (UNICEF, 2014). The explanation for use of the common individual strategies seem to suggest that the respondents tend to trust their teachers more than any other adults outside the family. These study findings are also consistent with Mutto (2004) which suggested that use of this approach had shown effectiveness in reducing aggression and managing violence in schools. To a lesser extent, it is further supported by (Third et al, 2020) study carried out in Philippines on violence against children which pointed out the adverse effect on brain function and mental health that can result to poor academic performance and reluctance to participate in school activities.

This study also revealed that child-based strategies help children to overcome child-to-child violence (physical as well as emotional violence), which is consistent with other studies (WHO, 2019; UNESCO, 2017). This goes a long way to create a safe learning environment which is vital for children's physical, emotional wellbeing in their learning journey.

Again, this study found that the formal strategies used to combat child-to-child violence included the use of debating clubs and prayer groups. In Croatia, however, a school-based workshop programme was found to lead to a reduction in violence (verbal and physical, with a special focus on peer violence, aggression and bullying) in schools by 50 per cent over eight years (UNICEF, 2015).

Lastly, this study found that children involved their teachers and counselors by reporting cases of violence to them. They get guidance from those teachers. Normally

the pupils are informed to treat each other as brothers and sisters and report any form of violence on the way back home. This is supported by a study on critical analysis of child protection policy in Philipines (Roche, 2019; UNESCO, 2017).

9) CONCLUSIONS

Child-to-child violence is a vice because it is an injustice against children. It is counterproductive to children's right and wellbeing as evidenced in the finding which showed that some children dropped out of school because of the vice. Violence against children cannot be overcome by adults only, but it requires also involvement of the children as reflected in a number of children drawings on different ways to solve the vice. From the current study, we conclude that there is child-to-child violence in the four selected primary schools in Kitgum District. This adversely affected children's life and academic performance. Children from the four selected schools have the resilience, commitment and love to overcome child-to-child violence by using child-based strategies, as per the children drawings on ways to solve the vice. For example: we witnessed children drawing pictures to express their views, feelings and experiences about, and solutions to child-to-child violence. Secondly, children had the ability to use a variety of common individual child-based, informal peer group-based and formal peer group-based strategies to overcome the vice. Finally, children are capable of involving their teachers and counsellors, individually or through their prefects, in overcoming child-to-child violence. These child-based strategies, our study explored, clearly demonstrated children's abilities in overcoming this vice in schools and in societies. Therefore, researchers, schools, parents, policy makers, governments, NGOs, and others, should not undervalue children's abilities in addressing child-to-child violence in schools and societies.

10) RECOMMENDATIONS

The investigators recommend as follows;
1) Parents should be open to their children and always have enough time with them so as to create mutual love and sense of belonging on the children
2) Children be encouraged to be open to their parents and report violence inflicted to them at school and never to have an attitude of revenge
3) Religious leaders should keep reminding parents and head teachers and administration about their responsibilities toward the growth of their children in the community.
4) Parents should minimise inflicting pain on their children because when they grow up in such environment they see it as a normal thing to inflict pain to others.
5) The head teachers and teachers' behaviours towards children should be exemplary and violence-free. Any act of violence should be identified and handled immediately by the teachers
6) Parents and teachers should avoid use of violence-promoting languages or acts in the presence of children. This is because children are quick at adopting characters which are not good for their growth
7) Children leadership should be encouraged and empowered so that they can be in position to solve child-to-child violence among themselves

8) Co-curriculum activities which demystify child-to-child violence in schools should be promoted such as debating clubs, prayer groups/meetings and drama groups, among others

9) More child focussed research should be done on child-to-child violence. This should have Child Focus Advocacies to eliminate child-to-child violence in schools

11) *ACKNOWLEDGEMENT*

12) DECLARATIONS

Conflict of interest
The investigators declare no conflict of interest

Data Availability Statement
The data related to this study is available with AfriChild (funder of the study) and has also been published (Omona et al., 2022) and made available in a public repository at https://data.mendeley.com/datasets/hbt2chrn3v

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ANNEX

Annex I: Work-plan

S. No	Activity	N (2021)	D	J (2022)	F	M	A	M	J	J	A	S	O	N	D	Frequency	Responsible Persons
01	Proposal writing, tools development	█														1	UMU team
02	Submission of proposal to AfriChild	█														1	PI
03	Ethical Approval (IRB & UNCST)		█	█	█	█	█									1	PI
04	Pre-testing research tools						█									1	UMU team
05	Recruitment of study participants & Data collection						█	█								1	UMU team
06	Data analysis							█	█							1	UMU team
07	Report writing /article development								█	█						1	UMU team
08	Publication & Dissemination										█	█	█	█		1	PI

Annex II: Research Budget and Budget Justification

Research Budget

S/No	Particulars	Units	Cost per unit	Total
		PROPOSED RESEARCH BUDGET		
01	Research Assistants	4	150,000	600,000
02	Accommodation/Lodging	5	150,000	750,000
03	Car rental	1		1,600,000
04	Driver's Allowance (4 visits)	4	100,000	400,000
05	Transport Allowance for field assistants	2	100,000	200,000
	Research Equipments			0
06	Digital Recorder (to be hired)	1	300,000	300,000
	Refreshments and Meals			0
07	Researchers	5	50,000	250,000
08	Participants / Teachers	20	40,000	400,000
09	Meals for children/ pupils	40	15,000	600,000
10	Investigators' Honoraria	5	2,580,000	12,900,000
11	Research Assistants Honoraria	4	50,000	200,000
	Stationery during field research			
12	Paper, Pens, Flip Charts, Markers, etc.			100,000
13	Photocopying and Printing			100,000
	Publication and Dissemination			

14	Article Processing cost	1,600,000
15	Local & National Dissemination	4,000,000
	TOTALS	**UGX24,000,000/=**

Budget Justification

In this budget more money has been budgeted for the researchers, to carry out field research, processing collected data, data analysis, report writing and article writing. This is where the researchers are heavily involved, and while they are doing these things, their families will miss them and they too will need maximum financial support to do quality research. Dissemination will involve hiring a meeting room in Kitgum, transporting media people and feeding them as well while in Kitgum district and article processing cost for publication.

Personnel

O'dama Kayi Modest, PhD – Mentor

Dr. O'dama Kayi Modest is a senior lecturer and researcher. He will supervise and mentor the Principal Investigator and the Co-investigators. He has experience and expertise in mixed research methods.

Other Personnel:

Omona Kizito, PhD – The Principal Investigator

Dr. Omona Kizito is a Medical Doctor and an expert in Health Sciences. He has experience in both qualitative and quantitative research. He will be instrumental in all parts of this study, as a principal investigator. He will spearhead report writing, among other responsibilities.

Dr. Ouma Richard is an educationist and has experience in qualitative research. He will be involved in designing qualitative interview guides, conducting interviews, transcribing interviews and data analysis.

Mr. Nalela Kizito is well experienced in business administration and management.

Sr. Amonding Jane Florence, together with Mr. Nalela, have a lot of experience in business administration and management.

TRAVEL:

Travel expenses incurred in connection with data collection has been described, giving the number of trips, rate, destinations, etc.

See the budget

SUPPLIES:

Our budget has Itemized supplies by category, giving cost and proposed use of the items.

OTHER EXPENSES:

These are also itemized by category and unit costs such as participant fees, mailing costs, publication costs, etc. as it has been justified in the first paragraph.

See budget above.

Annex III. Data Collection Instruments

Annex III (a): Focus Group Discussion Guide for upper primary pupils

Version 2.0

1) How old are you?
   ……………………………………………………………………………………………
2) Which religious group do you belong?
   ……………………………………………………………………………………………
3) Gender of the pupil (Observe)
   ……………………………………………………………………………………………
4) Have you ever experienced violence in school?
   ……………………………………………………………………………………………
5) If yes, how is it affecting your learning/performance at school?
   ……………………………………………………………………………………………
6) As an individual, how did you overcome the violence you experienced?
   ……………………………………………………………………………………………
7) As an individual, what is the most common method you use to overcome violence at school?
   ……………………………………………………………………………………………
8) How do you use this method (in 7 above)?
   ……………………………………………………………………………………………
9) Why do you use this method?
   ……………………………………………………………………………………………
10) Have you ever used the following ways of solving child-to-child violence in your school (children groups reporting to parents/elders, village groups, child hailing from same school & neighbourhood)?
   ……………………………………………………………………………………………
11) Which of the above ways (in 10) do you use commonly in solving child-to-child violence?
   ……………………………………………………………………………………………
12) Why do you use this common way of solving child-to-child violence?
   ……………………………………………………………………………………………
13) Have you ever used the following ways of solving child-to-child violence in your school (Debating clubs, Prefect/leaders, prayer groups, choir group/music group)?
   ……………………………………………………………………………………………
14) Which of the above ways (in 13) do you use commonly in solving child-to-child violence?
   ……………………………………………………………………………………………
15) Why do you use this common way of solving child-to-child violence?
   ……………………………………………………………………………………………

Children's Drawings

Draw your family (Draw how your family looks like).
Draw the ways you use to solve child-to-child violence.
16) Talk about what you see in the drawing.

Annex III (b): Interview Guide for Teachers

Version 2.0

1) Have you ever observed any child-to-child violence in your school?

……………………………………………………………………………………………

2) What individual child-based strategies do you use to solve child-to-child violence you have observed in your school (Consider the age of pupils, gender, experience in problem solving among children, child up bringing)?

……………………………………………………………………………………………

3) How do children in your school use informal peer group-based strategies to overcome child-to-child violence (informal formation of cliques among pupils, children groups reporting to parents/elders, children groups hailing from the same village, children hailing from the same school & neighbourhood)?

……………………………………………………………………………………………

4) How do children in your school use formal peer group-based strategies to overcome child-to-child violence (Debating clubs, Prefects (leaders), prayer groups, choir group/music group)?

……………………………………………………………………………………………

5) How do you use any of these religious values (forgiveness, prayers, sharing and helping those in need) to help your pupils stop (Sexual, Psychological and Physical violence) among themselves?

……………………………………………………………………………………………

6) In what ways do you guide pupils involved in violence in your school?

……………………………………………………………………………………………

7) Among the different individual strategies used by pupils, which method is the most commonly used?

……………………………………………………………………………………………

8) How do pupils use this most common method (in 7 above)?

……………………………………………………………………………………………

9) Why do pupils use this method (in 7 above)?

……………………………………………………………………………………………

10) Among the different informal strategies used by pupils, which method is the most commonly used (informal formation of cliques among pupils, children groups reporting to parents/elders, children group hailing from the same village, children group hailing from same school and neighbourhood)?

……………………………………………………………………………………………

11) How do pupils use this most common method (in 10 above)?

……………………………………………………………………………………………

12) Why do pupils use this method (in 10 above)?

……………………………………………………………………………………………

13) Among the different formal strategies used by pupils, which method is the most commonly used (Debating clubs, Prefects (leaders), prayer groups, choir group/music group)?

……………………………………………………………………………………………

14) How do pupils use this most common method (in 13 above)?

……………………………………………………………………………………………

15) Why do pupils use this method (in 13 above)?

……………………………………………………………………………………………

Annex IV (a): Informed consent form for in-depth interviews for Teachers
Version 2.0
*This informed consent form is for teachers who we are inviting to participate in the research titled "*Exploring Child-based Strategies in addressing Child-to-Child Violence in Primary Schools in Kitgum District, Northern Uganda.*"*
Name of Principal Investigator – Dr. Omona Kizito
Name of Organization - Uganda Martyrs University
Name of Sponsor - AfriChild Centre
Project - Exploring Child-based Strategies in addressing Child-to-Child Violence in Primary Schools in Kitgum District, Northern Uganda

This Informed Consent Form has two parts:
   • Information Sheet (to share information about the study with you)
   • Certificate of Consent (for signatures if you choose to participate)

   You will be given a copy of the full Informed Consent Form

Part I: Information Sheet

Introduction
*We are researchers from Uganda Martyrs University. We are doing research on '*Exploring Child-based Strategies in addressing Child-to-Child Violence in Primary Schools in Kitgum District, Northern Uganda*." We are going to give you information and invite you to be part of this research. You do not have to decide today whether or not you will participate in the research. Before you decide, you can talk to anyone you feel comfortable with about the research. This consent form may contain words that you do not understand. Please ask me to stop as we go through the information and I will take time to explain. If you have questions later, you can ask me or another researcher.*
Purpose of the research
Child-to-Child Violence in Primary Schools *is common. We want to find ways to stop this from happening. We believe that you can help us by telling us what you know about* Child-to-Child Violence in your School. *We want to learn what people/teachers who live or work here know about the vice. We want to learn about the different ways that teachers/pupils use to stop child-to-child violence in your school.*

Type of Research Intervention
This research will involve your participation as a person and it will take about one and a half hours.

Participant Selection
You are being invited to take part in this research because we feel that your experience as a teacher and as a responsible citizen can contribute much to our understanding and knowledge of child-to-child violence.
Do you now know why we are asking you to take part in this study? Do you know what the study is all about?

Voluntary Participation

Your participation in this research is entirely voluntary. It is your choice whether to participate or not. If you choose not to participate, all your services as teacher will continue normally. In other words, the choice that you make will have no bearing on your job or on any work-related evaluations or reports. You may change your mind later and stop participating even if you agreed earlier.

If you decide not to take part in this research study, do you know what your options are? Do you know that you do not have to take part in this research study, if you do not wish to? Do you have any questions?

Procedures

Kindly participate in an interview with me [name of interviewer].

During the interview, I or another interviewer will sit down with you in a comfortable place at the Centre. If you do not wish to answer any of the questions during the interview, you may say so and the interviewer will move on to the next question. No one else except me [the interviewer] will be present unless you would like someone else to be there. The information recorded is confidential, and no one else except the research team will access the information documented during your interview. The entire interview will be tape-recorded, but no-one will be identified by name on the tape. The tape will be kept safely. The tapes will be destroyed after 180 days.

Duration

The research takes place over 6 months in total. During that time, we will visit you only once, if necessary. The interview takes about one and a half hours or less.

Risks

There may be a risk that you may share some personal or confidential information by chance, or that you may feel uncomfortable talking about some of the topics. However, we do not wish for this to happen. You do not have to answer any question or take part in the discussion/interview/survey if you feel the question(s) are too personal or if talking about them makes you uncomfortable.

Benefits

There will be no direct benefit to you, but your participation is likely to help us find out more about how to prevent child-to-child violence in primary schools.

Reimbursements [Compensation]

You will not be provided any incentive to take part in the research. However, we will give you UGX 20.000/= for your time, and travel expenses.

Can you tell me if you have understood correctly the benefits that you will have if you take part in the study? Do you know if the study will pay for your travel costs and time lost, and do you know how much you will be reimbursed? Do you have any other questions?

Confidentiality

The research being done may draw attention, and if you participate you may be asked questions by other people in the community. We will not be sharing information about you to anyone outside of the research team. The information that we collect from this research project will be kept private. Any information about you will have a number on it instead of your name. Only the researchers will know what your number is and we will lock that information up with a lock and key.

Sharing the Results

Nothing that you tell us today will be shared with anybody outside the research team, and nothing will be attributed to you by name. The knowledge that we get from this research will

be shared with you and your community before it is made widely available to the public. Each participant will receive a summary of the results. There will also be small meetings in the community and these will be announced. Following the meetings, we will publish the results so that other interested people may learn from the research.

Right to Refuse or Withdraw
You do not have to take part in this research if you do not wish to do so, and choosing to participate will not affect your job or job-related evaluations in any way. You may stop participating in the interview at any time that you wish without your job being affected. I will give you an opportunity at the end of the interview to review your remarks, and you can ask to modify or remove portions of those, if you do not agree with my notes or if I did not understand you correctly.

Who to Contact
If you have any questions, you can ask them now or later. If you have any questions related to the study as a research participant, you can contact the principal investigator, Dr Kizito Omona on telephone number 0774849492 or via email on komona@umu.ac.ug
If you have any issues pertaining to your rights and participation in the study, please contact the Chairperson, Gulu University Research Ethics Committee [GUREC], 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.*
You can also ask me any more questions about any part of the research study, if you wish to now. Do you have any questions?

Part II: Certificate of Consent
I have been invited to participate in research about Exploring Child-based Strategies in addressing Child-to-Child Violence in Primary Schools in Kitgum District, Northern Uganda*.*

(This section is mandatory)
I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have asked, have been answered to my satisfaction. I consent voluntarily to be a participant in this study.

Print   Name   of   Participant
_____Signature_____
Date _____ **[**Day/month/year**]**
Statement by the researcher/person taking consent

I have accurately read out the information sheet to the participant, and to the best of my ability made sure that the participant understands every aspect of the study.
I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.
A copy of this informed consent form (ICF) has been provided to the participant.

Print   Name   of   Researcher/person   taking   the   consent

_____

Signature of Researcher/person taking the consent
_____

Date _____ **[**Day/month/year**]**

Print Name of Witness _____**Signature**
_____

Date _____**[**Day/month/year**]**

Annex IV (b): Informed Assent Form for Focus group Discussions for Children Aged 10 to 17years

Version 2.0

What is a research study?

Research studies help us learn new things. We can test new ideas. First, we ask a question. Then we try to find the answer.

This paper talks about our research and the choice that you have to take part in it. We want you to ask us any questions that you have. You can ask questions any time.

Important things to know…

- You get to decide if you want to take part.
- You can say 'No' or you can say 'Yes'.
- No one will be upset if you say 'No'.
- If you say 'Yes', you can always say 'No' later.
- You can say 'No' at anytime.
- We would still take good care of you no matter what you decide.
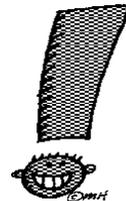
Why are we doing this research?

We are doing this research to find out more about Child-to-child violence in your school.

What would happen if I join this research?

If you decide to be in the research, we will ask you to do the following:

- Drawings: You may need to draw something when we ask you. You will be informed at the right time.
- Questions: We will ask you some questions. Then you will not have to mark your answers on any paper. We will write your responses down.
- Talking: A person on the research team will ask you questions. Then you will say your answers out loud.

Could bad things happen if I join this research?

Some of the questions might be hard to answer or make you uncomfortable. We will try to make sure that no bad things happen.

You can say 'no' to what we ask you to do for the research at any time and we will stop.

Could the research help me?

We think being in this research may help you because together we will contribute to reduction of child-to-child violence in primary schools.

What else should I know about this research?

If you don't want to be in the study, you don't have to be.

It is also alright to say yes and change your mind later. You can stop being in the research at any time. If you want to stop, please tell us.

You will not be paid to be in the study.

To thank you for being in the study, we will give you UGX15.000/= for your meal. You should talk with your parents about how you would like to use this.

You can ask questions any time. You can talk to any of us in the research team. Ask us any questions you have. Take the time you need to make your choice.

Is there anything else?

If you want to be in the research after our talk, please write your name below. We will write our name too. This shows that we talked about the research and that you want to take part.

Who to contact

If you have any questions, you can ask them now or later. If you have any questions related to the study as a research participant, you can contact the principal investigator, Dr Kizito Omona on telephone number 0774849492 or via email on komona@umu.ac.ug

If you have any issues pertaining to your rights and participation in the study, please contact the Chairperson, Gulu University Research Ethics Committee [GUREC], 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.*

Name of Participant _____(To be written by child)

Printed Name of Researcher _____***Signature*** _____

Date_____***Time*** _____

Witness Name_____ ***Signature*** _____
Date_____

Interpreter Information *(applicable if interpreter is used)*

_____ _____

Printed Name of Interpreter during initial presentation of study & Date

_____

Printed Name of Interpreter when translated form is presented & Date

<u>Copies to:</u>
Research Team File
Parents/Guardians/Head teacher

Annex IV (c): Informed Consent Form for Parents/guardians of Children Aged 10 to17 Years

<div align="center">

Version 2.0
</div>

Dear Parent/ Guardian,

We are doing a study titled "**Exploring Child-based Strategies in addressing Child-to-Child Violence in Primary Schools in Kitgum District, Northern Uganda**". The study, expected to last 2-3months, is approved by relevant authorities (GUREC) and it poses minimal or no harm at all to the participant. Information generated will help to reduce child-to-child violence in primary schools. Feedback will be given to all stakeholders after the study. Participation is voluntary and minimal compensation for time spent will be given to participants. This study is funded by AfriChild. We would like to seek your consent for your child to be enrolled in this study.

Do you agree?   Ye☐   ☐o

Signed _____ (Name & Signature), Parent of _____

Date _____

Signed _____ (Witness Name & Signature)

Date _____

Note: *If you have any questions related to the study as a research participant, you can contact the principal investigator, Dr Kizito Omona on telephone number 0774849492 or via email on* <u>*komona@umu.ac.ug*</u>

If you have any issues pertaining to your rights and participation in the study, please contact the Chairperson, Gulu University Research Ethics Committee [GUREC], Dr. Gerald Obai Tel: No., 0772305621; email: <u>*lekobai@yahoo.com*</u> */ lekobai@gmail.com;*

or the Uganda National Council for Science and Technology, on plot 6, Kimera road, Ntinda, Kampala on Tel 0414705500.

Annex IV (d): Translated Informed Consent Form for Parents/guardians of Children Aged 10 to17 Years

Version 2.0

Bot Lanyodo/Lagwok Latin

Wan wabedo dano ma watye katimo kwed matut ikom yoo lweny I kom tim gero ikin lotion kwan me primary schools I Kitgum district, kumalo me Uganda "**Exploring Child-based Strategies in addressing Child-to-Child Violence in Primary Schools in Kitgum District, Northern Uganda**". Dul ma loyo cik mapatpat dong guteko cwako kwed man ni omede anyim. Kwed man pe obikelo kit awano mo keken ikom latin kwan ma ki penye. Latin kwan tye agonya me kwero bedo ikwed man. Ngec onyo "information" ma gimiyo pi kwed man kony me juko tim gero in cukul. Adwogi me kwed man gibimiyo ki dul pa dano ma patpat ma gicwako lok me kwan. Kwed man dul me "AfriChild" aye tye ka culu pire.

Man dong tye me penyo twero ki bot in lanyoro/lagwok latin me yee ki wan me penyo latin mamegi malube ki kwed man.

Iyee?   Ayee   ☐   Pe ayee ☐

Signed _____ (Nying ki Signature), Lanyodo pa _____

Nino dwe _____

Signed _____ (Nying Caden ki Signature)

Nino dwe _____

Note: *Pi lapeny mukene ma lube ki kwed man, itwero penyo "principal investigator", ladit Dr Kizito Omona icim namba 0774849492 onyo "e-mail"* *komona@umu.ac.ug*

Pi lapeny mukene ma lube ki twero pa dano ma nongo ngec ki bote (information), itwero penyo Wonkom me *Gulu University Research Ethics Committee [GUREC], ladit Dr. Gerald Obai icim namba 0772305621; onyo e-mail:* *lekobai@yahoo.com* */ lekobai@gmail.com; onyo bene itwero penyo Uganda National Council for Science and Technology, iplot numba 6, Kimera road, Ntinda, Kampala icim numba 0414705500.*

Annex IV (e): Informed Consent Form for Emancipated Minors Aged 14 to17 Years

Version 2.0

Dear Pupil,

We are doing a study titled "**Exploring Child-based Strategies in addressing Child-to-Child Violence in Primary Schools in Kitgum District, Northern Uganda**". The study is approved by relevant authorities and it poses minimal or no harm at all to the participant. Information generated will help to reduce child-to-child violence in primary schools. Feedback will be given to all stakeholders after the study. Participation is voluntary and minimal compensation for time spent will be given to participants inform of modest lunch and snacks. This study is funded by AfriChild. We would like to seek your consent for your child to be enrolled in this study.

Do you agree?   Yes ☐   No ☐

Signed _____ (Name & Signature), Parent of _____

Date _____

Signed _____ (Witness Name & Signature)

Date _____

Note: *If you have any questions related to the study as a research participant, you can contact the principal investigator, Dr Kizito Omona on telephone number 0774849492 or via email on komona@umu.ac.ug*

 If you have any issues pertaining to your rights and participation in the study, please contact the Chairperson, Gulu University Research Ethics Committee [GUREC], 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.