



**USAID**  
FROM THE AMERICAN PEOPLE



World Learning

**child steps**  
**international**



**Ministry of Health and Social Welfare**

## **Community Baseline Needs Assessment**

In collaboration with:  
Republic of Liberia Ministry of Health and Social Welfare



**Community Baseline Needs Assessment.** *Study Funded by USAID and World Learning. This study is made possible by the generous support of the American people through the United States Agency for International Development (USAID). The contents are the responsibility of Child Steps International and do not necessarily reflect the views of USAID or the United States Government.*

## TABLE OF CONTENTS

<b>LIST OF FIGURES AND TABLES .....</b>	<b>vi</b>
List of Figures.....	vi
List of Tables .....	vi
<b>ABBREVIATIONS AND ACRONYMS.....</b>	<b>vii</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>viii</b>
<b>EXECUTIVE SUMMARY .....</b>	<b>ix</b>
OVERVIEW .....	ix
METHODOLOGY .....	ix
FINDINGS .....	x
RECOMMENDATIONS .....	xi
<b>MAP OF LIBERIA HIGHLIGHTING STUDY AREA.....</b>	<b>xiii</b>
<b>1. BACKGROUND .....</b>	<b>14</b>
1.1. Introduction .....	14
1.2. Context and Overview of Needs.....	14
1.3. Definition of Populations in Priority Areas .....	16
1.3.1. Children/Families in need of psycho-social support/therapy .....	16
1.3.2. Teenage pregnancy.....	16
1.3.3. Children without appropriate care, including children living on the street and unsupervised children .....	16
1.3.4. Child victims of sexual violence .....	16
1.4. Rationale for the CBNA.....	17
1.5. Goals and objectives .....	17
<b>2. METHODS.....</b>	<b>17</b>
2.1. Introduction .....	17
2.2. Desk review of existing data and documents .....	18
2.3. DSW and Stakeholder Training.....	18
2.4. Field Work.....	20
2.4.1. Baseline Needs Assessment Participants Survey Design .....	21
2.4.2. Qualitative Research Design .....	22
2.5. Data Analysis.....	23
2.5.1. Quantitative Data Analysis .....	23
2.5.2. Qualitative Data Analysis .....	24
2.6. Ethics and Consent.....	24
2.7. Limitations .....	24
<b>3. SOCIO-DEMOGRAPHIC CHARACTERISTICS OF SURVEY RESPONDENTS, FOCUS GROUP DISCUSSANTS, &amp; KEY INFORMANTS.....</b>	<b>25</b>
3.1. All Participants .....	25
3.2. Survey Respondents.....	26

3.3. Focus Group Discussants.....	30
3.4. Key Informants .....	31
<b>4. CHILDREN &amp; FAMILIES IN NEED OF PSYCHO-SOCIAL SUPPORT</b>	<b>31</b>
4.1. Data Analysis.....	31
4.2. Discussion .....	34
4.3. Recommendation .....	35
<b>5. TEEN PREGNANCY .....</b>	<b>36</b>
5.1. Data Analysis.....	36
5.2. Discussion .....	38
5.3. Recommendation .....	40
<b>6. CHILDREN WITHOUT APPROPRIATE CARE, INCLUDING CHILDREN LIVING ON THE STREET AND UNSUPERVISED CHILDREN .....</b>	<b>40</b>
6.1. Data Analysis.....	40
6.2. Discussion .....	41
6.3. Recommendation .....	43
<b>7. CHILD VICTIMS OF SEXUAL VIOLENCE .....</b>	<b>43</b>
7.1. Data Analysis.....	43
7.2. Discussion .....	44
7.3. Recommendation .....	45
<b>8. CONCLUSION.....</b>	<b>45</b>
<b>9. BIBLIOGRAPHY .....</b>	<b>47</b>
<b>APPENDICES .....</b>	<b>50</b>
A.1 Persons and Institutions involved in the Baseline Needs Assessment Project directly or indirectly.....	50
A.2 Parent Permission for Minor Child to Participate In Study Focus Group Discussion Regarding Community Life .....	51
A.3 Adults Consent for Focus Group .....	53
A.4 Child Approval to Participate In Study (Children Ages 12-17).....	54
A.5 Parent Permission for Minor Child To Participate In Study .....	55
A.6 Survey Consent Form and Screener .....	57
A.7 Baseline Needs Assessment Survey, July 2014 .....	58
A.8 Field Manual Montserrado County .....	70
A.9 Field Manual Outer Counties .....	81
A.10 Background Questionnaire.....	91
A.11 DSW Key Informant Interview.....	93
A.12 KII Guide Agency Persons Only .....	95
A. 13 KII Guide Non Agency Persons Only .....	97
A.14 Adult Focus Group Guide .....	99
A.15 Liberia Youth Focus Guide .....	101
A.16 Images from the CBNA Study.....	104
B.1 Crosstabulations .....	110
B.2 Frequency Tables .....	156

<b>B.3 Select Group Statistics by Gender .....</b>	<b>208</b>
<b>B.4 Variables by County – ANOVA .....</b>	<b>210</b>
<b>B.5 Descriptives by County .....</b>	<b>218</b>
<b>B.6 Focus Groups, Key Informants &amp; Survey Participants.....</b>	<b>233</b>
<b>B.7 Selected Graphs .....</b>	<b>237</b>
<b>C.1 Original Needs Groups and Definitions .....</b>	<b>283</b>

# LIST OF FIGURES AND TABLES

## List of Figures

Figure 1- Map of Liberia Highlighting Study Area.....	xiii
Figure 2 - Percentage of Survey Respondents by County .....	26
Figure 3 - Participants by highest education level .....	28
Figure 4 - Have someone living in the home, under 18 and pregnant.....	29
Figure 5 - Situations That Makes Children and Parents Sad and Vexed .....	34
Figure 6 - Most Important Needs of Children Living in Community.....	35
Figure 7 - Situations That Lead to Teenage Pregnancy .....	39
Figure 8 - Reasons Why Children Are Not In Home.....	42
Figure 9 - Situations That Lead to Teenage Pregnancy .....	44

## List of Tables

Table 1 - County Population & Density <sup>6</sup> .....	15
Table 2-Training Schedule.....	19
Table 3 – Participants Breakdown .....	21
Table 4 - Demographic & Personal Characteristics .....	25
Table 5 - Demographic & Personal Characteristics-Survey .....	27
Table 6 - Demographic & Personal Characteristics by Gender .....	28
Table 7 - Demographic & Personal Characteristics for Men & Women.....	29
Table 8 - Sources of Income .....	30
Table 9 - Psychological Items – Mothers by Gender .....	31
Table 10 - Psychological Items – Fathers by Gender.....	32
Table 11 - Things That Happened To You .....	33
Table 12 - Right to Beat a Child Hard if the child is doing man and woman business .....	37
Table 13 - Right to Beat a Child Hard .....	37
Table 14 - Select Situations Which Put Children at Risk.....	37
Table 15 - Issues Children Face.....	38
Table 16 - Issues Children Face in Children Not Living with Parents .....	40
Table 17 - Sexual Violence Issues Children Face.....	43

## **ABBREVIATIONS AND ACRONYMS**

AfT	Agenda for Transformation
CBNA	Community Baseline Needs Assessment
CHO	County Health and Social Welfare officer
CSI	Child Steps International
DSW	Department of Social Welfare
ECD	Early Childhood Development
EPSS	Essential Package of Social Services
FGD	Focus Group Discussion
GOL	Government of Liberia
IA	Informed Assent
IC	Informed Consent
KI	Key Informant
KII	Key Informant Interview
LAPS	Liberia Association of Psychological Services
LD	Liberian Dollar
LGSM	World Learning Liberia Grants Solicitation and Management Program
LISGIS	Liberia Institute of Statistics and Geo-Informational Services
MGD	Ministry of Gender and Development, Republic of Liberia
MoHSW	Ministry of Health and Social Welfare, Republic of Liberia
MOJ	Ministry of Justice, Republic of Liberia
MP	Mother Patern School of Health Sciences
MPI	Multidimensional Poverty Intensity
NGO	Non-Governmental Organization
OVC	Orphans and Vulnerable Children
SBA	Subah Belleh and Associates
SPSS	Statistical Package for the Social Sciences
UNICEF	United Nations International Children's Fund
USAID	United States Agency for International Development
USD	United States Dollars
WACPS	Women and Children Protection Section (Liberia National Police)
WL	World Learning

## ACKNOWLEDGEMENTS

We would like to thank the hundreds of individuals, organizations, and institutions who participated in this study or supported it throughout the process. The study was conducted and completed during the national health and welfare crisis caused by the Ebola virus. We want to dedicate this report to the men and women who remained in the country, and their tireless efforts to complete this work. Additionally, we want to honor the millions of people in West Africa who suffer even greater vulnerability and risk of disease and conflict because of this crisis.

Our gratitude and appreciation go to the following organizations for their time and support throughout the process: AME University, Liberia Association of Psychosocial Services, Liberia National Police/Women and Children Protection Services, Ministry of Gender and Development, Ministry of Health and Social Welfare, Ministry of Justice, Mother Patern College of Health Sciences, National Union of Orphanages of Liberia, Norwegian Refugee Council, Save the Children, SOS Children's Villages International, Subah-Belleh Associates, United Nations International Children's Emergency Fund, United States Agency for International Development, and World Learning. Many thanks to the research team for their hard work. Team members are listed in Appendix A1.



# EXECUTIVE SUMMARY

## OVERVIEW

This report includes the results of the Community Baseline Needs Assessment (CBNA), completed by Child Steps International (CSI), in collaboration with Republic of Liberia Ministry of Health and Social Welfare (MoHSW), Department of Social Welfare (DSW) with funding from the United States Agency for International Development (USAID) and management from World Learning (WL) as part of their World Learning Liberia Grants Solicitation and Management (LGSM) Program. Research for this report was collected in four (4) counties: Grand Bassa, Grand Cape Mount, Maryland and Montserrado. The counties were divided into urban, semi-urban, and rural areas to capture the existing diversity. The project included training in best practice research, as well as a study of priority needs areas.

The study began with a macro assessment of all needs areas currently considered under the scope of the Ministry of Health and Social Welfare. The macro assessment of needs areas resulted in four (4) priority needs areas chosen for original research to establish a baseline and starting point for future programs funding, implementation and monitoring. Those four (4) chosen areas are:

- Children & families in need of psycho-social support/therapy
- Teenage pregnancy
- Children without appropriate care, including children living on the street and unsupervised children
- Child victims of sexual violence

The primary objectives of the CBNA are:

- With DSW and stakeholders, determine needs areas for starting the full assessment process.
- Ensure that DSW professionals have all the tools and training needed to conduct assessments independently.
- With DSW, conduct assessments of social welfare needs populations using internationally accepted best practice standards in order to establish a baseline for social welfare needs, collecting data needed to secure funding and create systems for service delivery to the greatest number of people in the most efficient way.
- With DSW, help identify the unmet needs of the identified priority areas with respect to orphans and vulnerable children
- With DSW, identify common interventions that can benefit and impact orphans and vulnerable children and their families/caregivers.
- To produce a detailed, concise, and directed baseline needs assessment that draw as much as possible on existing material and new information to capture the critical aspects of the needs of orphan and vulnerable children within the context of their various communities and cultures in order to guide impactful programs and services that can be effectively monitored and evaluated.

The end goal of the project is to increase and improve systems of care and services to vulnerable children and families affected by poverty, war and other risk factors.

## METHODOLOGY

All stakeholders provided major consultation in the development of the survey instrument, the focus group questionnaire and the key informant questionnaire. The study utilized quantitative and qualitative data collection techniques to obtain the necessary information for analysis. The sampling frame decided for the quantitative and qualitative data was based on county-level population. The survey was used to gather quantitative data while the focus group discussions and the key informant interviews were used to collect qualitative data. In consultation with the Ministry of Health and Social Welfare through the

Department of Social Welfare (the primary stakeholder), the determination was made to administer a structured survey, focus group discussions, and key informant interviews.

Based on the county-level sampling frame, communities were randomly selected in the four identified and representative counties: Grand Bassa, Grand Cape Mount, Maryland and Montserrado. The number of respondents for the structured interview was set at a minimum threshold of 600 with a total of 611 actual survey respondents. A total of forty-one (41) focus group discussions were conducted among youths (12 FGDs) and adults (29 FGDs). Total number of focus group participants was 271. Thirteen (13) key informant interviews (KIIs) were conducted, three in each county, except for Grand Bassa where four (4) were conducted. Ministry of Gender (Children Unit), Ministry of Health and Social Welfare county officials, National Union of Orphanages of Liberia, Save Home and SOS International representatives were interviewed.

A group of 26 individuals was recruited to gather the data. Four individuals from Subah-Belleh Associates, eleven from Mother Patern School of Health Sciences, one from Child Steps International, and ten from the Ministry of Health and Social Welfare were trained. This phase of the project involved training the teams for seven days which included two field practicum days in Bassa and Montserrado Counties. This was done to ensure that the teams fully understood the data collection instruments, interview procedures and implementation.

Beginning July 10 through July 23, 2014, Child Steps International conducted baseline needs assessment surveys in Liberia. This phase focused on data collection in the four counties. A team of six was assigned to each county and a two-person monitoring team was assigned to all four counties. Each team comprised of five enumerators and one team leader from Subah-Belleh and Associates, a research firm in Liberia. Other team members assumed the roles of moderators, note takers, interpreters, monitors, and interviewers. The four teams completed data collection in the selected counties during the same fifteen day period. Informed consent and assent were obtained from all participants prior to the structured interviews.

The quality control process was rigorous to ensure the accuracy and reliability of the data. It began with the field supervisors ensuring their teams resided in the surveyed communities throughout the assessment; that the respondents were selected according to the required field protocol, and that the questionnaires were administered according to the standard procedure for the structured interview. The supervisors collected and reviewed all questionnaires administered to make sure that information was entered correctly. When errors were found, they were addressed either through clarification with the enumerator or through re-contacting the respondent when necessary.

A two-member Child Steps International team also monitored the data collection activities. The CSI team visited each field team during structured interview and focus group discussions. They checked a sample of the completed structured interview questionnaires and made comments where needed. They visited focus group discussions to ensure the discussions were executed according to the defined protocol. CSI's objective during the quality control visits was to guarantee the accuracy and reliability of the data collected through insuring errors (bias and mistakes) were avoided and minimized.

The Liberia Ministry of Health and Social Welfare chaired the study's Advisory Committee and formally granted permission for this study. Ethical approval was granted by the MoHSW/DSW.

## FINDINGS

This baseline needs assessment revealed that:

- Children, families, and communities are in dire need of psycho-social support/therapy
- DSW currently depends on partners to be effective
- Teenage pregnancy is extremely high even though it was not formally quantified in this study
- The rights of the child are being interpreted such that parents are disadvantaged in being able to effectively discipline their children for fear of reprisals from the authorities.

- Attitudes of children show serious lack of respect for parents hence they indulge in activities without regard to parents approval or input
- 95% (579) of survey respondents had one source of income. Of that 25.4% (n=147) got income from petty sales; 19.2% (n=111) got income from other sources, and 13.3% (n=77) had a salaried job.
- Indirect costs of education have a significant impact on children being out of school.
- 69.4% (n=424) of respondents lived with their biological mothers & 27.2% (n=166) lived with non-biological mom while 64.5% (390) of respondents lived with their biological dad & 26.4% (161) lived with a non-biological dad.
- 75% (461) of respondents' moms had no education and only 4% (24) went to university while 42.9% (262) of respondents' dads had no education and only 11.6% (71) went to university.
- Of the 611 survey respondents, only 21% (n=128) had completed high school or more. 3 had post graduate degrees and 6 had college degrees. Only 35% could read well.
- Most survey respondents had good relationships with their parents but comments during the focus group discussions suggest that the relationships between parents and children are difficult. 93% of respondents had good (21.9%) and very good (71.2%) relationship with their moms. Only 4% had a bad relationship. 87% had good (26.2%) and very good (61.5%) relationship with their dads. Only 4% (26) had a bad relationship.
- Even though there were a lot of complaints about healthcare inadequacies during focus group discussions, 94.6% of respondents, sometimes (321, 52.5%) or always (244, 39.9%), took their kids to a clinic or hospital when sick.
- Only 10 respondents, 1.6%, reported that their children play in playground. 189 or 31.9% reported that children played at home and 326 (53.4%) reported that children played in the neighborhood.
- Teenage pregnancy ranked as the second highest risk to teens in their communities and as the highest risk issue faced by kids.
- Parents sending children to have a boy/girlfriend (72%) and teenage pregnancy (84%) were two of the highest issues always or sometimes facing kids.
- The full repertoire of resources, finance, and skills set needed to implement a complete OVC program is lacking.

## RECOMMENDATIONS

The information gathered during this baseline needs assessment suggests that the DSW should directly intervene in the various communities around the country in order to have an impact on the four identified priority need areas. While focusing on the four priority areas many other needs will receive indirect attention and possible improvement.

We propose that all DSW interventions incorporate an element of continuing research (effectiveness measures and evolving questions) so that a body of Liberian-based research and knowledge regarding the social welfare of the country is developed. This will allow for other ongoing development of evidence based solutions to the many social problems in the country. This will also assist in developing continued generations of expertise within the country. We recommend that DSW focus also on recommendations that have application across all four priority areas.

- Direct intervention
  - Develop programs to accelerate the reunification of families through structured family tracing
  - Enhance and strengthen the existing family structure
  - Advocate for the establishment of a dedicated children's court
    - Integrated children court & DSW case management system with best practice and standardized guidelines

- Improve the capacity of the health and social welfare systems to provide specialized psychological and social services
- Incorporate school-based psychosocial approaches and interventions for children
- Provide education for parents and adults to strengthen community support networks to provide a healthy and safe place for the vulnerable population
- Train teachers to understand the psycho-social signals and develop an early warning system
- Systematically map the various dimensions of the psycho-social problem in its full social and medical complexity, identify resources that are available to address the problem, and formulate a plan to guide how implementation can be coordinated and deployed
- Improve medical facilities and personnel
- Empower and Increase the capacity of communities, extended families and child-headed households to be able to take care of OVC through enhanced financial programs, income generation or job creation
- Enhance school retention for OVCs by identifying creative mechanisms to handle the indirect cost of education: fees, buying books, etc.
- Educate teens on sexually risky behavior
- Educate teens on approaches to abstinence
- Incorporate sex education in the school curriculum
- Design ways to retain teenagers in school
- Identify and implement programs that can impact teen pregnancy
- Education for parents on dealing with teens more effectively
- Identify specific and measurable program goals to ensure monitoring and evaluation
- Enforce existing legislation that are intended to protect children
- Create greater awareness around the issue of child sexual violence
- Educate teens of avoiding situations that put them at risk of sexual violence.
- Develop new and effective policy for child protection services
- Facilitate community-based solutions and supports
- Increase capacity of staff to monitor, report and direct service delivery
- Continuing Research
  - Identify, assess, and rate existing programs (governmental and non-governmental) for their risk and protective factors that have impacts on teen pregnancy
  - Assess the need for a new program or service
  - Evaluate current resources and capacity (staff, financing, etc.) to implement programs to prevent teenage pregnancy
  - Urgently utilize resources available to develop programs to prevent teenage pregnancy
  - Identify, assess, and rate existing programs for their risk and protective factors that have impacts on teen pregnancy
  - Assess the need for the implementation of new program or service across the country
  - Current resources and capacity (staff, financing, etc.) to implement programs to prevent teenage pregnancy
  - External resources available to develop and fund programs to prevent teenage pregnancy
  - History of intervention using quantitative data, statistical analysis, and hypothesis testing
  - Between the various parts of the country and cultures
  - Between different approaches and types of interventions
  - Between various age groups
  - Between genders
- Cross-cutting
  - Build partnerships
  - Collaborate with other institutions through integrated/cross-functional teams
  - Identify the range of services and policy changes that will provide the strategic interventions to address the situation of OVC

# MAP OF LIBERIA HIGHLIGHTING STUDY AREA

Figure 1- Map of Liberia Highlighting Study Area



# **1. BACKGROUND**

## **1.1. Introduction**

This report presents the approach, process, and results of a CBNA intended to establish the basis from which programming for the selected priority areas referenced above will occur. USAID, leadership from World Learning, and collaboration from the MoHSW\_DSW, CSI has conducted this baseline needs assessment to establish the floor from where the foundation for the four identified priority areas can be built. The CBNA will also serve as the basis from which analysis and baselines for other priority areas can be conducted.

This CBNA was necessary to validate previous findings as well as provide an assessment of the current environment for orphans and vulnerable children in the targeted areas and extrapolate them to the rest of the country. This baseline needs assessment focuses on 24 communities in 4 counties in Western (Cape Mount), Central (Montserrado & Grand Bassa), and Eastern (Maryland) Liberia. The analysis from this assessment will provide the basis for which the Department of Social Welfare will develop programs and activities to nationally impact orphans and vulnerable children and their families. This report presents the combination of statistical analysis, findings and conclusions from a desk review, survey, focus group discussions, and key informant interviews.

## **1.2. Context and Overview of Needs**

Liberia is currently at a major crossroad, a critical juncture in its existence. Since this report was commissioned, the Ebola outbreak has put the needs of orphans, vulnerable children and their families in a spotlight that shines greater than ever and emphasizes the need for a strong social safety net to protect these children who represent the future of Liberia. We believe that the Ebola virus has created a new class of stigmatized orphans and vulnerable children that will need immediate attention.

Over the last 11 years Liberia has enjoyed a fragile peace, two democratic elections, several by-elections, and a semblance of economic recovery. However, Liberia has remained one of the poorest countries in the world and has even been referenced as one of the most miserable places to live. Despite the efforts of the Government of Liberia (GoL) and our international partners the needs of orphan and vulnerable children remain largely unmet. Over the years, several short- and medium-term development plans have been implemented, including the GoL's 150-Day Action Plan of 2006, the Interim Poverty Reduction Strategy of 2007, and the complete Lift Liberia Poverty Reduction Strategy of 2008–2011. Currently, we are in the era of the Agenda for Transformation covering the period 2012–2017. However, the level that governance and infrastructure descended to due to the conflict and the previous years of bad governance, wreaked such havoc on the economy, infrastructure, and institutions that the achievements to date have not been able to overcome the deficits.

According to the United Nation's Human Development Report 2013, "The Rise of the South: Human Progress in a Diverse World," "The countries with the highest headcount percentages based on the MPI (multidimensional poverty intensity) are in Africa: Ethiopia (87%), Liberia (84%)."<sup>1</sup> Liberia comes fifth at 58% among countries with the highest intensity of poverty (deprivations in at least 33% of weighted indicators) even though it has a larger proportion of multidimensional poor (higher headcount ratio) than Mozambique which came first.

The economic profile of Liberia remains very dismal despite relative peace in the country. The percent of population below international poverty line of US\$1.25 per day from 2007-2011 remains at 83.884%.<sup>4</sup> The 14-year civil war in Liberia destroyed the main water treatment plant at White Plains. According to the 2006 National Human Development Report, 45% of the population, "had access to piped, clean water, and all 15 of Liberia's counties had water treatment facilities."<sup>5</sup>

Liberia is divided into 15 counties, with nearly half, 48.5% of the population concentrated in urban areas and with an urban annual growth rate of 3.9% nearly doubling the population growth rate. It is estimated that 1.1 million people live in Montserrado County while Greater Monrovia holds about 25%

of the population.<sup>6</sup> Across the country, population density is “35 people per square kilometer, which ranks 180th in the world.”<sup>6</sup>

**Table 1 - County Population & Density<sup>6</sup>**

COUNTY	CAPITAL	AREA (km2)	Population	Density (km2)
Montserrado	Bensonville	1,880	1,118,241	595
Grand Bassa	Buchanan	7,814	221,693	28
Maryland	Harper	2,297	135,938	59
Grand Cape Mount	Robertsport	4,781	127,076	27

The four counties in this survey held 46.1 percent of the Liberian population based on the 2008 census numbers. With the increased population growth in urban areas, this percentage is expected to have increased over the years. Montserrado and Maryland are considered densely populated while Grand Bassa and Cape Mount are moderately populated. The counties reflect a broad diversity of Liberians.

Monrovia is the capital of Liberia, and the nerve center for economic activity. It is more developed and provides better offerings in all areas, educational, employment, social infrastructures, communication, transportation, sanitation, and housing. However, that provision is still not enough after the destruction from the civil war, limited resources, competing priorities, and years of improper management.

“The mission of the Ministry is to reform and manage the health and social welfare sector to effectively and efficiently deliver comprehensive, quality services that are equitable, accessible and sustainable for all people in Liberia. The policy vision is a healthy population with social protection for all, and the goal is to improve the health and social welfare status of the population of Liberia on an equitable basis.”<sup>7</sup> In 2012, the MoHSW launched the Essential Package of Social Services (EPSS) at the National Health Conference as a significant milestone “towards improving the social welfare sector of Liberia and to address the needs of Liberia’s vulnerable population, especially, persons with disabilities, orphans and children in conflict and contact with the law.”<sup>7</sup> The Family Welfare Division of DSW is responsible for welfare institutions in Liberia ... “to ensure that they are providing social services to orphans or vulnerable Children...”<sup>7</sup> Even though the MoHSW and DSW have made genuine efforts to meet the needs of their targeted population, there are many gaps in the delivery of needs. The framework for proper case management, data collection, and monitoring and evaluation for scattered efforts are limited. The lack of qualified child protection professionals is pronounced across the country but most specifically in the areas outside Monrovia. With a 2013-2014 National budget allocation of \$3.936M, the DSW is grossly underfunded to provide the necessary training, infrastructure, management systems, or program funding to mount an effective campaign to meet the needs of orphans and vulnerable children.

The Department of Social Welfare, through the legal mandate of the MoHSW, current legislation, and international conventions, clearly has as its mandate “Children and adolescents who are vulnerable...” From the United Nations Convention on the Rights of the Child (CRC), to the Executive Law of 1972, the Public Health Law of 1975, Children’s Law of 2011, the Rape law of 2005, and the cross-functional teams of the DSW, Ministry of Justice (MOJ), the Ministry of Gender, Ministry of Education, and the judiciary branch of government, there needs to be holistic efforts to frame the interest of orphans and vulnerable children in a protective cocoon that enables them to develop in a wholesome manner without the conflicting messages and demands of adulthood that they are currently overwhelmed with.

This study helps to set the framework, define standards, and bring the message of the people to the decision makers so that the effort to restore the childhood of the orphan and vulnerable children, rebuild the family unit through aggressive, creative, and proactive interventions, and protection of the rights of the child can be more coordinated, organized, and committed.

## **1.3. Definition of Populations in Priority Areas**

### **1.3.1.Children/Families in need of psycho-social support/therapy**

**Definition** (as agreed by team of stakeholders): Children or families who have suffered trauma and need counseling and supportive services from trained professionals. Trauma could include loss of family members, physical or sexual violence, trauma from war or from seeing violent acts, experiencing disease or existing mental health conditions, becoming a refugee or from socioeconomic status, or any other incident that could cause a sense of loss and suffering by a child or family.

Both the events of the Liberian Civil War and the aftermath have created trauma for children and their families. In addition, the lack of infrastructure and rule of law in some areas of the country creates vulnerabilities and a lack of resources that can lead to traumatic events for families.

### **1.3.2.Teenage pregnancy**

**Definition** (as agreed by team of stakeholders): Pregnancy (the act of carrying a child from conception to birth) of a teenage girl, usually within the ages of 13-19, who has not reached legal adulthood, has few or no marketable skills, is financially dependent upon her parents or another person and/or continues to live at home and is mentally immature.

The rate of teenage pregnancy in Liberia continues to be high, due in part to cultural and economic forces encouraging early marriage of young girls. Additionally, sexual violence, children living on the street, giving children to other people, abandonment by parent or guardian, abuse and exploitation of children, domestic violence, unsafe migration, basic needs not met, and forced or under age marriage were all factors that affect teenage pregnancy. This report explored whether or not participating communities and professionals saw teenage pregnancy as a concern, what they believed the causes were and what could be done about the problem.

### **1.3.3.Children without appropriate care, including children living on the street and unsupervised children**

**Definition** (as agreed by team of stakeholders): Children who are living without the loving, nurturing care that allows them to be safe and grow up enjoying their childhood. Children who are neglected, abandoned or separated from their families as a result of chronic poverty, parental illness, stigma or discrimination, migration, war or displacement. Source: Save the Children.

This category is perhaps the most studied area of need in Liberia. The needs and resulting societal implications for this group are also the most urgent, given the large number of children living on the street or in floating populations and the resulting risk factors and secondary needs resulting from the vulnerability and abuse of these children. This report aims to reveal some of the reasons why children are in this group, as well as the resulting linkages between this group and other needs groups.

### **1.3.4.Child victims of sexual violence**

**Definition** (as agreed by team of stakeholders): Either a sexual act or an attempt to obtain a sexual act by violence or coercion. This could include, but is not limited to: trafficking, rape or other unwanted sexual contact, unwanted sexual comments or advances, murder during sexual contact or as a result of honor killings after sexual contact.



Sexual violence against children and women during the Liberian Civil War was endemic, and has persisted since the war. The war has dismantled the typical family unit, and deprived children of parents and the extended family system. Communities are no more the true source of children's security and well-being. Children are also surviving on their own, living on the street or in the most vulnerable situations because situation has not only robbed children of their parents, uprooted them from their familiar and communities; left many hungry and starving, anxious and emotionally unstable, it has robbed children of their childhood; the right to be children. Children have been forced to become care-givers for their ailing parents if not altogether forced into responsibilities meant for adults. They have been forced to abandon education if they ever started schooling; forced into child labor and are increasingly sexually manipulated, harassed and abused. As parents die or fade away from the scene of parenting and custodial responsibility, children's vulnerabilities increase.

## **1.4. Rationale for the CBNA**

According to desk review of documents and discussions with WL and DSW, the DSW had not previously had information or training on community baseline needs assessments, nor had a baseline needs assessment been conducted directly through the agency. This project aimed to give the DSW the tools, information and experience necessary to conduct a baseline needs assessment, while also collecting data needed to establish a baseline for future projects in the needs areas chosen by DSW and stakeholders. A baseline is needed to understand a starting point of needs in the priority areas and will be used to communicate with funders and gain support for increased services, improved service delivery and monitoring/reporting for these needs populations.

## **1.5. Goals and objectives**

The objectives of the CBNA are:

- With DSW and stakeholders, determine needs areas for starting the full assessment process.
- Ensure that DSW professionals have all the tools and training needed to conduct assessments independently.
- With DSW, conduct assessments of social welfare needs populations using internationally accepted best practice standards in order to establish a baseline for social welfare needs, collecting data needed to secure funding and create systems for service delivery to the greatest number of people in the most efficient way.
- With DSW, help identify the unmet needs of the identified priority areas with respect to orphans and vulnerable children
- With DSW, identify common interventions that can benefit and impact orphans and vulnerable children and their families/caregivers.

The end goal of the project is to increase and improve systems of care and services to orphans, vulnerable children, and families affected by poverty, war and other risk factors.

# **2. METHODS**

## **2.1. Introduction**

The Community Baseline Needs Assessment Project was comprised of three (3) parts.

1. **Determining social welfare priorities.** Using existing data and interviews, stakeholders

worked collaboratively to review the needs areas statistics and develop a methodology for determining which social welfare needs were the most urgent. Those final four (4) areas were determined through a series of meetings and work groups.

2. **Training for developing and conducting assessments.** Training on assessments methodologies and implementation, including two field training days with sample reporting and debrief. Participants included DSW personnel, stakeholders from other agencies and programs, and faculty and students from Mother Patern College of Health Sciences Social Work Department (MPCHS). The training was led by Llewellyn Cornelius, PhD. from the University of Maryland and Tenneh Johnson Kemah, LCSW – C from Child Steps International. The seven (7) day training included five (5) classroom days and two (2) field work days.
3. **Assessment of needs priority areas**, which were determined in Part 1 of the project. Three (3) professional interviewers assisted with the assessment, along with the DSW team. CSI and our lead researcher worked to complete the report, which were reviewed with WL and DSW personnel.

In this baseline assessment, both quantitative and qualitative data were collected and analyzed to provide a holistic picture of the four priority areas identified for orphans and vulnerable children. The research was designed to extrapolate findings from the research population to the general population. Population based data and qualitative data were integrated to provide a greater understanding of participants' thoughts on the priority areas. Combined with the information gathered from document review, this provided an extensive mixed methodology to derive informed conclusions and recommendations on the needs of orphan and vulnerable children.

## **2.2. Desk review of existing data and documents**

The first phase of the project was a “macro assessment” of the priority needs areas under the scope of the Ministry of Health and Social Welfare, Department of Social Welfare (DSW). The macro assessment included the following steps:

- Establishing categories and subcategories for priority needs areas. Categories and subcategories were proposed and then revised through a series of discussions and a meeting with DSW staff and World Learning personnel. The final list can be found in Appendix A.1.
- Collecting reports and research conducted by partner agencies
- Summarizing data from all reports under each of the 46 priority needs subcategories
- Key Informant Interviews with County Health and Social Welfare officer (CHO) and other local stakeholders to help determine priorities
- Meeting with DSW and other stakeholders on June 20, 2014 to present summarized data and narrow down priority areas further
- Final meeting on June 23, 2014 to narrow down priorities to four (4) priorities for a baseline assessment.

## **2.3. DSW and Stakeholder Training**

This phase entailed 7 training days including 2 days of practicum field experience for the entire research team and staff from partner agencies. Participants included staff from Subah-Belleh, DSW, Ministry of Gender and social work students and instructor from Mother Patern School of Health Sciences, Training was interactive and small group work were used to allowed participants to learn experientially. See training dates, topics, objectives, performance indicators in below figure. .

**Table 2-Training Schedule**

Date	TRAINING TOPICS/PERFORMANCE INDICATORS
June 13 Friday	<p>“Principles of Social Work and Intro to Social Welfare Assessments”</p> <ul style="list-style-type: none"> <li>• Overview of how priority areas were chosen</li> <li>• General social work refresher, inspiring participants and tying this work to its purpose</li> <li>• Assessments methodologies, key steps in developing assessments and pitfalls to avoid.</li> </ul> <p>Performance Indicators:</p> <ul style="list-style-type: none"> <li>• Participants learned a professional code of ethics and principles of social work</li> <li>• Participants described why social work assessments are necessary, and why baselines are important for measuring outcomes and efficacy of interventions.</li> </ul>
June 14 Saturday	<p>“ Social Welfare Assessments Role Play and Operational Instructions”</p> <ul style="list-style-type: none"> <li>• Overview of how to create a framework for the assessment and show how it is linked to systems and structures of service delivery</li> <li>• Case study showing how a baseline assessment is used in relation to service delivery and measurement</li> <li>• A guided exercise in creating an assessment tool in groups for a chosen priority area</li> <li>• Comparison of various tools assessment tools created.</li> <li>• Case studies of needs assessments and their use</li> <li>• Role-Plays and scenarios for participants to practice their skills before they get into the field</li> <li>• Focus group operational training</li> </ul> <p>Performance Indicators:</p> <ul style="list-style-type: none"> <li>• Participants can articulate how to create a framework for needs assessments</li> <li>• Participants can develop an assessment interview tool in teams and work together to improve it.</li> <li>• Participants can articulate how the pieces of an assessment fit together and answer questions about an assessment case study that they have read/heard</li> <li>• Participants have the needed interview and technical skills to conduct Key Informant Interviews and facilitate focus groups</li> <li>• Participants can answer ethical questions in relation to social welfare assessments.</li> </ul>
June 15 Sunday pm	Left for Grand Bassa County for Field Practicum
June 16 Monday	<p>“Social Welfare Assessments Practicum”</p> <ul style="list-style-type: none"> <li>• Participants spent the day in the field, using assessment tool</li> </ul> <p>Performance Indicators:</p> <ul style="list-style-type: none"> <li>• Participants can display the necessary skills for conducting assessments.</li> </ul> <p>Conducted Focus groups in Grand Bassa County with the following structure:</p> <p>Focus Group 1, led by Dr. Llewellyn Cornelius</p> <ul style="list-style-type: none"> <li>• 1 training participant co-facilitator</li> <li>• Note taker (training participant)</li> <li>• Training participant observers</li> <li>• Focus group local participants</li> </ul> <p>Focus Group 2, led by Ms. Tenneh Johnson Kemah</p> <ul style="list-style-type: none"> <li>• 1 training participant co-facilitator</li> <li>• Note taker (training participant)</li> <li>• Training participant observers</li> <li>• Focus group local participants</li> </ul> <p>Focus Group 3, led by Mr. Forkpa D. Karmon, SBA</p>

Date	TRAINING TOPICS/PERFORMANCE INDICATORS
	<ul style="list-style-type: none"> <li>• 1 training participant co-facilitator</li> <li>• Note taker (training participant)</li> <li>• Training participant observers</li> <li>• Focus group local participants</li> </ul> <p>Focus Group 4, led by Mr. William Belleh, SBA</p> <ul style="list-style-type: none"> <li>• 1 training participant co-facilitator</li> <li>• Note taker (training participant)</li> <li>• Training participant observers</li> <li>• Focus group local participants</li> </ul>
June 17 Tuesday	Conducted Focus groups in Monrovia using the same format and structure from Grand Bassa County. Training observers had the opportunity to facilitate and co-facilitate as all team members played different roles for learning purposes.
June 18, Wednesday	<p>“Social Welfare Assessments and Report Creation</p> <ul style="list-style-type: none"> <li>• Recap/debrief from field training</li> <li>• Report Creation Process(showing how data is collected, analyzed and communicated, both graphic and narrative) based on results of the fieldwork</li> <li>• Practice creating reports and show how data is used.</li> </ul> <p>Performance Indicators:</p> <ul style="list-style-type: none"> <li>• Participants can create report and articulate how assessment data is connected to delivery systems and used for planning</li> </ul>
June 19, Thursday	<p>“Cognitive Methods for Redesigning Assessment Questions/ Baseline Assessment Indicator Review”</p> <ul style="list-style-type: none"> <li>• Cognitive Theory of Survey Response</li> <li>• Cognitive interviewing methods</li> <li>• Redesigning Assessment Questions Small Group Activities of the assessment questionnaires using think aloud interviewing.</li> <li>• Key Informant Interview Training</li> </ul> <p>Performance Indicators:</p> <ul style="list-style-type: none"> <li>• Participants can articulate and demonstrate interviewing methods</li> <li>• Participants can display the necessary skills for conducting key informant interview</li> </ul>
June 20, Friday	<p>“Evidence Based Practice Overview/Developing a Framework for a Sample Assessment”</p> <ul style="list-style-type: none"> <li>• What is evidence based practice?</li> <li>• How are completed assessments used?</li> <li>• Who will be interviewed, when and where?</li> <li>• How the will the data be collected.</li> <li>• What is sampling and what are best practices for sample size?</li> </ul> <p>Performance Indicators:</p> <ul style="list-style-type: none"> <li>• Participants will have an understanding about evidence based practice and why it is important</li> </ul>

## 2.4. Field Work

The Assessment phase included both qualitative and quantitative data collection with the following breakdown:

**Table 3 – Participants Breakdown**

County	Task		
	Focus Group	Key Informant	Structure Questionnaire
Grand Bassa	10	4	120
Grand Cape Mount	9	3	123
Montserrado	10	3	238
Maryland	9	3	130
Total	38	13	611

A mix of rural, semi-urban and urban communities participated in the surveys, FGDs and KIIs.

### **2.4.1. Baseline Needs Assessment Participants Survey Design**

The Baseline Needs Assessment Participant Survey was developed using a variety of questions. Initially, four (4) existing surveys were examined to determine if those questions could be used or revised for the Liberian context to measure the four (4) chosen priorities. Those surveys were:

- Interview questionnaire DSW
- Afro Barometer 2012 Round 5; Questions -1-12, 96-98B
- Liberia Landmine Baseline Survey from YALE/IPA: Section on Demographics and Education; Work and Income; Family; Community
- Liberia Assessment Forms revised from Nigeria Institute for Human Virology form

As part of this process, relevant questions from each of these surveys were given to DSW work groups on June 19, 2014 via a guided exercise that included cognitive questions which were narrowed down and revised for the survey. These questions were further narrowed down by researcher Dr. Llewellyn Cornelius and Tenneh Johnson Kemah. The following breakdown of questions was recommended, following the final meeting with DSW:

- Factual Questions – From Landmine Survey (Starting from page 4)
  - Do you know approximately what your age is?
  - Gender (not on this survey but we need to ask it).
  - Were you born in Liberia?
  - What is your religion?
  - What class did you stop in?
  - Are you able to read letters and books in English?
  - In the last 12 months, what was your main source of income?
- Psychosocial Questions (A14)
  - From Landmine Survey Family section questions (from the very bottom of page 9 to the first question on the top of page 12).
  - From Landmine Survey Resource section questions (starting from the bottom of page 14 and running to the where did you get your water from on the top of page 16).
- Psychosocial Questions (A14)- Nigeria Institute for Human Virology Psychosocial form
  - Food assessment:
  - Did you worry that your household would not have enough food?
  - Did you have to eat fewer meals in a day because of not enough food?
  - Did anyone in the household have to go a whole day or night without eating because of not enough food?
- Teenage Pregnancy (A20)
  - Mothers only- how old were you when you had your first child?
  - Are there any persons living in your house now who are under 18 and pregnant or had a child as a teen?
  - Additional questions regarding risk factors relating to teenage pregnancy.
- Group A22-Children without Appropriate Care and A9 Unsupervised children
  - How many children are living in your house? How many of them are not your

- biological children? Are there times that the children are home alone?
  - What kind of work do your children help you to do? Who is responsible to support your house?
  - Do you take your children to the hospital/clinic when they are sick?
  - Do you send your children to buy liquor, cigarette or opium?
  - Do you give your children time to play (if yes, where do they play?)
- A12: Child victims of sexual violence: - Recommended new questions
  - Please tell me whether this happen in your community, and if they do happen, whether they happen 'always' or 'just sometimes'
  - sexual abuse, children forced to love to teachers

## 2.4.2. Qualitative Research Design

Moderator guides for both the KIIs and the FGD were developed using existing questions that were reviewed and revised by work groups during the DSW Baseline Needs Assessment Survey.

Field testing of moderator guides was conducted during the DSW Baseline Needs Assessment Training Field days, June 16 and 17, 2014. A youth version of the guide was created after the field days so that youth groups could be added for each region. On June 19, 2014, the DSW work group led by Dr. Llewellyn Cornelius and Tenneh Johnson Kemah via a guided exercise that included cognitive review and redesign of questions, narrowed down and revised the moderator guides, participants consent letter, child approval to participate in study form and parent permission for minor child to participate in study form. The following breakdown of questions was decided:

- Factual Questions
  - What is the highest level of education you have completed?
  - What is your religion, if any?
  - Town/Village/County?
  - Are you currently working for money?
  - Please list the number of children living in your house.
  - Are you currently married or living together with someone as if married?
  - If you are not married or living with someone as if married-are you divorced, widowed or separated?
- The General Community Outlook Questions
  - What comes to mind when you think about life in your community?
  - What would you say is the most important issue in your community today?
  - What types of help or supports have you received from outsiders in addressing these community issues?
  - If you met a new friend and you wanted to tell them about how it was growing up in your community, what would you tell them?
  - If you wanted someone to fix or change something here, what would it be?
- Psychosocial Questions (A14)
  - What are the common practices/traditions in your community regarding the caring of children?
  - What would you say are the most important needs of the children living in your community today
  - While many children feel happy at home, not all children do. Do you know children who are not happy in their home? Do you know of children who are sad most of the time and do not want to be around other children?
  - Do you know children who have been hurt or injured by adults in the community?
  - Do you know children who are angry or vexed all the time?
  - While many children can play around the community, not all can. Do you know any cripple or very sick child in your community or school who cannot do anything for themselves?
  - From your perspective, what factors contribute to children and their families receiving psycho-social support? What factors contribute to children receiving appropriate care in the home?

- Teenage Pregnancy (A20)
  - Do you know children in your community who are having sex?
  - Do you know children who are pregnant?
  - Are they pregnant for boys under age 18?
  -
- Group A22-Children without Appropriate Care and A9 Unsupervised children
  - While many children in our communities are looked after by their parents, not all children are. Do you know children who have no home, who stay at different places without their parents or responsible adult?
  - Tell me about these children without home, why do you think they do not have homes?
  - What is the role of older children in the household in caring for younger children and other family members?
  - Are young children being left alone or unsupervised?
- Child victims of sexual violence (A12):
  - Do you know of children who have been hurt or injured by adults in the community?
  - Do you know children who had sexual relations with adults in the community or at school?
  - Do you know of children who have sex with adults living in their house?
  - Do you know children who have sexual relations with other children in the community or living in their house?
  - Do you know children who do not feel safe in their home or who are scared in their home? Probe for issues related to sexual abuse.

## 2.5. Data Analysis

### 2.5.1. Quantitative Data Analysis

The data file (N=611, Variables=133) was converted from an excel spreadsheet to a SPSS version 22.0 data file. First, all items (questions) were given variable names and labels, and all value categories were assigned numerical values consistent with the questionnaire's items (for example, County: 1=Montserrado, 2=Grand Bassa, 3=Maryland, & 4=Grand Cape Mount; Gender, 1=female, 2=male; etc.).

Next, frequency tables were generated for all variables for data cleaning and evaluation. These frequency tables showed many items with either missing values and / or values of 99. Thus, all "99" values and "empty cells" were recoded into "missing" so they will not impact the valid frequencies and percentages. Furthermore, all items were evaluated for "out of range" values or data entry errors (for example, gender can be either 1 or 2 but not 3 or any other value). In one case, 18 participants selected level of education of father as "5", which that was not listed on the questionnaire (Item AN). When asked about this, the research team said this should be "high school completed" and thus this value was recoded accordingly.

Next, question C (what is your approximate age" was recoded into two categories (18 to 35 and 36 +); item F (what is your religion) recoded into Christian, Muslim, and Traditional/Other; item G (what class did you stop in) recoded into no school, informal school, primary/some school, secondary/some school, and post-secondary school; and item BE (what is your marital status) was recoded into single, married, living together as if married, and divorced/widowed/separated. Also, "Don't Know and Refused" in items AH and AP were recoded into "missing".

In addition, total "yes" answers and total scores were generated for all multiple items and scales included in the questionnaire. These included items "Income" (items I to AD); "Right2Beat" children (items CC to CK); Risk (items CL to DE); Children\_Issues (items DF to DQ); and Children\_Outside\_Home (items DR to EB).

After data cleaning, evaluation, recoding, counting “yes”, and summation of total scores, frequency tables, percentages, measures of central tendency and variability (mean, standard deviation, and range) were generated for all items as appropriate. Furthermore, cross-tabulations were generated for various demographic and other variables by gender and by county. In addition, chi-square test of association, independent t-test, and one-way ANOVA were utilized to examine if statistical significance differences exist in certain variables based on gender or county.

## **2.5.2. Qualitative Data Analysis**

The focus group discussions and the key informant interviews were transcribed by Subah-Belleh and Associates. They were transcribed verbatim into Microsoft Word documents. Once the transcriptions were completed, the documents were imported into the NVIVO application. The imported transcripts were reviewed for recurrent themes. Word frequency queries were done to ascertain what the trend of word usage was. Specific thematic searches were also conducted on all transcripts with the flexibility of including word stems to ensure all thoughts about specific themes were captured. The word search results were then systematically coded into nodes. Additionally, the transcripts were further reviewed to hard code specific thoughts that would pop up, especially quotes that were aligned with the thematic areas and the priority areas of orphan and vulnerable children included in the study.

Previous research conducted during desk review was also integrated with the key informant and focus group information to provide richer quantitative analysis of the available information. The extracts and critical information from the desk review, key informant interviews, and focus group discussions were integrated with the survey analysis to inform the complete analysis of this assessment.

## **2.6. Ethics and Consent**

Participation in the survey and discussions were voluntary, therefore, it was emphasized throughout. Reason and purpose of survey was explained to all participants. Confidentiality, anticipated risks and benefits were also explained. The facilitators and interviewers described privacy and confidentiality protection, including data maintenance, storage, release of information, access to information, use of names, destruction of data at the conclusion of the research, including information and the use of audio tapes. Many measures were taken to ensure confidentiality and to minimize risk of adverse consequences towards participants, for example, prior to the survey, the research team decided that persons of high authority/leadership role within the communities were not permitted to participate in the FGD to avoid influence on the participants, therefore that protocol was adhere to throughout.

Culturally appropriate consent and permission forms were developed and read to all participants, and in some cases additional explanations were provided when deemed necessary. CSIL requested parental permission from all parents/guardian of youth who participated in FGD. Permission was gathered from all participants to tape record the discussions for the FGD and KII. All interviews, FGD and KII were conducted in safe and private spaces, even though in some instances household and/or community members were within sight of participants. Some of the participants could not express themselves in English but rather their native dialects, therefore, all teams consisted of an interpreter who translated the messages when necessary across from the facilitating team to the participants and verse versa. The maximum number of participants in focus groups did not exceed 15, and the doors were closed stopping others to enter once the discussion was started.

## **2.7. Limitations**

**Recruitment of Participants:** Survey participants were referred by community leaders and by other individuals who had already participated in the survey. Because it was not administered via random sampling and rather by referral, there are inherent limitations in ensuring diversity in the sample population surveyed. However, due to time, financial, cultural and logistical limitations, referrals were the only possible method of sampling this number of participants from this range of communities. The



benefits of diversity in geographic location and population type were weighed against the limitations of a sample acquired via referral instead of random sampling.

We would be remiss if we did not mention the impact of the ongoing Ebola crisis on this study. Many areas of the study were impacted by the Ebola crisis. However the key effects are:

- The restriction from going back into the field to validate findings in certain areas;
- Preventing early and timely compilation of data resulting in limited time for analysis and report writing;
- Inability to work with Liberia Institute of Statistics and Geo-Informational Services (LISGIS) and other government agencies to collect current reference data; and
- Unavailability of non-essential staff at government offices to answer specific questions.

### 3. SOCIO-DEMOGRAPHIC CHARACTERISTICS OF SURVEY RESPONDENTS, FOCUS GROUP DISCUSSANTS, & KEY INFORMANTS

#### 3.1. All Participants

Table 4 illustrates the demographic characteristics of the entire assessment population. In this study, as Table 3 shows, 611 participants completed the survey, 14 did the KII, and 271 participated in focus groups for a grand total of 896 participants. The participants were from four counties: Montserrado (32.8%), Grand Bassa (18.2%), Maryland (24.5%), and Grand Cape Mount (24.3%).

**Table 4 - Demographic & Personal Characteristics**

		Group					
		Participants		KI		Focus Group	
		n	%	n	%	n	%
Participants		611	68.2%	14	1.6%	271	30.2%
County	Montserrado	238	26.6%	3	0.3%	53	5.9%
	Grand Bassa	120	13.4%	4	0.4%	39	4.4%
	Maryland	130	14.5%	4	0.4%	86	9.6%
	Grand Cape Mount	123	13.7%	3	0.3%	92	10.3%
Gender	Female	315	35.2%	7	0.8%	130	14.5%
	Male	296	33.0%	7	0.8%	141	15.7%
Age Recode	<18 years	0	0.0%	0	0.0%	37	4.1%
	18-35 years	344	38.4%	3	0.3%	89	9.9%
	36+ years	266	29.7%	11	1.2%	145	16.2%
Religion Recode	Christian	468	58.0%	0	0.0%	0	0.0%
	Muslim	123	15.2%	14	1.7%	186	23.0%
	Other	16	2.0%	0	0.0%	0	0.0%
School	No formal schooling	181	20.2%	0	0.0%	84	9.4%
	Informal school online / Koranic schooling	14	1.6%	0	0.0%	8	0.9%
	Some primary schooling	101	11.3%	1	0.1%	80	8.9%
	Primary schooling completed	52	5.8%	2	0.2%	89	9.9%

		Group					
		Participants		KI		Focus Group	
		n	%	n	%	n	%
	Some secondary school / high school	135	15.1%	11	1.2%	10	1.1%
	Secondary / high school completed	80	8.9%	0	0.0%	0	0.0%
	Post-secondary qualifications other than university	9	1.0%	0	0.0%	0	0.0%
	Some university	30	3.3%	0	0.0%	0	0.0%
	University completed	6	0.7%	0	0.0%	0	0.0%
	Post graduate	3	0.3%	0	0.0%	0	0.0%

Of the survey sample, 452 were females (50.5%) and 444 were males (49.50%). The split closely mirrors the gender split from the 2008 Housing Censuses where there were 50% males and 49.9% females.

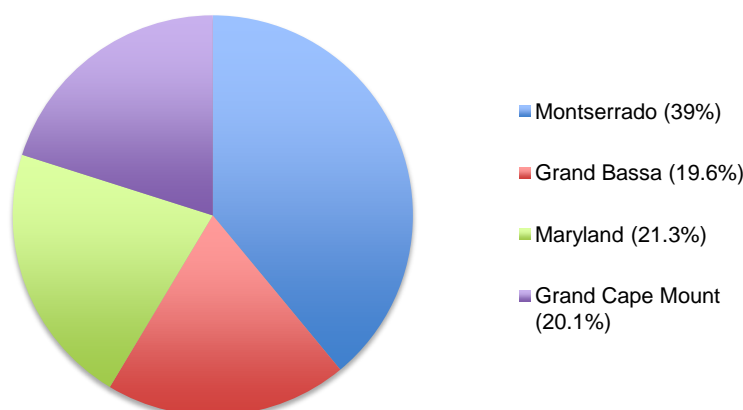
Of the 895 participants who responded to the age question, nearly 49% (n = 436) were 18 to 35 years old, 47.2% (n=422) were more than 35 years old and the remaining 37 were less than 18. The majority (58%) was Christians, followed by Muslims (39.9%), and the remaining 2% were affiliated with other religions such as traditional.

Table 4 also shows that 36.20% of participants (n=325) said they had some or completed primary school, 26.3% had some or finished secondary school, 5.3% had some post-secondary qualifications through post graduate school, 2.5% had informal school, and the remaining 29.60% had no school..

## 3.2. Survey Respondents

Table 5 describes the survey sample's demographic characteristics. In this study, as Table 5 shows, 611 participants completed the survey. They were from four counties: Montserrado (39%), Grand Bassa (19.60%), Maryland (21.30%), and Grand Cape Mount (20.10%) as illustrated in Figure 2.

**Figure 2 - Percentage of Survey Respondents by County**



**Table 5 - Demographic & Personal Characteristics-Survey**

Characteristic	N	%
Gender	611	100.00
Male	296	48.40
Female	315	51.60
Age	610	100.00
18-35 Year	344	56.40
36 + Years	266	43.60
Born in Liberia	593	100
Yes	561	94.60
No	32	5.40
Religion	607	100.00
Christian	468	77.10
Muslim	123	20.30
Other	16	2.60
Marital Status	604	100.00
Single	190	31.50
Married	200	33.10
Living together as if married	149	24.70
Divorced/Widowed/Separated	65	10.80
School	611	100.00
No School	181	29.60
Informal School	14	2.30
Primary School	153	25.0
Secondary School	215	35.20
Post-Secondary School	48	7.90
Able to Read	607	100.00
No	216	35.60
Very Little (Small Small)	176	29.00
Well	215	35.40
County	611	100.00
Montserrado	238	39.00
Grand Bassa	120	19.60
Maryland	130	21.30
Grand Cape Mount	123	20.10

Of the survey sample, 315 were females (51.60%) and 296 were males (48.40%). Of the 610 participants who responded to the age question, over 55% (n = 344) were 18 to 35 years old and the remaining 43.6% (n = 266) were 36 years old and over. Almost 95% said they were born in Liberia and fewer than 6% were not born in Liberia. Furthermore, the majority (77.10%) was Christians, followed by Muslims (20.30%), and the remaining 2.6% were affiliated with other religions such as traditional. With regard to their marital status, over one third (33.10%) were married, 31.50% were single, followed by 24.70% living together as if they were married, and the remaining 10.80% were either divorced, widowed, or single.

Table 5 also shows that 35.20% of participants (n=215) said they have some or completed secondary school, 25% had primary school, 7.9% had post-secondary school, 2.3% had informal school, and the remaining 29.60% had no school. Moreover, about two third of participants said they were not able to read (35.60%) or able to read very little (29%). On the other hand, 35.4% said they were able to read well. Figure 3 illustrates participants by their level of education.

**Figure 3 - Participants by highest education level**

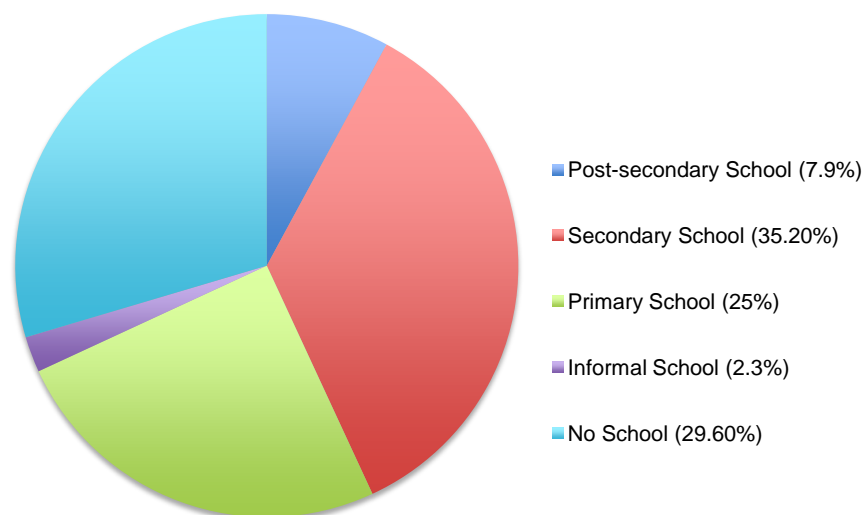


Table 6 below compares male and female participants with regard to various demographic and personal characteristics including age, birth place, religion, marital status, school, able to read, and county. It also displays the results of the chi-square test of association.

**Table 6 - Demographic & Personal Characteristics by Gender**

Characteristic	Female		Male		Chi-Square (df, p)
	N	%	N	%	
Age	314	100.00	296	100.00	.000 (1, NS)
18-35 Years	177	56.40	167	56.40	
36 + Years	137	43.60	129	43.60	
Born in Liberia	309	100.00	284	100.00	.371 (1, NS)
Yes	294	95.10	267	90.20	
No	15	4.80	17	5.70	
Religion	312	100.00	295	100.00	.191 (2, NS)
Christian	239	76.60	229	77.60	
Muslim	64	20.50	59	20.0	
Other	9	2.90	7	2.40	
Marital Status	313	100.00	296	100.00	5.736 (3, NS)
Single	93	29.70	97	33.30	
Married	98	31.30	102	35.10	
Living together as if married	80	25.60	69	23.70	
Divorced/Widowed/Separated	42	13.40	23	7.90	
School *	315	100.00	296	100.00	65.012 (4, p<.001)
No School	126	40.00	55	18.60	
Informal School	4	1.30	10	3.40	
Primary School	94	29.80	59	19.90	
Secondary School	79	25.10	136	45.90	
Post-Secondary School	12	3.80	36	12.20	
Able to Read *	315	100.00	296	100.00	67.781 (2, p<.001)
No	151	47.90	65	22.30	
Very Little (Small Small)	98	31.10	78	26.70	
Well	66	21.00	149	51.00	
County	315	100.00	296	100.00	.489 (3, NS)

	Female		Male		
Montserrat	123	39.00	115	38.90	
Grand Bassa	61	19.40	59	19.90	
Maryland	70	22.20	60	20.30	
Grand Cape Mount	61	19.40	62	20.90	

- $p$  (Chi-Square) < .001.

As shown in Table 6 above, there were no statistically significant differences between male and female participants with regard to their age group, birth place, religion, marital status, and county of residency ( $p > .05$ ). On the other hand, males and females were significantly different with regard to their school and ability to read ( $p < .001$ ). In this study, male participants completed more schooling than females and they were more able to read than females.

Table 7 displays the frequency and percentages for specific demographic and personal characteristics for males or females. The table shows that 93.10 (n=215) of the 231 married men said they had only one wife, 6.10% (n=14) had two wives, and only 2 men had three wives. Furthermore, 91 women (25.30%) said they had children when they were less than 18 years old. Overall, women reported that they had their first child when they were 18.68 years old (SD = 3.41).

**Table 7 - Demographic & Personal Characteristics for Men & Women**

Character	N	%
For Men, Number of Wives	231	100.00
1	215	93.10
2	14	6.10
3	2	.90
Any of them had children before 18?	359	100.00
Yes	91	25.30
No	268	74.70
For Mothers, how old were you when you had your 1 <sup>st</sup> child?	267	
Mean		
SD	18.68	
Range	3.41	
	13 - 36	
Any person living in your house under 18 & pregnant?	551	100.00
Yes	127	23.00
No	424	77.00

In addition as displayed in Figure 4, 23% (n=127) of those responding said that they had someone living with them under 18 years old who was pregnant.

**Figure 4 - Have someone living in the home, under 18 and pregnant**

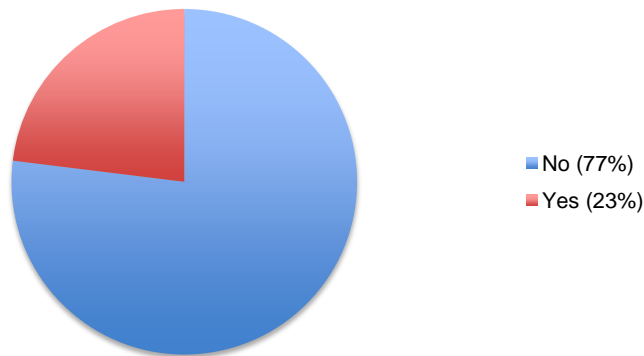


Table 8 displays the frequency and percentages of various sources of income from the most reported source of income to the least reported one. As it appears in this table, the top five sources of income were Petty Sales (n=147), followed by Other, source Not Specified, (n=111), Salary Job (n=77), Small Business (n=56), and Sales of Fish (n=48). Overall, participants reported multiple sources of income ranging from none (n=8) to 13 (n=1), with the vast majority reporting one source of income (94.80%).

**Table 8 - Sources of Income**

Source	N (Total Answers)	%
Petty Sales	147 (159)	92.50
Other (Not Specified)	111 (124)	89.52
Salary Job	77 (95)	81.10
Small Business	56 (72)	77.80
Sales Of Fish	48 (58)	82.80
Sales Of Garden Products	40 (45)	88.90
Agriculture / Wage Labor	34 (45)	75.60
Firewood / Charcoal Sales	30 (44)	68.20
Sales Of Prepared Food	19 (28)	67.90
Other Gov't Or Company Benefits	19 (36)	52.80
Begging	11 (26)	42.30
Sales Of Palm Oil	10 (20)	50.00
Overseas Support	10 (28)	35.70
Sales Of Livestock Products	9 (22)	40.90
Rubber Tapping	9 (24)	37.50
Mining	5 (20)	25.00
Handicraft	5 (18)	27.80
Sales Of Livestock	3 (12)	25.00
Sales Of Cash	3 (18)	16.70
Borrowing	3 (20)	15.00
DDR Benefits	2 (18)	11.10
Sale Of Bush Meat	2 (13)	15.40
Multiple Sources of Income	611	100.00
None	8	1.3
1	579	94.80
2	17	2.80
3	3	.50
4	1	.20
7	2	.30
13	1	.20

### 3.3. Focus Group Discussants

As shown in Table 4 above, there were 271 Focus Group participants. Of the 270 persons who responded to the county question, nearly 20% (n=53) were from Montserrado County, 32% (n=86) were from Maryland County, 34% (n=92) were from Grand Cape Mount County, and the remaining 39, (14.4%) were from Grand Bassa County. 130 (48%) were females and 141 (52%) were males. Two hundred seventy-one persons gave their ages, of which 13.7% (n=37) were less than 18 years old, 32.8% (n=89) were 18 to 35 years old and the remaining 53.5% (n = 145) were 36 years old and above.

### 3.4. Key Informants

There were 13 key informants. Key Informants consisted of professionals from ministries and local agencies working directly with studied population from the four priority areas. These agencies included, Liberia Association of Psychosocial Services, Liberia National Police/Women and Children Protection Services, Ministry of Gender and Development, Ministry of Health and Social Welfare, Ministry of Justice, National Union of Orphanages of Liberia and SOS Children's Villages International.

Three (21.4%) key informants were between the ages of 18 to 35 and the remaining 11 were 36 years old and above. No informant was older than 61. There were six male KIs and seven female KIs. The education level of the key informants ranged from one person who only completed primary school to one KI having a post graduate degree. Two KIs completed high school; two had post-secondary qualifications, other than university; and two had some university education. Five (5) KIs were university graduates. Two key informants said they were unemployed. The other 11 were employed. Twelve KIs are currently married and one KI is living together with someone as if married.

## 4. CHILDREN & FAMILIES IN NEED OF PSYCHO-SOCIAL SUPPORT

This section presents the findings from our field research on the psychosocial support for the population in this study. As defined by stakeholders, psychosocial support is concerned with children or families who have suffered trauma and need counseling from trained professionals. It involves care and support provided by specialized psychological and social services. It also includes support provided by caregivers, family members, friends, neighbors, teachers, health workers, and community members.

While the aim of the study is to evaluate the psychosocial support for children and family in Liberia, due to the methodological challenges and limitations regarding the understanding of the conceptualization of psychosocial interventions, key questions such as school engagement, community engagement, and problem-solving skills are not representative and cannot be analyzed using tests of statistical significance.

### 4.1. Data Analysis

Question items were designed to inform on three main factors – Mothers' involvement, fathers' involvement, and family engagement. In order to determine the significance of these individual questions, the Chi-Square and sample t-test coefficients were calculated. These coefficients were then used to evaluate whether there exists statistical significance of differences among these factors on providing psychosocial support for the population under study. The factors, associated questionnaire items, and the statistical test coefficients are presented in tables below.

**Table 9 - Psychological Items – Mothers by Gender**

Item	Female		Male		Chi-Square (df, p)
	N	%	N	%	
Who took care of you?	315	100.00	294	100.00	1.832 (2, NS)
Born Mother	223	70.80	201	68.40	
Another Mother	85	27.00	81	27.60	
No Mother	7	2.20	12	4.10	
This Mother's Education	310	100.00	286	100.00	1.648 (3, NS)
None	246	78.10	215	75.20	
Elementary School	18	5.70	22	7.70	

	Female		Male		Chi-Square
Junior High School	34	10.80	37	12.90	
University	12	3.80	12	4.20	
Relationship with Mother	310	100.00	284	100.00	5.782 (2, NS)
Very Good	215	69.40	220	77.50	
Good	78	25.20	56	19.70	
Bad	17	5.50	8	2.80	
This mother had time for you	309	100.00	286	100.00	.009 (1, NS)
Yes	288	93.20	266	93.00	
No	21	6.80	20	7.00	
Is she still alive?	311	100.00	286	100.00	5.327 (1, p<.05)
Yes	211	67.80	168	58.70	
No	100	32.20	118	41.30	
If dead, how she died?	99	100.00	117	100.00	.055 (1, NS)
Killed during the war	19	19.20	21	17.90	
Died by herself	80	80.80	96	82.10	
Your Age when she died (N)	84		108		t=-2.102, df=190, p<.05
Mean:	26.24		30.19		
SD:	11.77		13.72		
Range:	5 -52		6 - 68		
Her Age when she died (N)	61		78		t=-1.048, df=137, p>.05
Mean:	58.02		60.95		
SD:	14.77		17.51		
Range:	30 - 96		30 - 98		

Table 9 shows that there were no statistically significant differences between female and male participants with regard to who took care of them, their mother's education, relationship with their mother, whether their mother had time for them, how their mother died, and their mother's age when she died ( $p > .05$ ).

On the other hand, the results in Table 9 show that more mothers of females are still alive compared to mothers of males ( $p < .05$ ). In addition, the results of the t-test show that mothers of female participants died at a younger age (mean = 26.24) compared to mothers of the males (mean = 30.19).

**Table 10 - Psychological Items – Fathers by Gender**

	Female		Male		Chi-Square
Item	N	%	N	%	(df, p)
Who took care of you?	314	100.00	291	100.00	.080 (2, NS)
Born Father	202	64.30	188	64.60	
Another Father	83	26.40	78	26.80	
No Father	29	9.20	25	8.60	
This Father's Education	289	100.00	270	100.00	2.120 (4, NS)
None	139	48.10	123	45.60	
Elementary School	30	10.40	36	13.30	
Junior High School	71	24.60	71	26.30	
University	38	13.10	33	12.20	
High School Completed	11	3.80	7	2.6	
Relationship with Father	290	100.00	272	100.00	3.673 (2, NS)
Very Good	188	64.80	188	69.10	
Good	84	29.00	76	27.90	
Bad	18	6.20	8	2.90	
This Father had time for you	278	100.00	262	100.00	.923 (1, NS)
Yes	260	93.50	250	95.40	
No	18	6.50	12	4.60	



Is he still alive?	278	100.00	260	100.00	.011 (1, NS)
Yes	142	51.10	134	51.50	
No	136	48.90	126	48.50	
If dead, how he died?	142	100.00	129	100.00	.511 (1, NS)
Killed during the war	29	20.40	31	24.00	
Died by himself	113	79.60	98	76.00	
Your Age when he died (N)	114		120		t=-2.649,
Mean:	23.41		27.81		df=232,
SD:	11.24		13.92		p<.010
Range:	1 – 60		2 - 72		
His Age when he died (N)	76		85		t=-3.345,
Mean:	58.32		66.41		df=159,
SD:	14.52		16.02		p<.001
Range:	20 – 98		20 - 98		

Table 10 shows that there were no statistically significant differences between female and male participants with regard the father who took care of them, his education, relationship with him, whether he had time for them, if he still alive, and how he died ( $p > .05$ ).

On the other hand, the results of the independent test displayed in Table 10 show a significant difference between males and females with regard to their age when their father died and the age of the father when he died ( $p < .05$ ). These results show that females were younger (mean = 23.41) when their father died compared to males (mean = 27.81). Also, fathers of female participants died at earlier age (mean = 58.32) compared to fathers of male participants (mean = 66.41).

**Table 11 - Things That Happened To You**

Thing	Plenty (n, %)	Some (n, %)	Small (n, %)	Not at all (n, %)
Do you attend family meetings or do they relate to you as member of the family (N=607)	151 (24.90)	160 (26.4)	78 (12.90)	218 (35.90)
Are people in your family concerned about you? (N = 610)	273 (44.80)	163 (26.70)	88 (14.40)	86 (14.10)
Do they advise you or encourage you? (N = 609)	249 (40.90)	193 (31.70)	86 (14.10)	81 (13.30)
Do your family members try to help you or give hand when you are jammed? (N = 611)	171 (28.0)	146 (23.90)	85 (13.90)	209 (34.20)
Do you have a lot of confusion in your family? (N = 609)	48 (7.90)	87 (14.30)	123 (20.20)	351 (57.60)
Do you feel that you have ever caused trouble for your family? (N = 608)	16 (2.60)	32 (5.30)	73 (12.00)	487 (80.10)
Do you feel that you have ever caused trouble for your born community? (N = 609)	12 (2.00)	26 (4.30)	35 (5.70)	536 (88.00)
Do you feel that you have ever caused trouble for your current neighbors? (N = 610)	15 (2.50)	24 (3.90)	35 (5.70)	536 (87.90)

Table 11 conveys the frequency and percentages for each possible response (plenty to not at all) for things that happened to study participants. Total number of participants who answered each item is also reported in parentheses after each item. As an example, when asked “Do you attend family meetings or do they relate to you as member of the family?” 607 participants answered this item. Of them, 151 (24.9%) said plenty of time, 160 (26.40%) said sometime, 78 (12.90%) said small amount of time, and the remaining 218 (35.90%) said not at all.

## 4.2. Discussion

The findings of this research offer insights into the complex needs of children and families in Liberia. It is clear from the survey and focus groups conducted that the protracted political and military violence, social injustice and inequity, disintegration of the traditional family structure and the lack of access to basic human services have had devastating effect on the psychosocial support system of children and their families. This has been compounded by the level of extreme poverty and the non-existence of institutions to provide psychosocial support. Hence, people are more concerned about meeting their basic needs to survive, and little is been done to cope with other adversities in their lives. In focus group sections of children under 18, respondents expressed a feeling of neglect, and they long for a sense of belongingness, the feeling that the community in which they live cares about them – people they can talk to, people to teach them how to become productive and respectable citizens, and most of all people to protect and defend them.

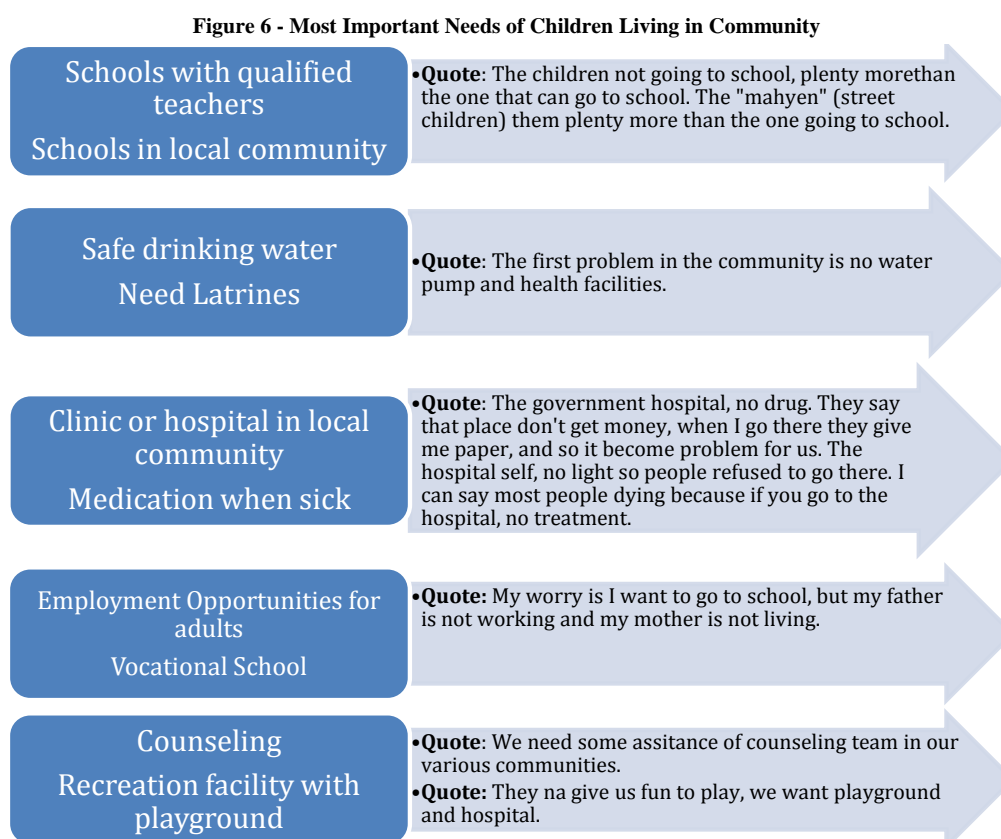
Figure 5 represents the thoughts of adults, children, and a key informant on psychosocial issues.

**Figure 5 - Situations That Makes Children and Parents Sad and Vexed**



Adult respondents also reported constant sadness and anger among children. In interviews of Key Informant, it was disclosed that children are in need of psychosocial support especially counseling services. Most organizations that provided such services are currently closed due to termination of grant funding.

Figure 6 provides excerpts from a combination of quotes from focus group discussions and key informant interviews on community needs.



While the development of psychosocial support programming for people in fragile states like Liberia is still an emerging discipline, our research has found that there is an urgent need to strengthen the systematization and quality of the work being done to support the vulnerable population of Liberia. This requires the development and implementation of effective psychosocial programs in Liberia, and the need to assess the long-term impacts of such programs. It underscores the need for programs that support key elements of children's social ecologies that are directly linked to their psychosocial resilience and well-being. These elements include children's parents and families, schools, healthcare, and extra-curriculum activities.

### 4.3. Recommendation

In terms of the way forward, it is recommended that DSW and partner agencies plan for and commit to:

- Direct intervention
  - Develop programs to accelerate the reunification of families through structured family tracing

- Enhance and strengthen the existing family structure
- Advocate for the establishment of dedicated children's court in every county
  - Integrate children's court and DSW case management system with best practice and standardized guidelines
- Improve the capacity of the decentralized health and social welfare systems to provide specialized psychological and social services.
- Incorporate school-based psychosocial approaches and interventions for children.
- Provide education for parents and adults to strengthen community support networks to provide a healthy and safe place for the vulnerable population.
- Train teachers to understand the psycho-social signals and develop an early warning system
- Systematically map the various dimensions of the psycho-social problem in its full social and medical complexity, identify resources that are available to address the problem, and formulate a plan to guide how implementation can be coordinated and deployed.
- Improve medical facilities and personnel
- Empower and Increase the capacity of communities, extended families and child-headed households to be able to take care of OVC through enhanced financial programs, income generation or job creation.
- Enhance school retention for OVCs by identifying creative mechanisms to handle the indirect cost of education: fees, buying books, etc.
- Continuing Research
  - Between the various parts of the country and cultures.
  - Between different approaches and types of interventions
  - Between various age groups
  - Between genders

## 5. TEEN PREGNANCY

The disintegration of the family structure in Liberia, poverty, lack of activities to keep teenagers engaged in a positive direction, peer pressure, lack of sexual and reproductive health education, forced or underage marriage, and cultural values and practices have all been identified as reasons for teenage pregnancy. Even though this survey has not clearly linked these factors as direct causes of teen pregnancy, they all contribute to situations that put children at risk in their communities and make female children more vulnerable and susceptible to sexual overtures.

Teenage pregnancy, as defined by the team of stakeholders involved in this study is the act of carrying a child from conception to birth by a teenage girl, usually within the ages of 13-19, who has not reached legal adulthood, has few or no marketable skills, is financially dependent upon her parents and/or another person, continues to live at home and is mentally immature. The rate of teenage pregnancy in Liberia continues to be high, due in part to cultural, psycho-social risks, and economic forces that influence sex at an early age for many young persons, especially females.

This section presents the findings from our field research (survey, focus group discussions, and key interviews) on the perception of teenage pregnancy of the population in this study. While the aim of the study was to determine the baseline assessment of teenage pregnancy in Liberia, due to the limitations of direct access to younger teen in this study, a clearly defined statistical extrapolation could not be effected.

### 5.1. Data Analysis

As seen in Table 7 above, 91 women (25.30%) said they had children when they were less than 18 years old. On average, women reported that they had their first child when they were 18.68 years old (SD = 3.41). In addition, 23% of women (127) said that they had someone living with them under 18 years old who was pregnant.

Table 12 provides details on the responses to the parent's right to beat a child hard if the child is doing man and woman business. 64% of the respondents disagree with beating a child if the child is doing man and woman business.

**Table 12 - Right to Beat a Child Hard if the child is doing man and woman business**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 Strongly Disagree	93	15.2	15.3	15.3
2 Disagree	299	48.9	49.2	64.5
3 Agree	144	23.7	23.7	88.2
4 Strongly Agree	72	11.8	11.8	100.0
Total	608	99.5	100.0	
Missing 99	3	.5	.5	
Total	611	100.0		

As seen in Table 13 below, when respondents were asked if parents were right to beat their children hard if their child is doing man and woman business, only 35.5 percent agreed overall (23.7% agreed and 11.8% strongly agreed). This seems to suggest that parents are much more lenient in disciplining their children when it comes to "man and woman business" than when it comes to: stealing 61%; talking back, 52.1%; disobedience 51.7%; and taking drugs or liquor, 48.1% overall agree.

**Table 13 - Right to Beat a Child Hard**

Right to Beat Child	% Disagree	% Agree
If the child steals. (N = 609)	38.3	61.7
If the child talks back to the parent (N = 610)	47.9	52.1
If the child is disobedient (N = 611)	48.3	51.7
If the child takes drugs or liquor. (N = 608)	52	48.1
If the child is doing man and woman business. (N = 608)	64.5	35.5
If the child does not want to go to school. (N = 607)	64.7	35.2
If the child runs away from home. (N = 592)	72.1	27.9
If the child does not care for brothers and sisters. (N = 610)	75.3	24.8
If the child wets bed. (N = 607)	75.8	24.3

Table 14 illustrates survey participants' thoughts on select situations that put children at risk in their communities. Teen pregnancy was the number two item, at 89.9%, less than 5% short of peer pressure. Majority of the participants believed all the situations identified on Table 14 definitely put children at risk in their communities.

**Table 14 - Select Situations Which Put Children at Risk**

Situation	Yes (%)	No (%)
Peer pressure (N=218)	206 (94.50)	12 (5.50)
Teenage pregnancy (586)	527 (89.90)	59 (10.10)
Drugs or liquor (N=534)	442 (82.80)	92 (17.20)
Giving children to other people (N=535)	423 (79.10)	112 (20.90)
Children living in the street (N=526)	406 (77.20)	120 (22.80)

Abandonment by parent or guardian (N=534)	397 (74.30)	137 (25.70)
Abuse and exploitation of children (N=497)	365 (73.40)	132 (26.60)
Domestic Violence (N=510)	373 (73.10)	137 (26.90)
Unsafe Migration (child goes away to work) (N=478)	345 (72.20)	133 (27.80)
Forced or under age marriage (N=502)	340 (67.70)	162 (32.30)
Basic Needs met (food clothing shelter) (N=549)	345 (62.80)	204 (37.20)

Among issues children face, teenage pregnancy was identified as the most prevalent with a total of 58% of the respondents believing children always face that. An additional 33.8% believe children sometimes face teen pregnancy issues in their community. Overall 91.8% of the participants felt children always or sometimes faced teen pregnancy issues in their neighborhood. Another issue that 29.3% of participants felt children always faced in the community was marriage before the age of 18. An additional 42.5% felt children sometimes faced this issue. On a total basis, 63% of participants felt that children always or sometimes face the issues of traveling alone to other towns for work. Some other issues that participants identified that children face in their community and could probably have an impact on teenage pregnancy are physical or sexual abuse at home (63% total) and parents send children to have a boy/girlfriend, 55.6%.

**Table 15 - Issues Children Face**

Issue	Never (%)	Sometimes (%)	Always (%)
Children take part in Children's Clubs/groups (N=608)	275 (45.20)	235 (38.70)	98 (16.10)
Children travel alone for work in other towns, farms or mines (N=607)	220 (36.20)	277 (45.60)	110 (18.10)
Parents send children to have a boy/girlfriend (N=606)	269 (44.40)	234 (38.60)	103 (17.00)
Children are married before the age of 18 years (N=600)	169 (28.20)	255 (42.50)	176 (29.30)
Children are sent to work in a farm or mine or to sell on the street during school hours. (N=609)	118 (19.40)	259 (42.50)	232 (38.10)
Teenage pregnancy or pregnancy of young girls. (N=610)	50 (8.20)	206 (33.80)	354 (58.00)
Physical or sexual abuse at home (N=608)	221 (36.30)	301 (49.30)	86 (14.10)
Children are forced to love to teachers (N=603)	294 (48.80)	226 (37.50)	83 (13.80)
Total Scores:	610		
Mean:	22.14		
SD:	4.76		
Range (Higher Scores, Greater Issues)	9 - 36		

As seen in Table 16 further below, one issue that participants felt children who are not living with their parents always face in communities is being left at home while the parent or caregiver goes to work, 41.2%. Participants also felt that 42% of the time parents leaving kids at home was an issue.

## 5.2. Discussion

The findings of this evaluation support the urgent need for the education, development and implementation of effective programs for teenagers in Liberia. There is a strong need to do a national assessment to understand the current prevalence of teenage pregnancy and the national disposition towards it. One interesting finding that has evolved out of the study is that while 89% of the respondents believe that teenage pregnancy put children at risk and 91.8% believe that it's the major

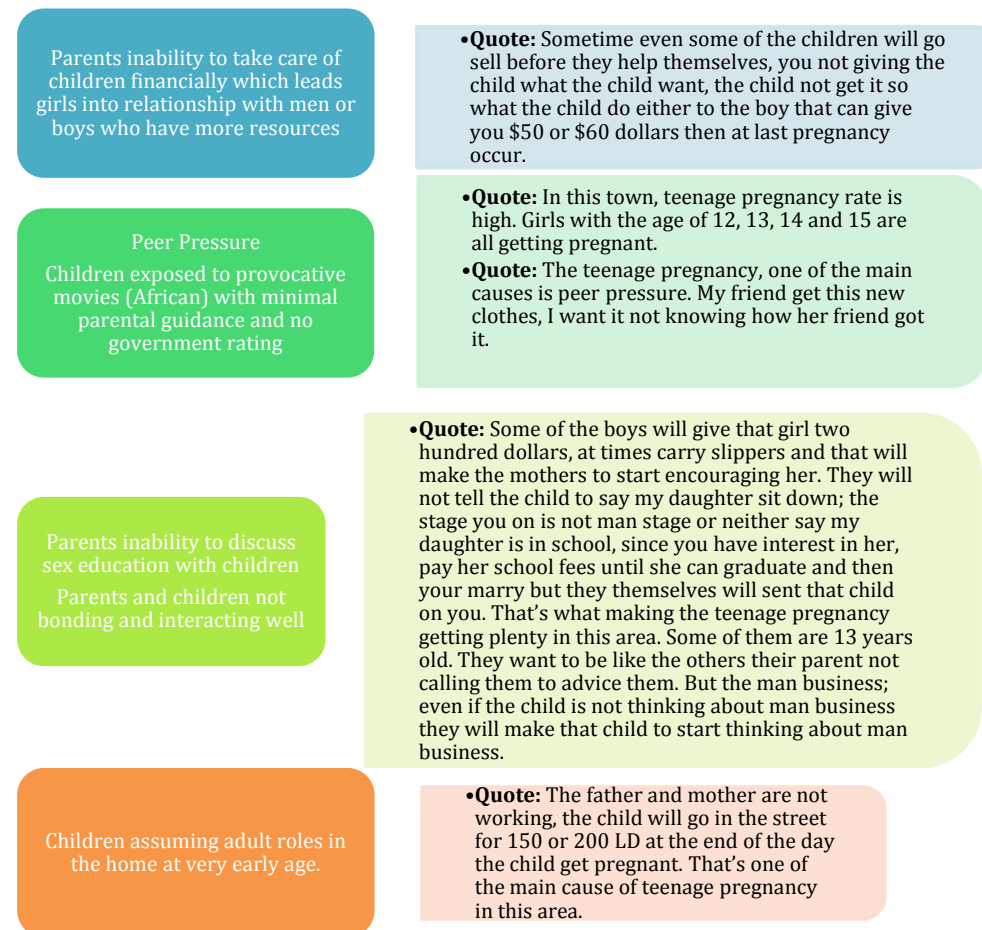
issue faced by kids, only 35.5% agreed that parents have the right to beat hard kids who did man and woman business. This underscores the need for more solutions around teenage pregnancy and defining a way to assist parents and caregivers reduce its incidence.

During the focus group discussions, the vast majority of discussants identified the following as situations that leads to teenage pregnancy:

- Parent's inability to take care of children financially which leads children to having relationship with men who have more resources
- Peer Pressure
- Parent's inability to discuss sex education with children
- Children exposed to provocative movies (African) without any parental guidance and government rating restrictions.
- Parents and children not bonding and interacting healthily.
- Children assuming adult roles in the home at very early age.
- Parents seeking employment resulting in hours of abandonment of children; children yielding to father figure.
- Adults and children sleeping together in the same room.

Figure 7 presents some of the participants' thoughts on situations that cause teenage pregnancy.

**Figure 7 - Situations That Lead to Teenage Pregnancy**



### 5.3. Recommendation

DSW, non-governmental organizations, parents and families, schools, and children need to build greater unity around solving the problem of teenage pregnancy. In terms of the way forward, it is recommended that DSW and partner agencies plan for and commit to:

- Direct intervention
  - Educate teens on sexually risky behavior
  - Educate teens on approaches to abstinence
  - Incorporate sex education in the school curriculum
  - Design ways to retain teenagers in school
  - Identify and implement programs that can impact teen pregnancy
  - Education for parents on dealing with teens more effectively
  - Identify specific and measurable program goals to ensure monitoring and evaluation
- Research
  - identify, assess, and rate existing programs for their risk and protective factors that have impacts on teen pregnancy
  - Assess the need for the implementation of new program or service across the country.
  - Current resources and capacity (staff, financing, etc.) to implement programs to prevent teenage pregnancy
  - External resources available to develop and fund programs to prevent teenage pregnancy
  - History of intervention using quantitative data, statistical analysis, and hypothesis testing

## 6. CHILDREN WITHOUT APPROPRIATE CARE, INCLUDING CHILDREN LIVING ON THE STREET AND UNSUPERVISED CHILDREN

This section presents the findings from our field research on children without appropriate care, including children living on the street and unsupervised children. As defined by stakeholders, they include “children who are living without the loving, nurturing care that allows them to be safe and grow up enjoying their childhood”.

Due to the comprehensiveness of questions under this section, our discussion will include findings already presented in previous sections.

### 6.1. Data Analysis

Questions in this section were designed to inform on the functioning, level of care received, and service needs of children defined under this category.

**Table 16 - Issues Children Face in Children Not Living with Parents**

Issue	Never (%)	Sometimes (%)	A lot (%)
Children sent to live with relatives or other people (N=599)	53 (8.8)	287 (47.90)	259 (43.20)
Children are registered to go to orphanage homes (N=595)	381 (64.00)	175 (29.40)	39 (6.60)
Parents send children with physical or learning disabilities to orphanage homes (N=596)	386 (64.80)	157 (26.30)	53 (8.90)
Children are given up for adoption to families in the US or other countries (N=600)	411 (68.50)	150 (25.00)	39 (6.50)



Issue	Never (%)	Sometimes (%)	A lot (%)
Parents leave children home alone while they go to work (N=595)	98 (16.50)	252 (42.40)	245 (41.20)
Stepparent does not want to take children in (N=593)	138 (23.30)	318 (53.60)	137 (23.10)
Parents treat their own children better than other children in the house (N=598)	134 (22.40)	288 (48.20)	176 (29.40)
Children run away from home into the streets (N=597)	164 (27.50)	305 (51.10)	128 (21.40)
Children from orphanage homes are not well accepted back in the community (N=597)	380 (63.70)	165 (27.60)	52 (8.70)
Children who have lived in the streets are not well accepted back in the community (N=600)	273 (45.50)	250 (41.70)	77 (12.80)
Property of dead husband is taken away from the widow and children by the husband's family (N=599)	303 (50.60)	248 (41.4)	48 (8.00)
Total Scores:	600		
Mean:	19.45		
SD:	4.00		
Range (Higher Scores, Greater Issues)	5 - 33		

Table 16 displays the frequency and percentage of issues that children can face when they are not living with their parents and whether these issues happen in respondents' communities. Responses range from never happen to happen a lot.

The table also reports the mean, standard deviation, and range of total scores for the entire scale. Number of valid responses also is reported after each issue. In this study, the two most issues that happen "a lot" were "Children sent to live with relatives or other people", reported by 43.20%, and "Parents leave children home alone while they go to work", reported by 41.20%. Overall, total score for this scale ranged between 5 and 33 with higher scores indicate that these issues are more likely to happen in their communities. The mean score was 19.45, slightly below the midpoint of 22 indicating these issues less likely to sometimes happen.

## 6.2. Discussion

The findings of this research, including the survey and focus groups conducted, clearly shows that a large percentage of the children in Liberia do not receive appropriate care. Children neglect and abandonment are a result of the extreme level poverty, parental illness, social stigmatization and discrimination, and the legacy of the war.

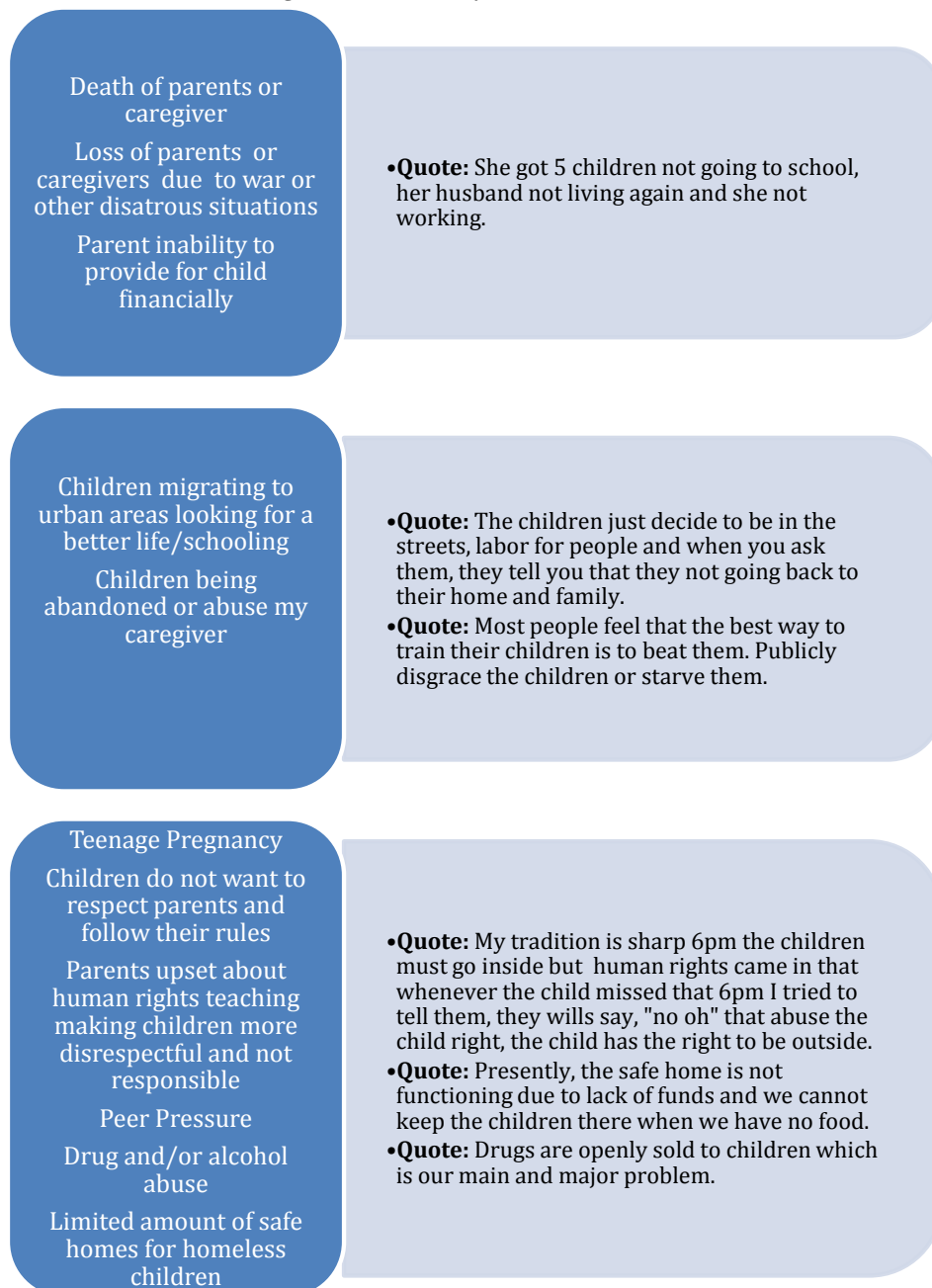
Despite major investments by government and international partners and NGO's, when asked about healthcare, an overwhelming majority of caregivers and children reported they do not get routine check-up or even make visit to a hospital or doctor's office at least once a year. Typical explanations for this include affordability and meeting other basic survival priorities such as finding food eat. It is also clear from the study that children do not get the necessary supervisions at home, and this has created a feeling of neglect and abandonment. Consequently, most of these children have assumed the responsibility of fending for oneself and have resorted into activities that endanger their well-being and personal development. It has had a profound effect on their self-esteem and aspirations for the future.

There is an obvious need for the development and implementation of effective interventional program that support children that are victims of parental neglect and abandonment, as well as those that suffer of mental, behavioral, and other emotional issues.

Most respondents who experienced childhood neglect and abandonment reported never seeking assistance from a specialized health or social services agency. They are generally unaware of the existence of such programs, and the options, if any, for early intervention in these and related cases.

One key informant said “We do not have Save Home...nothing, not even any orphanage home, nothing! And this is one of the major things and this is one of the thing that even children who are sexually abused on so many occasion we lose cases at the court because most of the cases the perpetrators are family members.” Another informant indicated that “Some of the vulnerable children do not have homes because “some of them run away from home because they don’t want to be corrected by their parents or guardians.” Figure 8 provides more insight on participants’ thoughts on why children do not have home.

**Figure 8 - Reasons Why Children Are Not In Home**



### 6.3. Recommendation

In terms of the way forward, it is recommended that DSW and partner agencies plan for and commit to:

- Direct intervention
  - Develop new and effective policy for child protection services.
  - Increase the capacity of the health and social welfare systems to provide specialized psychological, social and early intervention services.
  - Develop school-based programs to help detect warning signs, and provide early intervention.
  - Education for parents and adults to strengthen community support networks to provide a healthy and safe place for the vulnerable population.
- Research
  - Between the various parts of the country and cultures.
  - Between different approaches and types of interventions
  - Between various age groups
  - Between genders

## 7. CHILD VICTIMS OF SEXUAL VIOLENCE

The prevalence of child sexual violence or abuse in Liberia has been difficult to determine because it is most often not openly discussed, not reported and usually resolved among families and the community. Many believe that the incidence is far greater than what is reported to authorities. Additionally, there is no uniform definition for child sexual violence and research has been extremely limited, hence statistics may vary. In this study, two questions pointed to the incidence of child sexual violence and that is whether there is “physical or sexual abuse at home” and “Children are forced to love to teachers.”

This section presents the findings from our field research (survey, focus group discussions, and key interviews) child sexual violence on the population in this study. While the aim of the study was to do a baseline assessment of child sexual violence in Liberia, due to the limitations of study design and access to younger teens, and lack of openness on the subject, robust information has not been extracted from the participants.

### 7.1. Data Analysis

As seen in Table 17 below, 63.4% of respondents believe that children sometimes (49.3%) or always (14.1%) face the issue of “physical or sexual abuse at home.” The exact impact of sexual abuse at home is difficult to ascertain from the combination question. However, with a significant portion of participants responding that this is a serious issue that children face in their communities, it is essential that this problem be further analyzed.

Additionally, 51.3% of the respondents believe that “children are forced to love to teachers.” Nearly thirty-eight percent of respondents believe children sometimes forced into sexual relationships with their teachers while nearly fourteen percent think children are always forced into sex for grades relationships with teachers.

**Table 17 - Sexual Violence Issues Children Face**

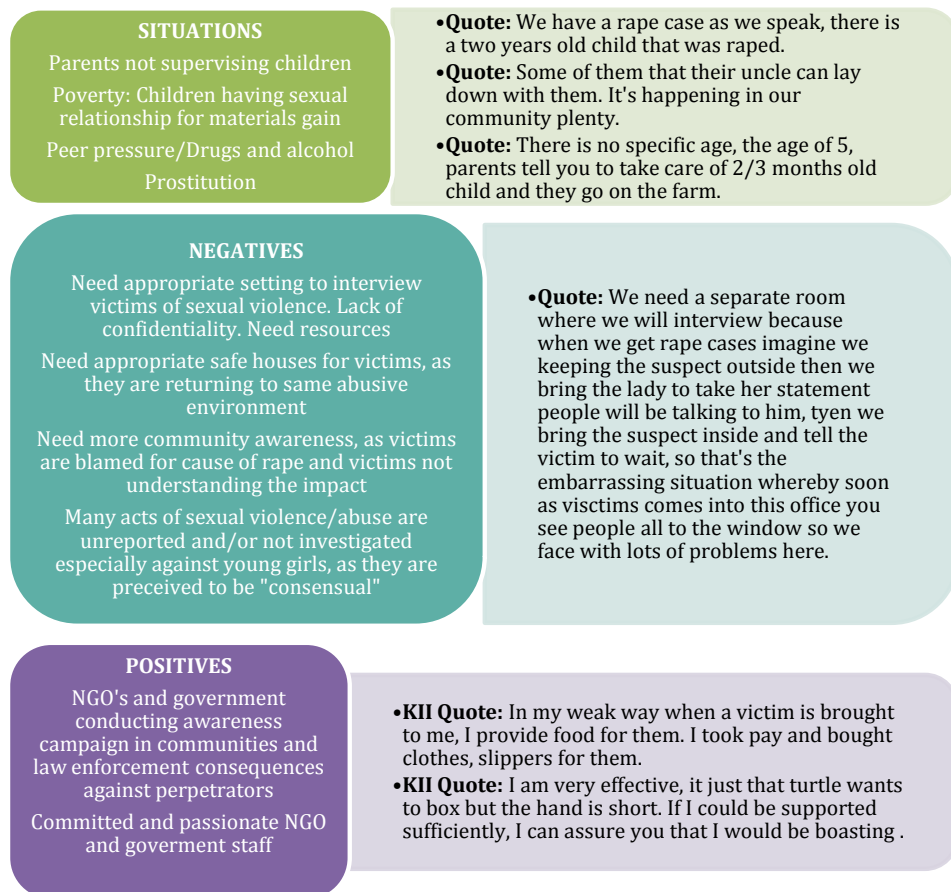
Issue	Never (%)	Sometimes (%)	Always (%)
Physical or sexual abuse at home (N=608)	221 (36.30)	301 (49.30)	86 (14.10)
Children are forced to love to teachers (N=603)	294 (48.80)	226 (37.50)	83 (13.80)

## 7.2. Discussion

The findings of this evaluation support the urgent need for protection of children around the issue of sexual abuse or violence. There is a high degree of evidence that the issues that children face put them in compromising positions that make them very vulnerable to being sexually victimized. One key informant recounts that they lose child sexual abuse cases because children who are sexually abused have nowhere to seek refuge and go right back into the same abusive setting. In that setting, the informant claims “the family already pollutes the mind” of the survivor. The informant claims that the circuit court does the preliminary adjudication before a case goes to the Magisterial Court but “before they can put that case on docket then that different story even the child can’t be found no more they relocate the child or even if the child is there the child can’t talk.” Hence they lose such cases. He claimed “and we been writing partners and donors to see reason” to at least provide temporary safe haven for these victimized children but without success.

Figure 9 shares some of the situations that lead to sexual violence, some of the negatives, and some of the positives.

**Figure 9 - Situations That Lead to Teenage Pregnancy**



### 7.3. Recommendation

In order to erect checkpoints against the prevalence of child sexual violence and implement some preventive measures, it is recommended that DSW and partner agencies plan for and commit to:

- Direct intervention
  - Enforce existing legislation that are intended to protect children
  - Create greater awareness around the issue of child sexual violence
  - Educate teens on approaches to abstinence
  - Educate teens of avoiding situations that put them at risk of sexual violence.
- Research
  - identify, assess, and rate existing programs (governmental and non-governmental) for their risk and protective factors that have impacts on teen pregnancy
  - Assess the need for a new program or service.
  - Evaluate current resources and capacity (staff, financing, etc.) to implement programs to prevent teenage pregnancy
  - Urgently utilize resources available to develop programs to prevent teenage pregnancy

## 8. CONCLUSION

“A solid family environment is essential in paving the way for the realization of future dreams and aspirations of children.” —Nelson Mandela

Consistent with the goals and objectives of the baseline needs assessment study, this report identified the need areas that were selected for starting the full assessment process. Internationally accepted best practice standards were used to conduct this assessment of priority needs populations to establish a social welfare baseline that will presents a potent argument for the development of systems for service delivery to the greatest number of people in the most efficient way. Many of the unmet needs of the orphans and vulnerable children have been identified and common interventions that can benefit and impact orphans and vulnerable children and their families /caregivers have been proffered.

It is demonstrably clear that orphans and vulnerable children, their families, and their communities need significant and consistent support on a variety of angles. The economic, operational, and social costs associated with implementing a strong social welfare program are recognized. However the reward to government for such humanitarian provisioning is immeasurable in terms of the psychosocial improvement, socio-economic development, the human rights protection value, and the physical development of strong citizens.

The study shows that the immediate strengthening of the family unity through building the capacity of children, families, and community to be the fundamental and core contributors to development is extremely critical. Specific programs that will build DSW capacity and empower children, parents, and communities to meet the challenge of the various issues kids face and the numerous situations that put kids at risk is paramount in this process. In this regard, the following recommendations are made:

- Direct intervention
  - Develop programs to accelerate the reunification of families through structured family tracing
  - Enhance and strengthen the existing family structure
  - Advocate for the establishment of a dedicated children’s court
    - Integrate children’s court and DSW case management system with best practice and standardized guidelines
  - Improve the capacity of the health and social welfare systems to provide specialized psychological and social services.
  - Incorporate school-based psychosocial approaches and interventions for children.
  - Provide education for parents and adults to strengthen community support networks to provide a healthy and safe place for the vulnerable population.

- Train teachers to understand the psycho-social signals and develop an early warning system
  - Systematically map the various dimensions of the psycho-social problem in its full social and medical complexity, identify resources that are available to address the problem, and formulate a plan to guide how implementation can be coordinated and deployed.
  - Improve medical facilities and personnel
  - Empower and Increase the capacity of communities, extended families and child-headed households to be able to take care of OVC through enhanced financial programs, income generation or job creation.
  - Enhance school retention for OVCs by identifying creative mechanisms to handle the indirect cost of education: fees, buying books, etc.
  - Educate teens on sexually risky behavior
  - Educate teens on approaches to abstinence
  - Incorporate sex education in the school curriculum
  - Design ways to retain teenagers in school
  - Identify and implement programs that can impact teen pregnancy
  - Education for parents on dealing with teens more effectively
  - Identify specific and measurable program goals to ensure monitoring and evaluation
  - Enforce existing legislation that are intended to protect children
  - Create greater awareness around the issue of child sexual violence
  - Educate teens of avoiding situations that put them at risk of sexual violence.
  - Develop new and effective policy for child protection services
  - Facilitate community-based solutions and supports
  - Increase capacity of staff to monitor, report and direct service delivery
- Continuing Research
    - Identify, assess, and rate existing programs (governmental and non-governmental) for their risk and protective factors that have impacts on teen pregnancy
    - Assess the need for a new program or service.
    - Evaluate current resources and capacity (staff, financing, etc.) to implement programs to prevent teenage pregnancy
    - Urgently utilize resources available to develop programs to prevent teenage pregnancy
    - Identify, assess, and rate existing programs for their risk and protective factors that have impacts on teen pregnancy
    - Assess the need for the implementation of new program or service across the country.
    - Current resources and capacity (staff, financing, etc.) to implement programs to prevent teenage pregnancy
    - External resources available to develop and fund programs to prevent teenage pregnancy
    - History of intervention using quantitative data, statistical analysis, and hypothesis testing
    - Between the various parts of the country and cultures.
    - Between different approaches and types of interventions
    - Between various age groups
    - Between genders
- Cross-cutting
    - Build partnerships
    - Collaborate with other institutions through integrated/cross-functional teams
    - Identify the range of services and policy changes that will provide the strategic interventions to address the situation of OVC

The data from this baseline study is rich and lends itself to analysis for other issues of concern. Additionally, more research along these lines should be encouraged in these specific need areas to ensure that programs surrounding the orphan and vulnerable children can be the building block for a robust response to the myriad of social welfare problems in Liberia. CSI also suggests that a retrospective lessons learned session(s) be conducted with all stakeholders so that proactive approaches can be developed to strengthen future baseline needs assessments.

## 9. BIBLIOGRAPHY

1. United Nations Development Programme. (2013). Human Development Report 2013, The Rise of the South: Human Progress in a Diverse World. Retrieved August 18, 2014, from United Nations Development Programme: [http://hdr.undp.org/sites/default/files/reports/14/hdr2013\\_en\\_complete.pdf](http://hdr.undp.org/sites/default/files/reports/14/hdr2013_en_complete.pdf). Accessed August 18, 2014.
2. Foundation for Women's Health, Research and Development (FORWARD) and International Planned Parenthood Federation (IPPF). (2012). In their Own Words: Girls from Liberia on Sexuality, Pregnancy and Services Liberia. Retrieved August 20, 2014, from Foundation for Women's Health, Research and Development: <http://www.forwarduk.org.uk/resources/publications>
3. Republic of Liberia Agenda for Transformation: Steps Towards Liberia Rising 2030. Government of Liberia, 2012. <http://www.mof.gov.lr/doc/AfT%20document-%20April%2015,%202013.pdf>.
4. At a glance: Liberia. [http://www.unicef.org/infobycountry/liberia\\_statistics.html](http://www.unicef.org/infobycountry/liberia_statistics.html)
5. Integrated Regional Information Networks (IRIN). (2007, July 17). Access To Clean Water In Liberia Difficult During Dry Season. Retrieved July 2014, from Global Envision: <http://www.globalenvision.org/library/1/1419>
6. World Population Review. (2014). Liberia Population 2014. Retrieved July 2014, from World Population Review: <http://worldpopulationreview.com/countries/liberia-population/>
7. Ministry of Health and Social Welfare 2012 Annual Report  
[http://www.mohsw.gov.lr/documents/MOHSW%20Annual%20Report\\_2012\\_2.pdf](http://www.mohsw.gov.lr/documents/MOHSW%20Annual%20Report_2012_2.pdf)
8. Fiscal Year 2013/14 National Budget, Government of the Republic of Liberia, Ministry of Finance, Department of the Budget  
<https://docs.google.com/a/mopea.gov.lr/viewer?a=v&pid=sites&srcid=bW9wZWZ292LmxyfG10ZWYtYnVkZ2V0fGd4OjJlYTc5MmYxZTZiZWZWRiNGY>
9. MOHSW. Liberia National Social Welfare Policy. Monrovia, Liberia: Ministry of Health and Social Welfare; 2011.
10. Institute of Statistics and Geo-Information Services (LISGIS). (2008). Liberia Demographic and Health Survey 2007. Monrovia: LISGIS. Retrieved from <http://dhsprogram.com/pubs/pdf/FR201/FR201.pdf>
11. Liberia Institute of Statistics and Geo-Information Services (LISGIS). (2009). LISGIS. Retrieved July 2014, from 2008 National Housing and Population Census: [http://www.lisgis.net/page\\_info.php?&7d5f44532cbfc489b8db9e12e44eb820=MzQy](http://www.lisgis.net/page_info.php?&7d5f44532cbfc489b8db9e12e44eb820=MzQy)
12. <http://www.ceoutcomes.com/products-services/needs-assessments>
13. CIA. The World Factbook: Liberia. Retrieved July 2014;  
<https://www.cia.gov/library/publications/the-world-factbook/geos/li.html>.
14. United Nations (UN). (2011). World Statistics Pocketbook: Liberia. Retrieved July 2014, from United Nations: <http://data.un.org/CountryProfile.aspx?crName=Liberia>
15. Government of Liberia. Proposed Adoption Act: An Act to Amend Subchapter C of the Domestic Relation Law of Liberia 1956 & 1976. Monrovia, Liberia: Government of Liberia; 2008 [Edits 28 February 2011].
16. Cochran M, Larner M, Riley D, Gunnarsson L, Henderson CR. Extending families:

the social networks of parents and their children. Cambridge, MA: Cambridge University Press; 1990.

17. Government of Liberia. (2011). Children's Bill, 2011. Monrovia: Government of Liberia  
[http://www.unicef.org/liberia/Liberia\\_Childrens\\_Law2011.pdf](http://www.unicef.org/liberia/Liberia_Childrens_Law2011.pdf)

18. Save the Children UK. (2006). From Camp to Community: Liberia study on exploitation of children. Monrovia: Save the Children UK.

19. Lawrence C. Expanding Protection to Enhance Opportunities for Development of Girls and Boys in River Gee and Grand Kru Counties of Liberia. Monrovia, Liberia: Save the Children; February 2010.

20. GOL. Combined Second, Third, and Fourth Country Report to the United Nations Committee on the Rights of the Child. Monrovia, Liberia: Republic of Liberia; 2009.

21. Schaberg L, Williamson J. Liberia: Key Factors of Child Vulnerability. Washington, DC: Displaced Children and Orphans Fund (DCOF) of USAID; April 20 - May 3, 2008.

22. MOHSW. 2008 Annual Assessment & Monitoring of Orphanages in Liberia. Monrovia, Liberia: Ministry of Health and Social Welfare; 2008.

23. Sarkar, M., Syed, S., & Nzau, M. (2009). Strategic Inquiry on Prevention and Response to Gender Based Violence (GBV) in Liberia. Monrovia: Government of Liberia and United Nations GBV Joint programme.

24. Ruiz-Casares, M. (2011). Child Protection Knowledge, Attitudes, and Practices in Central and Western Liberia. Monrovia: USAID/ Displaced Children and Orphans Fund (DCOF) & Save the Children.

25. Parwon, S. T. (2006). Orphanage Assessment Report Submitted to Hon. Vivian J. Cherue, Deputy Minister for Social Welfare, Ministry of Health and Social Welfare. Monrovia, Liberia: UNICEF & Ministry of Health and Social Welfare.

26. United Nations Children's Fund (UNICEF). (2011). Child Protection From Violence, Exploitation And Abuse: A statistical snapshot. New York: United Nations Children's Fund.

27. Hejna, S. (2007). An Assessment Of Inter Country Adoption Laws, Policies And Practices In Liberia. Eugene, OR: Holt International.

28. Government of Liberia. (2011). Children's Bill, 2011. Monrovia: Government of Liberia.

29. Dunn A, Jareg E, Webb D. A Last Resort: The growing concern about children in residential care. Monrovia, Liberia: International Save the Children Alliance; n.d.

30. SCUK. Keeping Children Out of Harmful Institutions: Why we should be investing in family-based care. London: Save the Children; 2009.

31. USDS. 2010 Country Reports on Human Rights Practices Report: Liberia. Washington, DC: U.S. Department of State; 2011:  
<http://www.state.gov/documents/organization/160129.pdf>. Accessed April 8, 2011.

32. Schubert, B. (2008). Social Protection Issues in Liberia. Monrovia: Inter-Agency Programming Team of the United Nations (IAPT).

33. United Nations Mission in Liberia (UNMIL). (2007, March). Human Rights in Liberia's



Orphanages. Retrieved July 2014, from United Nations High Commissioner for Refugees (UNHCR): <http://www.unhcr.org/refworld/category/COI/UNMIL...473daddb0,0.html>

34. Talwar V, Carlson SM, Lee K. Effects of a Punitive Environment on Children's Executive Functioning: A Natural Experiment. *Social Development*. 26 July 2011.

35. UNICEF, Multiple Indicator Cluster Survey Manual, Monitoring The Situation Of Children And Women New York: UNICEF; 1995.

36. BRYCS. Liberian Refugees: Cultural Considerations for Social Service Providers. Baltimore, MD and Washington, DC: Bridging Refugee Youth and Children's Services; 2005.

37. BRYCS. Liberian Refugees: Cultural Considerations for Social Service Providers. Baltimore, MD and Washington, DC: Bridging Refugee Youth and Children's Services; 2005.

38. SMART: Standardized Monitoring & Assessment of Relief & Transitions. 2011. <http://www.smartmethodology.org/>. Accessed September 7, 2011.

39. Henerson ME, Morris LL, Fitz-Gibbon CT. How to Measure Attitudes. Newbury Park, CA: Sage; 1987.

## APPENDICES

### A.1 Persons and Institutions involved in the Baseline Needs Assessment Project directly or indirectly

<p><b>PROJECT MANAGEMENT-Child Steps</b></p> <p><b>International</b></p> <p>Mrs. Tenneh Johnson Kemah Mrs. Anna Lustre Mr. Samuel Cooper</p> <p><b>CONSULTANTS</b></p> <p>Dr. Llewellyn Cornelius Dr. Soleman Abu-Bader Dr. Joseph Baysah Mr. Isaac Vah Tukupah, Jr.</p> <p><b>STAKEHOLDERS COMMITTEE</b></p> <p>Minister Vivian Cherue-DSW Mrs. Bendu Tulay-DSW Ms. Lydia Sherman-MOG Mr. Kevin Carew-WL Mrs. Markonee Knightley-WL</p> <p><b><u>Data Entry Team/Transcribers</u></b></p> <p>Mr. Sumo Zeze-SBA Mr. Leonard Green-SBA Mr. Forkpa Karmon-SBA Mr. William Belleh-SBA Mr. Nehemiah Sneh-SBA Mrs. J. Tendeh Collins-SBA</p>	<p><b>Interviewers/Assessment Team</b></p> <p>Mr. Henrique Wilson-CSI Mrs. Marie Sheriff-CSI Mr. Forkpa Karmon-SBA Ms. Victoria Harris-MP Ms. Lusu Blama-MP Ms. Ruphena Duo-MP Mr. Moses Bedell-DSW Mr. Alphonso Williams-DSW Mr. Hashmi Pusah-MP Mr. William Belleh-SBA Ms. Yvonne Seakor-MP Mr. Benjamin Wollor-MP Mrs. Belinda Ekekhoh-DSW Ms. Janet David-DSW Mr. Nehemiah Sneh-SBA Ms. Sophie Paye-MP Mr. Alvin Daniel-MP Mr. Tinisi Saytue-DSW Mrs. Esther Grant-DSW Mrs. J. Tendeh Collins-SBA Ms. Aretha Dunbar-MP Ms. Cecelia Askie-MP Mr. Sampson Hinnah-DSW Ms. Vivian Kannah-DSW Ms. Ophelia Appleton-DSW Mr. Targbeh Wreh-DSW</p>
---	--

### INSTITUTIONS

Department of Social Welfare of the Ministry of Health and Social Welfare  
Liberia Association of Psychological Services  
Ministry of Gender and Development, Republic of Liberia  
Ministry of Justice, Republic of Liberia  
Mother Patern College of Health Sciences  
National Union of Orphanages of Liberia  
Norwegian Refugees Council  
Save the Children, Liberia  
SOS, Children's Villages International  
Subah Belleh and Associates  
The Wunteve International Group  
United Nations International Children's Fund  
United States Agency for International Development  
Women and Children Protection Services, Liberia National Police  
World Learning-Liberia Grants Solicitation and Management

## A.2 Parent Permission for Minor Child to Participate In Study Focus Group Discussion Regarding Community Life

*Child Steps International, a Non-Government Organization based in Liberia and the United States* is conducting a research study.

Your child was selected as a possible participant in this focus group because the Ministry of Health and Social Welfare is interested in hearing from both adults and children directly about life in this community and ways in which it can be improved. Your child's participation in this research study is voluntary.

### **Why is this study being done?**

*This group is being done to learn more about the types of services children need in order to be safe, protected, taken care of and stay in school, while being supported by their parents.*

### **What will happen if my child takes part in this study?**

If you agree to allow your child to participate in this group, we would ask him/her to join with other children in the community, as a group to talk to us for about one hour about growing up in this community, the rules their mom and dad use to raise them and the most important things they think should be done in this community

### **How long will my child participate in this study?**

Participation will take a total of about one hour

### **Are there any problems that my child can expect from this study?**

It is possible that some of the children in the group discussion may bring up issues that are upsetting for your child, like what happens when their parents are vexed, or teenage behavior in the community. Your child is free to leave the discussion at any time for any reason. We will not be taking down their names or your name or any other information that will connect them or your family to what was said in the group.

### **Are there any benefits to my child if he or she participates?**

Your child may not directly benefit from the study/group, however, the information from these discussions may help other children in this community, Liberia and the Ministry of Health and Social Welfare learn more about how to provide better services in the future.

**Will information about my child's participation be kept a secret?** Any information that is obtained in connection with this study/group and that can identify your child will remain confidential, meaning we will not tell anyone. We will not use your child name in the discussion and the tape recordings and notes will be destroyed after we type them. All participants in this group will agree not to tell others what is discussed in this group or who participated. Therefore, please do not ask your children what was discussed or any information about the group as this will protect your child and the other children.

The group will be led by a group leader and the leader will get help from other staff. After you agree for your child to participate and your child also agrees to participate, the discussion will be audio-recorded. The audio recording of the group will happen after the introductions have been completed, so no one will record your child name. Tape recording of the group will be written on paper and the audiotapes will be destroyed. Your child name will not be written down when the staff listen to the recorder or take notes during this group. There is nothing harmful about your child participating in this group.

**What are my child's rights if he or she takes part in this study?**

☐ You can choose whether or not you want your child to be in this study, and you may take back your permission and stop your child's participation at any time.

☐ Whatever decision you make, there will be no punishment to you or your child, and no loss of benefits to which you or your child were otherwise entitled.

☐ Your child may refuse to answer any questions that he/she does not want to answer and still remain in the study. **Who can I contact if I have questions about this study?**

☐ **The research team:** If you have any questions, comments or concerns about the study, you can talk to the one of the team members. Please contact: Samuel Cooper 0777221840.

If you do not want your child to participate in this study they do not have to. However, your child participation needs to be approved by you. Please let us know now if you want your child to participate. Please know that if you agree for your child to participate, they will remain in the discussion group while you leave. Please also give us your verbal commitment that you will not ask your child about information discuss in this group or other children who participated in this group.

Thank you for your time and cooperation Child Steps International

### A.3 Adults Consent for Focus Group

Child Steps International, Liberia: Focus Group, Consent letter: July, 2014

Dear Participant:

Child Steps International, Liberia invites you to participate in a focus group. Your participation will require you to take part in a discussion for about 2 hours. During the discussion, a facilitator (group leader) will ask you lots of questions. The questions have no right or wrong answers. You will be asked about how children in your community are living and your suggestions about how the government can help to make your community better for children and their families. Child Steps International is interested in learning about what you think, so it is important that you be truthful and honest when talking about what you know and how you feel.

The focus group will be led by a group leader and the leader will get help from other staff. After you agree to participate, the discussion will be audio-recorded. The audio recording of the group will happen after the introductions have been completed, so no one will record your names. Tape recording of the group will be written on paper and the audiotapes will be destroyed. Your names will not be written down when the staff listen to the recorder or take notes during this group. There is nothing harmful about you participating in this group.

Your decision to participate or not participate in this focus group will not affect any current or future involvement with Child Steps International. In addition, you can leave the focus group at any time and your decision will not affect any current or future involvement with Child Steps International.

You might not benefit directly from your participation in this group. However, the results of this group will help the government to understand the needs of children and families in your community, so they can provide better services.

Your participation in the group will be confidential, meaning all information you tell us will not be given to anyone. Your name or any other information that shows you were a part of the group is not needed. All answers you give to us will not be reported to anyone with your name. All participants in this group agree to not tell others what is discussed in this group or who participated in this group.

If you have any questions regarding the focus group, please feel free to call the Child Steps International staff, Samuel Cooper at 0777221840 or you may visit our office at 34 Camp Johnson Road, Monrovia, Liberia (AME University).

If you do not want to participate in the focus group you do not have to take part. Your participation is voluntary. Please know, that you agree to participate in this focus group by being part of the discussion session. Please give us your verbal commitments that you will not share information discussed in this group with anyone or use it against other participants.

Thank you for your time and cooperation  
Child Steps International.

#### A.4 Child Approval to Participate In Study (Children Ages 12-17)

##### Focus Group Discussion Regarding Community Life

My name is [identify yourself to the child by name].

We are asking you to take part in a focus group because we are trying to learn more about life in this community

If you agree to be in this group, you and other children your age in this community will be asked to talk to us for about one hour about growing up in this community, the rules your mom and dad use to raise you and the most important things you think should be done in this community.

It is possible that we may discuss some tough problems that you may not want to talk about or will make you feel bad. If you feel bad or get sad at anything we talk please feel free to leave the discussion area. Also let us know if you want to talk to someone afterwards.

While our talk may not help you personally, it may help other children in this community, Liberia and the Ministry of Health and Social Welfare learn more about how to provide better services for the children of Liberia.

Please talk this over with your parents before you decide whether or not to participate. We will also ask your parents to give their permission for you to take part in this group. But even if your parents say “yes” you can still decide not to do this.

If you don’t want to be in this group, you don’t have to participate. Remember, being in this group is up to you and no one will be upset if you don’t want to participate or even if you change your mind later and want to stop.

The group will be led by a group leader and the leader will get help from other staff. After you agree to participate, the discussion will be audio-recorded. The audio recording of the group will happen after the introductions have been completed, so no one will record your names. Tape recording of the group will be written on paper and the audiotapes will be destroyed. Your names will not be written down when the staff listen to the recorder or take notes during this group. There is nothing harmful about you participating in this group.

Your participation in the group is confidential, meaning all information you tell us will not be given to anyone. Your name or any other information that shows you were a part of the group is not needed. All answers you give to us will not be reported to anyone with your name. All participants in this group agree to not tell others what is discussed in this group or who participated in this group.

You can ask any questions that you have about the group. If you have a question later that you didn’t think of now, you can call the lead member of our team Samuel Cooper 0777221840.

Please give us your verbal consent if you agree to be in this study. Please also give us your verbal commitment that you will not share information discussed in this group with anyone or used it against other participants. Please know, that you agree to participate in this study by being a part of the discussion session.

## A.5 Parent Permission for Minor Child To Participate In Study

### Focus Group Discussion Regarding Community Life

*Child Steps International, a Non-Government Organization based in Liberia and the United States* is conducting a research study.

Your child was selected as a possible participant in this focus group because the Ministry of Health and Social Welfare is interested in hearing from both adults and children directly about life in this community and ways in which it can be improved. Your child's participation in this research study is voluntary.

#### **Why is this study being done?**

*This group is being done to learn more about the types of services children need in order to be safe, protected, taken care of and stay in school, while being supported by their parents.*

#### **What will happen if my child takes part in this study?**

If you agree to allow your child to participate in this group, we would ask him/her to join with other children in the community, as a group to talk to us for about one hour about growing up in this community, the rules their mom and dad use to raise them and the most important things they think should be done in this community

#### **How long will my child participate in this study?**

Participation will take a total of about one hour

#### **Are there any problems that my child can expect from this study?**

It is possible that some of the children in the group discussion may bring up issues that are upsetting for your child, like what happens when their parents are vexed, or teenage behavior in the community. Your child is free to leave the discussion at any time for any reason. We will not be taking down their names or your name or any other information that will connect them or your family to what was said in the group.

#### **Are there any benefits to my child if he or she participates?**

Your child may not directly benefit from the study/group, however, the information from these discussions may help other children in this community, Liberia and the Ministry of Health and Social Welfare learn more about how to provide better services in the future.

**Will information about my child's participation be kept a secret?** Any information that is obtained in connection with this study/group and that can identify your child will remain confidential, meaning we will not tell anyone. We will not use your child name in the discussion and the tape recordings and notes will be destroyed after we type them. All participants in this group will agree not to tell others what is discussed in this group or who participated. Therefore, please do not ask your children what was discussed or any information about the group as this will protect your child and the other children.

The group will be led by a group leader and the leader will get help from other staff. After you agree for your child to participate and your child also agrees to participate, the discussion will be audio-recorded. The audio recording of the group will happen after the introductions have been completed, so no one will record your child name. Tape recording of the group will be written on paper and the audiotapes will be destroyed. Your child name will not be written down when the staff listen to the recorder or take notes during this group.

There is nothing harmful about your child participating in this group.

**What are my child's rights if he or she takes part in this study?**

You can choose whether or not you want your child to be in this study, and you may take back your permission and stop your child's participation at any time.

Whatever decision you make, there will be no punishment to you or your child, and no loss of benefits to which you or your child were otherwise entitled.

Your child may refuse to answer any questions that he/she does not want to answer and still remain in the study.

**Who can I contact if I have questions about this study?**

**The research team:**

If you have any questions, comments or concerns about the study, you can talk to the one of the team members. Please contact: Samuel Cooper 0777221840.

If you do not want your child to participate in this study they do not have to. However, your child participation needs to be approved by you. Please let us know now if you want your child to participate. Please know that if you agree for your child to participate, they will remain in the discussion group while you leave. Please also give us your verbal commitment that you will not ask your child about information discussed in this group or other children who participated in this group.

Thank you for your time and cooperation

Child Steps International



## A.6 Survey Consent Form and Screener

Hello, my name is \_\_\_\_\_. I am working with Child Steps International. We are conducting a survey of the lives of children living in four (4) counties of Liberia. We wish to interview one person from your household. To choose this person I need to ask you a question before we begin.

About how old are you:

Are you between the ages of 18 and 29?

Are you between the ages of 30 and 49?

Are you 50 years old or older?

**(Interviewer, check with your team leader now or in advance to see if you should be interviewing this person, i.e. whether you still need this demographic for your quota based on this person's gender and age.**

**Interviewer, If all quota and extra are filled for this age group/gender group, thank the person for his/her time and let them know you are only looking for men/women in the \_\_\_\_\_ age groups.)**

Thanks for the information. Before we begin, I will talk to you for a minute about the purpose of the study and ask for your consent to conduct this interview.

You are being asked to participate in a research study that evaluates some of the challenges facing children in the community. Child Steps International is interested in learning about the needs of your community. Your decision to participate or not participate in this survey will not affect any current or future involvement with Child Steps International. You might not benefit directly from your participation in this group. However, the results of this research will help the government to understand the needs of children and families in your community, so they can provide better services.

Your participation in this survey will be confidential, meaning all information you tell us will not be given to anyone. Your name or any other information that shows you were a part of the survey is not needed. All answers you give to us will not be reported to anyone with your name. If you have any questions regarding the survey, please feel free to call Child Steps International staff, Samuel Cooper at 0777221840 or you may visit our office at 34 Camp Johnson Road, Monrovia, Liberia (AME University).

If you do not want to participate in this survey, you do not have to take part. Your participation is voluntary.

**Interviewer instructions:**

**Thanks for the information you just provided and consenting to participate in this study... Before we begin, I will talk to you for a minute about the purpose of the study and ask for your consent to conduct this interview (READ THE CONSENT/SCREENING FORM TO THE RESPONDENT). Once they consent continue...**

**I will be spending about\_\_\_ minutes asking questions about life in the community and the needs of children.**

**First I will ask you some questions about yourself.**

**SECTION: FACTUAL QUESTIONS**

**Questionnaire number** \_\_\_\_\_

**County**

1. Montserrado
2. Grand Bassa
3. Maryland
4. Grand Cape Mount

**What is your approximate age?**

1. 18-20
2. 21-25
3. 26-30
4. 31-35
5. 36-40
6. 41-45
7. 46-49
8. 50-54
9. 55-59
10. 60—64
11. 65+

**What is your gender?**

1. Female
2. Male

**Were you born in Liberia?**

1. Yes
2. No

**What is your religion?**

1. Christian

2. Muslim
3. Traditional
4. Other
5. None

**What Class did you stop in?**

1. No formal schooling
2. Informal school online (Including Koranic schooling)
3. Some primary Schooling
4. Primary Schooling Completed
5. Some secondary school/high school
6. Secondary School/high School Completed
7. Post-secondary qualifications other than university (e.g. diploma or degree from a polytechnic or college)
8. Some University
9. University completed
10. Post graduate

**Are you able to read letters and books in English?**

1. No
2. Small Small
3. Well

Interviewer instruction (please read): **Next I will read to you different ways people earn income each month. As I read each one, please tell me if any one applies to you.** (interviewer, circle a response for each item.)

In the last 12 Months, what was your main source of income?	Yes (1)	No (2)
Petty sales	1	2
Sales of Fish	1	2
Sales of Livestock Products	1	2
Borrowing	1	2
Small business (shop, cell phone booth etc.)	1	2
Salary job	1	2
Agricultural/wage labor	1	2
Sales of Garden Products	1	2
Begging	1	2
Mining	1	2
Rubber tapping	1	2

<b>Firewood/charcoal sales</b>	1	2
<b>Handicraft</b>	1	2
<b>Sale of bush meat</b>	1	2
<b>Sales of cash</b>	1	2
<b>Sales of prepared food</b>	1	2
<b>Sales of palm oil</b>	1	2
<b>Z. Sales of Livestock</b>	1	2
<b>AA. DDR Benefits</b>	1	2
<b>AB. Other Govt' or company benefits.</b>	1	2
<b>AC. Overseas support</b>	1	2
<b>AD. Other</b>	1	2

### SECTION: PSYCHOSOCIAL QUESTIONS, Family

Interviewer instruction (please read):

**Now I will ask you some questions about your family**

**AE. When you were small, who took care of you: your born mother, another mother, or no mother?**

1. Born mother
2. Another mother
3. No mother

**AF. That mother, what class did she stop in?**

1. None
2. Elementary School completed
3. Junior High School completed
4. University.

**AG. When you were small was your relationship with her very good, good or bad.**

1. Very Good
2. Good
3. Bad

**AH. When you were small, do you think she never had time for you?**

1. Yes she had time for me.
2. No she never had time for me
3. Don't know
4. Refused

**AI. Is she still alive?**

Yes

No (Interviewer: **tell them you are sorry**).

Interviewer instruction: **Only ask next 3 questions if they answer “No” to above question.**

Interviewer Instruction:

**Only ask questions AJ, AK an AL if they answered No to “AI” (Only ask if mother is not alive)**

**AJ. How did she die?**

1. She was killed during the war.
2. She died by herself.

**AK. How old were you when she died? \_\_\_\_\_** (record the age in the blank)

**AL. How old was she when she died? \_\_\_\_\_** (record the age in the blank)

**AM. When you were small, who took care of you: your born father, another father, or no father?**

1. Born father
2. Another father
3. No father

**AN. That Father, what class did he stop in?**

1. None
2. Elementary School completed
3. Junior High School completed
4. University.

**AO. When you were small was your relationship with him very good, good or bad.**

1. Very Good
2. Good
3. Bad

**AP. When you were small, do you think he never had time for you?**

1. Yes he had time for me.
2. No he never had time for me
3. Don't know
4. Refused

**AQ. Is he still alive?**

Yes

No (tell them you are sorry).

Interviewer Instruction:

**Only ask questions AR, AS and AT if they answered No to “AQ” (Only ask if**

**father is not alive)**

**AR. How did he die?**

1. He was killed during the war.
2. He died by herself.

**AS. How old were you when he died? \_\_\_\_\_ (record the age in the blank)**

**AT. How old was she when he died? \_\_\_\_\_ (record the age in the blank)**

**AU. Are you related to someone who has been a chief?**

1. Yes
2. No

**AV. If yes, is that person a close relative or distance relative?**

1. Yes
2. No

**Interviewer Instruction: I will read you a series of questions about things that happen in families. For each question, please respond by saying "Plenty" "Some" "Small" or "Not at all" (Interviewer, circle the correct number for each question.)**

Questions regarding family relationships	Plenty(1)	Some (2)	Small (3)	Not at all (4)
<b>AW. Do you attend family meetings or do they relate to you as member of the family</b>	1	2	3	4
<b>AX. Are people in your family concerned about you?</b>	1	2	3	4
<b>AY. Do they advise you or encourage you?</b>	1	2	3	4
<b>AZ. Do your family members try to help you or give hand when you are jammed</b>	1	2	3	4
<b>BA. Do you have a lot of confusion in your family?</b>	1	2	3	4
<b>BB. Do you feel that you have ever caused trouble for your family?</b>	1	2	3	4
<b>BC. Do you feel that you have ever caused trouble for your born community?</b>	1	2	3	4
<b>BD. Do you feel that you have ever caused trouble for your current neighbors?</b>	1	2	3	4

**BE. What is your marital status?**

1. Single
2. Married
3. Living together as if married
4. Divorced
5. Widowed
6. Separated
7. Not Sure

**BF. (For men who are married or living as if married only)- Please tell me the number of wives you have\_\_\_\_\_**

**BG. Did any of them have children before they turned 18?**

1. Yes
2. No

**BH. For mothers only - How old were you when you had your first child? \_\_\_\_\_**

**BI. Are there any persons living in your house who are under 18 and pregnant?**

1. Yes
2. No

Interviewer Instruction (please read): **The next section of the survey focuses on your home environment. I will start by asking you about the amount of meals you regularly eat. For each question, tell me if you had the problem 1 – 2 times, 3 – 10 times or more than 10 times.**  
(Interviewer: circle a response for each question. The numbers 1, 2 and 3 in each row are for coding purposes later, so just circle the number in the COLUMN with the quantities at the top that match the answer. Example: if the person has had the problem 3-10 times, you would circle the “2” in the column next to that question.)

## SECTION: PSYCHOSOCIAL QUESTIONS: Household matters

**BM.** How many people eat from the same pot as you? \_\_\_\_\_

**BN.** For these people who eat from the same pot as you, how many rooms do you have for sleeping?

\_\_\_\_\_

**BO.** For these people who eat from the same pot as you, how many of them depend on you for food and money \_\_\_\_\_?

**BP.** If you had to leave the community for a few months, for some reason, is there someone else who could take care of the people who eat from the same pot as you?

1. Yes- they can care for themselves
2. Yes- there is someone else that can care for them
3. No

<b>Food Assessment: In the past four (4) weeks, please tell me how many times you faced the following problems related to food.</b>	<b>1 - 2</b>	<b>3 - 10</b>	<b>&gt;10</b>
<b>BJ.</b> Did you worry that your household would not have enough food?	<b>1</b>	<b>2</b>	<b>3</b>
<b>BK.</b> Did you or any other household member have to eat fewer meals in a day because there was not enough food?	<b>1</b>	<b>2</b>	<b>3</b>
<b>BL.</b> Did you or any household member go a whole day and night without eating because there was not enough food?	<b>1</b>	<b>2</b>	<b>3</b>

**BQ.** Do you or a family member own the place where you sleep?

1. Own
2. Rent
3. Live there for free
4. Other

**BR.** What do you use for the roof of the place where you sleep?

1. Thatched roof/palm leaf
2. Palm/Bamboo mats.'
3. Wood Planks
4. Tarpaulin/Plastic
5. Zinc/metal
6. Ceramic Tiles
7. Concrete/Cement
8. Asbestos/Shingles
9. Wood
10. Other



Interviewer instruction (please read): **Now I want to ask about the place where you are currently sleeping**

**BS. What do you use for the walls?**

1. Mud and stick
2. Cane/palm trunks
3. Straw thatched mats
4. Wood planks/ shingles
5. Mud bricks
6. Plywood/reused wood
7. Cardboard/plastic
8. Cement stone/blocks
9. Dirt blocks
10. Other

**BT. What do you use for the floor?**

1. Concrete/stone
2. Red earth
3. Wood
4. Animal manure
5. Bare ground
6. Tarpaulin/Plastic
7. Other

**BU. What type of toilet do you use?**

1. Bush
2. Own flush toilet
3. Common flush toilet
4. Latrine
5. Common pit latrine
6. Uncovered latrine
7. Other

**BV. Where do you get your water?**

1. Common well
2. Own pump
3. Common pump
4. Own faucet
5. Common faucet
6. Creek
7. Own well
8. Other

## SECTION: Appropriate Care of Children and Child Safety

Interviewer instruction (please read): **Now I want to ask several questions about you and others care for children in this community**

**BW. How often do you take your children to the hospital/clinic when they are sick.**

1. Never
2. Sometimes
3. Always.

**Do you send your children to buy any of the following products for you? (circle the answer for each)**

	Yes(1)	No(2)
<b>BX. Liquor</b>	1	2
<b>BY. Cigarettes</b>	1	2
<b>BZ. Opium</b>	1	2

**CA. Do you give your children time to play?**

1. Yes
2. No

**Interviewer Instruction:**

**Only ask the next question if respondent answered "yes" to above (child has time to play)**

**CB. Where do they play?**

1. Our home
2. Family/Friend home
3. Neighborhood
4. Playground
5. Woods or field
6. Area near water
7. Street far from home
8. Other

Interviewer Instruction (please read): **I will read you a series of questions about things that happen in families. For each question, please respond by saying "Strongly disagree," "Disagree," "Agree," or "Strongly agree."**

Sometimes, when parents or the people who take care of children are vexed by things that children do, they will beat children (hard). In your view, are parents right to beat their children in the following situations? Please tell me whether you 'agree' or 'disagree' and how strongly you feel that they can do this.

Read the list and select level of agreement for each statement.

	Strongly disagree	Disagree	Agree	Strongly Agree
<b>CC.</b> If the child is disobedient	1	2	3	4
<b>CD.</b> If the child talks back to the parent	1	2	3	4
<b>CE.</b> If the child runs away from home.	1	2	3	4
<b>CF.</b> If the child does not want to go to school.	1	2	3	4
<b>CG.</b> If the child does not care for brothers and sisters.	1	2	3	4
<b>CH.</b> If the child is doing man and woman business	1	2	3	4
<b>CI.</b> If the child wets bed	1	2	3	4
<b>CJ.</b> If the child steals	1	2	3	4
<b>CK.</b> If the child teaks drugs or liquor	1	2	3	4

Interviewer instruction (please read): **Next I will ask you about situations that put children at risk in your community.** Reminder, do not read options, only read question at the top and mark the responses based on what he or she says.

What are some of the things that put children at risk in your community- DO NOT ASK INSTEAD CHECK THE BOXES ON THE RIGHT BASED ON THEIR RESPONSE	Yes (1)	No (2)
<b>CL.</b> Basic Needs met (food clothing shelter)	1	2
<b>CM.</b> No access to school or health care	1	2
<b>CN.</b> Domestic Violence	1	2
<b>CO.</b> Teenage pregnancy	1	2
<b>CP.</b> Abuse and exploitation of children	1	2
<b>CQ.</b> Forced or under age marriage	1	2
<b>CR.</b> Discipline	1	2
<b>CS.</b> Unsafe Migration (child goes away to work)	1	2
<b>CT.</b> FGM/C or initiation	1	2
<b>CU.</b> Abandonment by parent or guardian	1	2
<b>CV.</b> Dangerous child labor	1	2
<b>CW.</b> Drugs or liquor	1	2
<b>CX.</b> Children living in the street	1	2
<b>CY.</b> Giving children to other people	1	2
<b>CZ.</b> Illicit adoption	1	2
<b>DA.</b> Ritualistic killing of children/witchcraft	1	2
<b>DB.</b> Stubbornness of children/ bad behavior children	1	2
<b>DC.</b> Peer pressure		

<b>DD. Don't know</b>		
<b>DE. Other</b>		

Interviewer instruction (please read): **Next, I will read some issues that children can face in different communities. Please tell me whether they happen in your community and, if they do happen, whether they happen 'always' or just 'sometimes.'** Again, when I say parent, I am referring also to big people who care for children in the house.

<b>Things that happen in your community</b>	<b>Never</b>	<b>Sometimes</b>	<b>Always</b>
<b>DF.</b> Children take part in Children's Clubs/groups	1	2	3
<b>DG.</b> Children travel alone for work in other towns, farms or mines	1	2	3
<b>DH.</b> Children join Sande or Poro societies	1	2	3
<b>DI.</b> Parents send children to have a boy/girlfriend	1	2	3
<b>DJ.</b> Children are married before the age of 18 years	1	2	3
<b>DK.</b> Children are sent to work in a farm or mine or to sell on the street during school hours.	1	2	3
<b>DL.</b> Teenage pregnancy or pregnancy of young girls.	1	2	3
<b>DM.</b> Physical or sexual abuse at home	1	2	3
<b>DN.</b> Children are forced to love to teachers	1	2	3
<b>DO.</b> Beating of children by big people	1	2	3
<b>DP.</b> Forcing children to do hard and dangerous work	1	2	3
<b>DQ.</b> Abuse of children because of their disabilities or special needs.	1	2	3

Interviewer instruction (please read) **Finally, I will read some issues that children can face in Children who are not living with their parents. Please tell me whether they happen in your community and, if they do happen, whether they “Sometimes” happen or happen “A lot.”** (Interviewer, read each and circle response)

<b>Do any of these issues happen in your community? Please tell me whether</b>	<b>Never</b>	<b>Sometimes</b>	<b>A lot</b>
<b>DR.</b> Children sent to live with relatives or other people	1	2	3
<b>DS.</b> Children are registered to go to orphanage homes	1	2	3
<b>DT.</b> Parents send children with physical or learning disabilities to orphanage homes	1	2	3
<b>DU.</b> Children are given up for adoption to families in the US or other countries	1	2	3
<b>DV.</b> Parents leave children home alone while they go to work	1	2	3
<b>DW.</b> Stepparent does not want to take children in	1	2	3
<b>DX.</b> Parents treat their own children better than other children in the house	1	2	3
<b>DY.</b> Children run away from home into the streets	1	2	3
<b>DZ.</b> Children from orphanage homes are not well accepted back in the community	1	2	3
<b>EA.</b> Children who have lived in the streets are not well accepted back in the community	1	2	3
<b>EB.</b> Property of dead husband is taken away from the widow and children by the husband’s family	1	2	3

## A.8 Field Manual Montserrado County

### **Instructions for Team Leaders**

Baseline Needs Assessment July 2014

Department of Social Services, World Learning & Child Steps International

Before you leave, please complete the following:

- ☐ Make sure you have each document and item listed below. Quantities are listed on the next page.
- ☐ This document (1 main and one backup - you will need this in the field)
- ☐ BNA Survey
- ☐ Survey Consent and Screener Form
- ☐ Adult Focus Group Guide
- ☐ Youth Focus Group Guide
- ☐ Adult Focus Group Consent form
- ☐ Youth Focus Group Consent form
- ☐ Parental Consent form
- ☐ Focus Group Background Questionnaire
- ☐ KII guides (Agency and Non Agency)
- ☐ KII Demographic Questionnaire
- ☐ Audio Recorder – 1 per team
- ☐ Pens for team members to complete surveys (25 each team)
- ☐ Clipboards (8 each team)
- ☐ Be sure that you have all the numbers and contact details you will need for local DSW staff and/or community leaders
- ☐ Connect with your team to explain the schedule and where your team will be meeting/picked up
- ☐ Call each team member the night before to be sure he/she is ready
- ☐ Ask each team member to program your phone number in their phone
- ☐ Give each team member a copy of the team list
- ☐ Collect allowance from Sam Cooper and sign for funds received
- ☐ Be sure you have the contact details for your driver and a number to call in case you have any problems connecting with your driver.

# Document Quantities

<b>Form</b>	<b>MS</b>	<b>MD</b>	<b>GB</b>	<b>GCM</b>	<b>Total</b>
BNA Survey Final	280	160	160	160	760
BNA Survey Consent and Screener Form	30	30	30	30	120
Focus Group Questionnaire – <b>give this to each focus group participant to fill out.</b>	115	115	45	115	390
Youth Focus Group Guide – <b>Interviewer will re-use this for each focus group.</b>	4	4	4	4	16
Adult Focus Group Guide – <b>Interviewer will re-use this for each focus group.</b>	4	4	0	4	12
Adult Consent for Focus Group – <b>Read this to Adult Focus Groups</b>	25	25	0	25	75
Child Permission to Participate – <b>Read this to Youth Focus Groups before you start.</b>	12	12	12	12	48
Parent Permission Form – <b>Read this to Parents of Youth before Youth Focus Groups</b>	12	12	12	12	48
KII Demographic Survey – <b>Ask each Key Informant to fill this out before you begin.</b>	10	10	10	10	40
KII Non-Agency Interview Guide – <b>Interviewers will use this to interview Key Informants who are not part of an NGO or Gov’t agency.</b>	10	10	10	10	40
KII Agency Interview Guide – <b>Interviewers will use this to interview NGO or Gov’t stakeholders.</b>	10	10	10	10	40
Manual Outer Counties (Instructions, Quota Sheets, Team List, Community List)	0	2	2	2	6
Manual Montserrado (Instructions, Quota Sheets, Team List, Community List)	2	0	0	0	2

On the day of travel, please do the following:

- ☐ If a team member is very late or is not traveling, call Sam Cooper
- ☐ When you arrive:
- ☐ Connect with local DSW staff (if applicable)
- ☐ Speak with local leadership to set up focus groups and speak with survey respondents
- ☐ Find water/food for your team to purchase
- ☐ Find accommodation for your team, if not previously arranged
- ☐ Charge the audio recorder
- ☐ Purchase water (and possibly small snacks) for the focus groups and survey respondents

In the field, please do the following:

- ☐ If you or a team member is sick or injured, seek medical attention immediately and call Sam Cooper
- ☐ Keep careful track of quotas, using the quota sheet
- ☐ Keep careful track of all copies of documents, especially completed surveys
- ☐ Take care of the audio equipment and hand it off to Sam Cooper when all focus groups and KIIs are completed so that interviews can then be transcribed.
- ☐ Hand off completed surveys to Sam Cooper so that they can be entered

### **Recruiting Survey Respondents**

Contact the key gatekeepers for the community- Chief/Public Health official and share with them the study information.

Tell them that a team will be in each community for a few days- both meeting with small groups of adults and youth (ages 12-17) to ask them questions about life in the community.

We also want to meet with 20-30 persons to ask them questions on a survey. (These individuals should be different from the focus group respondents and we should not survey more than one person per household. Note: Parents of youth in focus groups **can** participate in either a focus group or a survey.)

Community stakeholders and team members should determine the best days/times to come there to do that and if there is a regular place they can use for all of the interviews.

Ask survey and focus group respondents for referrals for other individuals who might be willing to participate in surveys or focus groups.



## Completing Surveys

**Step 1:** Give the survey to the members of your team.

**Step 2:** Ask the team member to check the age of the respondent before beginning the survey. Be sure the age of the respondent is 18 or over. If you have reached your quota for the age group of that person, thank the person and explain that you have enough surveys for that age group. (If you have filled all the white cells on your quota sheet, fill 3 or more gray cells, too, if you can)

**Step 2:** Ask team member to write a “QUESTIONNAIRE NUMBER” on the survey (Question A) as you write it on your SURVEY QUOTA SHEET. To create this number, the team member should use the day of the month (example: on June 25, start with “25”), followed by the initials in that person’s name, and the number of survey this person is completing on this day. So if Joe Smith was doing a survey on June 25 and this was his 2nd survey for the day, the questionnaire number would look like this:

**25-JS-02**

Date                      Interviewer initials                      Number of survey completed that day

Keep track of the numbers for each team member on the Quota sheet.

**Step 3:** After a survey has been completed, look through quickly to be sure all answers are completed. Then thank each person for his or her time and give another survey to the team member.

## Quota Chart Instructions

In the field, we will need to get an equal number of men and women, and:

In Grand Cape Mount, Grand Bassa and Maryland Counties:

- ☐ 48 (18-29 year olds)
- ☐ 48 (30-49 year olds)
- 24 (50 or older)

In Montserrado, those numbers will be doubled.

- ☐ 96 (18-29 year olds)
- ☐ 96 (30-49 year olds)
- 48 (50 or older)

The following charts will help you keep track of how many/which age group/gender respondent you still need to survey. Please use the instructions on the first page of this document to create a **questionnaire number**, and be sure that the team member completing the survey puts the same number on the survey being completed. Please try to fill in all the white spaces and as many gray spaces as you have time for.

FEMALE, 18-29 (write the unique indicator of the record for this age group)

07JS01					
07TR01					
07OP02					

MALE, 18-29 (write the unique indicator of the record for this age group)

07JS02					
08OP01					

FEMALE, 30-49 (write the unique indicator of the record for this age group)

07OP01					

**Quota Chart – Montserrado (3 PAGES)**

FEMALE, 18-29 (write the Questionnaire # of the record for this age group)


MALE, 18-29 (write the Questionnaire # of the record for this age group)


FEMALE, 30-49 (write the Questionnaire # of the record for this age group)


MALE, 30-49 (write the Questionnaire # of the record for this age group)


FEMALE, 50+ (write the Questionnaire # of the record for this age group)


MALE, 50+ (write the Questionnaire # of the record for this age group)


## CHILD STEPS INTERNATIONAL/MoHDSW BASELINE ASSESSMENT TEAM

<b><u>Grand Bassa County (3 youth focus groups, 120 survey questionnaires)</u></b>	<b><u>Grand Cape Mount County (6 adults and 3 youth focus groups, 120 survey questionnaires)</u></b>	<b><u>Montserrado County (3 adults and 3 youth focus groups, 240 survey questionnaires)</u></b>	<b><u>Maryland County (6 adults and 3 youth focus groups, 120 survey questionnaires)</u></b>
<b>Staff Names</b>	<b>Staff Names</b>	<b>Staff Names</b>	<b>Staff Names</b>
Forkpa Karmon---SBA (0886544726) <a href="mailto:fdkarmon@gmail.com">fdkarmon@gmail.com</a>	William Belleh---SBA (0880552271) <a href="mailto:wambelleh@yahoo.com">wambelleh@yahoo.com</a>	Nehemiah Sneh---SBA (0886344260) <a href="mailto:nehannie@yahoo.com">nehannie@yahoo.com</a>	J. Tendeh Collins---SBA (0886403579) (0770165565) <a href="mailto:tendehcollins@gmail.com">tendehcollins@gmail.com</a>
Victoria Harris---MP (0886845569) <a href="mailto:hdecontee@yahoo.com">hdecontee@yahoo.com</a>	Yvonne Seakor---MP (0886407348) <a href="mailto:yseakor@gmail.com">yseakor@gmail.com</a>	Sophie Paye---MP (0886476578) <a href="mailto:Maureen2865@yahoo.com">Maureen2865@yahoo.com</a>	Aretha Dunbar---MP (088651833)
Lusu Blama ---MP (0888581991) <a href="mailto:Afrankd777@gmail.com">Afrankd777@gmail.com</a>	Benjamin Wollor---MP (0776913135) <a href="mailto:benwollor@yahoo.com">benwollor@yahoo.com</a>	Alvin Daniel---MP (0886535175) <a href="mailto:alvindaniels85@yahoo.com">alvindaniels85@yahoo.com</a>	Cecelia Askie---MP (0886486832) <a href="mailto:caskie647@gmail.com">caskie647@gmail.com</a>
Ruphena Duo---MP (0886682632) <a href="mailto:ruphenadu@yahoo.com">ruphenadu@yahoo.com</a>	Hawa Benson---MP (0886908981) <a href="mailto:hawabenson@gmail.com">hawabenson@gmail.com</a>	Tinisi Saytue---DSW (077936292) <a href="mailto:tinisinahsaytue@yahoo.com">tinisinahsaytue@yahoo.com</a>	Sampson Hinnah---DSW (077091063) <a href="mailto:sphiqueeh@yahoo.com">sphiqueeh@yahoo.com</a>
Moses Bedell---DSW (0777336687)	Belinda Ekekhon ---DWS (0886606970) <a href="mailto:belindaknuchle@gmail.com">belindaknuchle@gmail.com</a>	Targbeh Wreh---DSW (0886826547) <a href="mailto:targbehjwreh@yahoo.com">targbehjwreh@yahoo.com</a>	Vivian Kannah---DSW (0886525815) <a href="mailto:viviank2003@gmail.com">viviank2003@gmail.com</a>
Alphonso Williams---DSW (0886967821) <a href="mailto:alphonsowilliams@yahoo.com">alphonsowilliams@yahoo.com</a>	Janet David---DSW (0886405778) <a href="mailto:janetdavid2g10@gmail.com">janetdavid2g10@gmail.com</a>	Esther Grant---DSW (0886525096) <a href="mailto:efgrant2017@yahoo.com">efgrant2017@yahoo.com</a>	Ophelia Appleton---DSW (0555676233) <a href="mailto:ojnappleton@gmail.com">ojnappleton@gmail.com</a>
Samuel Cooper---CSIL (0886568653) <a href="mailto:Samuel@childstepsinternational.org">Samuel@childstepsinternational.org</a>	Samuel Cooper---CSIL (0886568653) <a href="mailto:Samuel@childstepsinternational.org">Samuel@childstepsinternational.org</a>	Samuel Cooper---CSIL (0886568653) <a href="mailto:Samuel@childstepsinternational.org">Samuel@childstepsinternational.org</a>	Samuel Cooper---CSIL (0886568653) <a href="mailto:Samuel@childstepsinternational.org">Samuel@childstepsinternational.org</a>
Hashmi Pusah---MP (0886568604) <a href="mailto:h8pusah@yahoo.com">h8pusah@yahoo.com</a>	Hashmi Pusah---MP (0886568604) <a href="mailto:h8pusah@yahoo.com">h8pusah@yahoo.com</a>	Hashmi Pusah---MP (0886568604) <a href="mailto:h8pusah@yahoo.com">h8pusah@yahoo.com</a>	Hashmi Pusah---MP (0886568604) <a href="mailto:h8pusah@yahoo.com">h8pusah@yahoo.com</a>

Montserrado County					
Community	Focus Group Discussion		Key Informant Interview	Structure	Date
	Adult	Youth			
Todee	1	1	Save home Gender (Child Unit) MOH (S Warfare Team) SOS	30	July 9---11, 2014
Bensonville	1	1		30	July 12---14, 2014
Brewerville	1			30	July 15---16, 2014
Bassa Community		1		30	July 17---18, 2014
Bardnersville				30	July 20, 2014
Omega				30	July 19, 2014
New Kru Town				30	July 21, 2014
Caldwell				30	July 22 ---23, 2014
<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>240</b>	

Grand Cape Mount County					
Community	Focus Group Discussion		Key Informant Interview	Structure	Date
	Adult	Youth			
RobertSPORT Kru Town Grass Field	2	1	Save Home WACPS of LNP, Gender (Child Unit)	48	July 9---13, 2014
Senjii	2	1		48	July 14---18, 2014
Diah	2	1		24	July 19 ---23, 2014
<b>Total</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>120</b>	

Grand Bassa County					
Community	Focus Group Discussion		Key Informant Interview	Structure	Date
	Adult	Youth			
Big Joe Town			Save home Gender (Child Unit) MOH (S Warfare Team) SOS	15	July 17, 2014
Daybah Town	1	1		15	July 9---12, 2014
Gorzohn				15	July 19, 2014
Old Field				15	July 20, 2014
Four Houses				15	July 21, 2014
Central Buchanan				15	July 22, 2014
Gorblee		1		15	July 13 -- 15, 2014
Compound #2		1		15	July 16 ---18, 2014
<b>Total</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>120</b>	<b>July 23 Travel day</b>

Maryland County					
Community	Focus Group Discussion		Key Informant Interview	Structure	Date
	Adult	Youth			
Pleebo	2	1	Save home Gender (Child Unit) MOH (S Warfare Team) WACPS (LNP)	40	July 9---12, 2014
Harper	1	1		40	July 20 -- 23, 2014
Gboneken	1			20	July 13 ---14, 2014
Karloken	2	1		20	July 15 ---19, 2014
<b>Total</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>120</b>	



## A.9 Field Manual Outer Counties

### Instructions for Team Leaders

Baseline Needs Assessment July 2014

Department of Social Services, World Learning & Child Steps International

Before you leave, please complete the following:

- ☐ Make sure you have each document and item listed below. Quantities are listed on the next page.
- ☐ This document (1 main and one backup - you will need this in the field)
- ☐ BNA Survey
- ☐ Survey Consent and Screener Form
- ☐ Adult Focus Group Guide
- ☐ Youth Focus Group Guide
- ☐ Adult Focus Group Consent form
- ☐ Youth Focus Group Consent form
- ☐ Parental Consent form
- ☐ Focus Group Background Questionnaire
- ☐ KII guides (Agency and Non Agency)
- ☐ KII Demographic Questionnaire
- ☐ Audio Recorder – 1 per team
- ☐ Pens for team members to complete surveys (25 each team)
- ☐ Clipboards (8 each team)
- ☐ Be sure that you have all the numbers and contact details you will need for local DSW staff and/or community leaders
- ☐ Connect with your team to explain the schedule and where your team will be meeting/picked up
- ☐ Call each team member the night before to be sure he/she is ready
- ☐ Ask each team member to program your phone number in their phone
- ☐ Give each team member a copy of the team list
- ☐ Collect allowance from Sam Cooper and sign for funds received
- ☐ Be sure you have the contact details for your driver and a number to call in case you have any problems connecting with your driver.

### Document Quantities

<b>Form</b>	<b>MS</b>	<b>MD</b>	<b>GB</b>	<b>GCM</b>	<b>Total</b>
BNA Survey Final	280	160	160	160	760
BNA Survey Consent and Screener Form	30	30	30	30	120
Focus Group Questionnaire – <b>give this to each focus group participant to fill out.</b>	115	115	45	115	390
Youth Focus Group Guide – <b>Interviewer will re-use this for each focus group.</b>	4	4	4	4	16
Adult Focus Group Guide – <b>Interviewer will re-use this for each focus group.</b>	4	4	0	4	12
Adult Consent for Focus Group – <b>Read this to Adult Focus Groups</b>	25	25	0	25	75
Child Permission to Participate – <b>Read this to Youth Focus Groups before you start.</b>	12	12	12	12	48
Parent Permission Form – <b>Read this to Parents of Youth before Youth Focus Groups</b>	12	12	12	12	48
KII Demographic Survey – <b>Ask each Key Informant to fill this out before you begin.</b>	10	10	10	10	40
KII Non-Agency Interview Guide – <b>Interviewers will use this to interview Key Informants who are not part of an NGO or Gov’t agency.</b>	10	10	10	10	40
KII Agency Interview Guide – <b>Interviewers will use this to interview NGO or Gov’t stakeholders.</b>	10	10	10	10	40
Manual Outer Counties (Instructions, Quota Sheets, Team List, Community List)	0	2	2	2	6
Manual Montserrado (Instructions, Quota Sheets, Team List, Community List)	2	0	0	0	2

On the day of travel, please do the following:

- ☐ If a team member is very late or is not traveling, call Sam Cooper
- ☐ When you arrive:
- ☐ Connect with local DSW staff (if applicable)
- ☐ Speak with local leadership to set up focus groups and speak with survey respondents
- ☐ Find water/food for your team to purchase
- ☐ Find accommodation for your team, if not previously arranged
- ☐ Charge the audio recorder
- ☐ Purchase water (and possibly small snacks) for the focus groups and survey respondents

In the field, please do the following:

- ☐ If you or a team member is sick or injured, seek medical attention immediately and call Sam Cooper
- ☐ Keep careful track of quotas, using the quota sheet
- ☐ Keep careful track of all copies of documents, especially completed surveys
- ☐ Take care of the audio equipment and hand it off to Sam Cooper when all focus groups and KIIs are completed so that interviews can then be transcribed.
- ☐ Hand off completed surveys to Sam Cooper so that they can be entered

### **Recruiting Survey Respondents**

Contact the key gatekeepers for the community- Chief/Public Health official and share with them the study information.

Tell them that a team will be in each community for a few days- both meeting with small groups of adults and youth (ages 12-17) to ask them questions about life in the community.

We also want to meet with 20-30 persons to ask them questions on a survey. (These individuals should be different from the focus group respondents and we should not survey more than one person per household. Note: Parents of youth in focus groups **can** participate in either a focus group or a survey.)

Community stakeholders and team members should determine the best days/times to come there to do that and if there is a regular place they can use for all of the interviews.

Ask survey and focus group respondents for referrals for other individuals who might be willing to participate in surveys or focus groups.


## Completing Surveys

**Step 1:** Give the survey to the members of your team.


**Step 2:** Ask the team member to check the age of the respondent before beginning the survey. Be sure the age of the respondent is 18 or over. If you have reached your quota for the age group of that person, thank the person and explain that you have enough surveys for that age group. (If you have filled all the white cells on your quota sheet, fill 3 or more gray cells, too, if you can)

**Step 2:** Ask team member to write a “QUESTIONNAIRE NUMBER” on the survey (Question A) as you write it on your SURVEY QUOTA SHEET. To create this number, the team member should use the day of the month (example: on June 25, start with “25”), followed by the initials in that person’s name, and the number of survey this person is completing on this day. So if Joe Smith was doing a survey on June 25 and this was his 2nd survey for the day, the questionnaire number would look like this:


**25-JS-02**



Date



Interviewer  
initials



Number of survey  
completed that  
day

Keep track of the numbers for each team member on the Quota sheet.

**Step 3:** After a survey has been completed, look through quickly to be sure all answers are completed. Then thank each person for his or her time and give another survey to the team member.

## Quota Chart Instructions

In the field, we will need to get an equal number of men and women, and:

In Grand Cape Mount, Grand Bassa and Maryland Counties:

- ☐ 48 (18-29 year olds)
- ☐ 48 (30-49 year olds)
- 24 (50 or older)

In Montserrado, those numbers will be doubled.

- ☐ 96 (18-29 year olds)
- ☐ 96 (30-49 year olds)
- 48 (50 or older)

The following charts will help you keep track of how many/which age group/gender respondent you still need to survey. Please use the instructions on the first page of this document to create a **questionnaire number**, and be sure that the team member completing the survey puts the same number on the survey being completed. Please try to fill in all the white spaces and as many gray spaces as you have time for.

FEMALE, 18-29 (write the unique indicator of the record for this age group)

07JS01					
07TR01					
07OP02					

MALE, 18-29 (write the unique indicator of the record for this age group)

07JS02					
08OP01					

FEMALE, 30-49 (write the unique indicator of the record for this age group)

07OP01					

**Quota Chart: Use this for Grand Cape Mount, Grand Bassa & Maryland. - 2PAGES**

FEMALE, 18-29 (write the Questionnaire # of the record for this age group)


MALE, 18-29 (write the Questionnaire # of the record for this age group)


FEMALE, 30-49 (write the Questionnaire # of the record for this age group)


MALE, 30-49 (write the Questionnaire # of the record for this age group)


FEMALE, 50+ (write the Questionnaire # of the record for this age group)


MALE, 50+ (write the Questionnaire # of the record for this age group)


## CHILD STEPS INTERNATIONAL/MoHDSW BASELINE ASSESSMENT TEAM

<b><u>Grand Bassa County (3 youth focus groups, 120 survey questionnaires)</u></b>	<b><u>Grand Cape Mount County (6 adults and 3 youth focus groups, 120 survey questionnaires)</u></b>	<b><u>Montserrado County (3 adults and 3 youth focus groups, 240 survey questionnaires)</u></b>	<b><u>Maryland County (6 adults and 3 youth focus groups, 120 survey questionnaires)</u></b>
<b>Staff Names</b>	<b>Staff Names</b>	<b>Staff Names</b>	<b>Staff Names</b>
Forkpa Karmon---SBA (0886544726) <a href="mailto:fdkarmon@gmail.com">fdkarmon@gmail.com</a>	William Belleh---SBA (0880552271) <a href="mailto:wambelleh@yahoo.com">wambelleh@yahoo.com</a>	Nehemiah Sneh---SBA (0886344260) <a href="mailto:nehannie@yahoo.com">nehannie@yahoo.com</a>	J. Tendeh Collins---SBA (0886403579) (0770165565) <a href="mailto:tendehcollins@gmail.com">tendehcollins@gmail.com</a>
Victoria Harris---MP (0886845569) <a href="mailto:hdecontee@yahoo.com">hdecontee@yahoo.com</a>	Yvonne Seakor---MP (0886407348) <a href="mailto:yseakor@gmail.com">yseakor@gmail.com</a>	Sophie Paye---MP (0886476578) <a href="mailto:Maureen2865@yahoo.com">Maureen2865@yahoo.com</a>	Aretha Dunbar---MP (088651833)
Lusu Blama ---MP (0888581991) <a href="mailto:Afrankd777@gmail.com">Afrankd777@gmail.com</a>	Benjamin Wollor---MP (0776913135) <a href="mailto:benwollor@yahoo.com">benwollor@yahoo.com</a>	Alvin Daniel---MP (0886535175) <a href="mailto:alvindaniels85@yahoo.com">alvindaniels85@yahoo.com</a>	Cecelia Askie---MP (0886486832) <a href="mailto:caskie647@gmail.com">caskie647@gmail.com</a>
Ruphena Duo---MP (0886682632) <a href="mailto:ruphenadu@yahoo.com">ruphenadu@yahoo.com</a>	Hawa Benson---MP (0886908981) <a href="mailto:hawabenson@gmail.com">hawabenson@gmail.com</a>	Tinisi Saytue---DSW (077936292) <a href="mailto:tinisinahsaytue@yahoo.com">tinisinahsaytue@yahoo.com</a>	Sampson Hinnah---DSW (077091063) <a href="mailto:sphiqueeh@yahoo.com">sphiqueeh@yahoo.com</a>
Moses Bedell---DSW (0777336687)	Belinda Ekekhon ---DWS (0886606970) <a href="mailto:belindaknuchle@gmail.com">belindaknuchle@gmail.com</a>	Targbeh Wreh---DSW (0886826547) <a href="mailto:targbehjwreh@yahoo.com">targbehjwreh@yahoo.com</a>	Vivian Kannoh---DSW (0886525815) <a href="mailto:viviank2003@gmail.com">viviank2003@gmail.com</a>
Alphonso Williams---DSW (0886967821) <a href="mailto:alphonsowilliams@yahoo.com">alphonsowilliams@yahoo.com</a>	Janet David---DSW (0886405778) <a href="mailto:janetdavid2g10@gmail.com">janetdavid2g10@gmail.com</a>	Esther Grant---DSW (0886525096) <a href="mailto:efgrant2017@yahoo.com">efgrant2017@yahoo.com</a>	Ophelia Appleton---DSW (0555676233) <a href="mailto:ojnappleton@gmail.com">ojnappleton@gmail.com</a>
Samuel Cooper---CSIL (0886568653) <a href="mailto:Samuel@childstepsinternational.org">Samuel@childstepsinternational.org</a>	Samuel Cooper---CSIL (0886568653) <a href="mailto:Samuel@childstepsinternational.org">Samuel@childstepsinternational.org</a>	Samuel Cooper---CSIL (0886568653) <a href="mailto:Samuel@childstepsinternational.org">Samuel@childstepsinternational.org</a>	Samuel Cooper---CSIL (0886568653) <a href="mailto:Samuel@childstepsinternational.org">Samuel@childstepsinternational.org</a>
Hashmi Pusah---MP (0886568604) <a href="mailto:h8pusah@yahoo.com">h8pusah@yahoo.com</a>	Hashmi Pusah---MP (0886568604) <a href="mailto:h8pusah@yahoo.com">h8pusah@yahoo.com</a>	Hashmi Pusah---MP (0886568604) <a href="mailto:h8pusah@yahoo.com">h8pusah@yahoo.com</a>	Hashmi Pusah---MP (0886568604) <a href="mailto:h8pusah@yahoo.com">h8pusah@yahoo.com</a>



Montserrado County					
Community	Focus Group Discussion		Key Informant Interview	Structure	Date
	Adult	Youth			
Todee	1	1	Save home Gender (Child Unit) MOH (S Warfare Team) SOS	30	July 9---11, 2014
Bensonville	1	1		30	July 12---14, 2014
Brewerville	1			30	July 15---16, 2014
Bassa Community		1		30	July 17---18, 2014
Bardnersville				30	July 20, 2014
Omega				30	July 19, 2014
New Kru Town				30	July 21, 2014
Caldwell				30	July 22 ---23, 2014
<b>Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>240</b>	

Grand Cape Mount County					
Community	Focus Group Discussion		Key Informant Interview	Structure	Date
	Adult	Youth			
RobertSPORT Kru Town Grass Field	2	1	Save Home WACPS of LNP, Gender (Child Unit)	48	July 9---13, 2014
Senjii	2	1		48	July 14---18, 2014
Diah	2	1		24	July 19 ---23, 2014
<b>Total</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>120</b>	

Grand Bassa County					
Community	Focus Group Discussion		Key Informant Interview	Structure	Date
	Adult	Youth			
Big Joe Town			Save home Gender (Child Unit) MOH (S Warfare Team) SOS	15	July 17, 2014
Daybah Town	1	1		15	July 9---12, 2014
Gorzohn				15	July 19, 2014
Old Field				15	July 20, 2014
Four Houses				15	July 21, 2014
Central Buchanan				15	July 22, 2014
Gorblee		1		15	July 13 -- 15, 2014
Compound #2		1		15	July 16 ---18, 2014
<b>Total</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>120</b>	<b>July 23 Travel day</b>

Maryland County					
Community	Focus Group Discussion		Key Informant Interview	Structure	Date
	Adult	Youth			
Pleebo	2	1	Save home Gender (Child Unit) MOH (S Warfare Team) WACPS (LNP)	40	July 9---12, 2014
Harper	1	1		40	July 20 -- 23, 2014
Gboneken	1			20	July 13 ---14, 2014
Karloken	2	1		20	July 15 ---19, 2014
<b>Total</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>120</b>	

## A.10 Background Questionnaire

This survey is being conducted along with the focus groups. You may choose not to answer these questions or not to complete any item at any time. There are no risks or benefits to participating in this study. This survey does not collect information that would allow anyone to identify you and all responses to the survey will be reported as a whole and not individually. By completing this survey you are consenting to participate in this study. Thank you again!

Please enter your response in the blank space or check a box.

1. How old are you in years: \_\_\_\_\_ years

2. ☐ Male (1) ☐ Female (2)

3. What is the highest level of education you have completed? (Please check below)

- ☐ No formal schooling (0)
- ☐ Informal schooling only (Including Koran schooling, Sande and Poro Society etc.)(1)
- ☐ Some primary schooling (2)
- ☐ Primary school completed (3)
- ☐ Some secondary school / high school (4)
- ☐ Secondary school / high school completed (5)
- ☐ Post-secondary qualifications, other than university e.g. a diploma or degree from a polytechnic or college) (6)
- ☐ Some university (7)
- ☐ University completed (8)
- ☐ Post-graduate (9)

4. What is your religion if any? (Please check below)

- ☐ None (0)
- ☐ Christian (1)
- ☐ Buddhist (2)
- ☐ Traditional Spiritual Ritual (3)
- ☐ Baha'i (4)
- ☐ Evangelical (5)
- ☐ Mormon (6)
- ☐ Pentecostal (7)
- ☐ Muslim (8)
- ☐ Ahmadi Muslim (9)
- ☐ Other –Please fill in the blank \_\_\_\_\_ (10)

5. Town/Village: \_\_\_\_\_

6. District: \_\_\_\_\_

7. County \_\_\_\_\_

8. Are you currently working for money?

- ☐ Yes (1)
- ☐ No (2)

9. Please list the number of children living in your house \_\_\_\_\_

10. Are you currently married or living together with someone if married?

- ☐ Yes currently married (1)
- ☐ Yes, living with someone as if married (2)
- ☐ No not married or living with someone as if married (3)

11. If you are currently married are you currently in a polygamous marriage (More than one wife)?

- ☐ Yes (1). How many? \_\_\_\_\_
- ☐ No (2)

12. If you are not married or living with someone as if married- are you divorced, widowed or separated?

- ☐ Divorced (1)
- ☐ Widowed (2)
- ☐ Separated (3)

## A.11 DSW Key Informant Interview

### BACKGROUND QUESTIONNAIRE

Thank you for taking the time to complete this survey! This survey is being conducted along with In-depth Interviews. There are no risks or immediate benefits to participating in this study. This survey does not collect information that would allow anyone to identify you and all responses to the survey will be reported as a whole and not individually. By completing this survey you are consenting to participate in this study. Thank you again!

1. How old are you in years: \_\_\_\_\_ years

2. ☐ Male (1) ☐ Female (2)

3. What is the highest level of education you have completed? (Please check below)

- ☐ No formal schooling (0)
- ☐ Informal schooling only (Including Koran schooling, Sande and Poro Society etc.)(1)
- ☐ Some primary schooling (2)
- ☐ Primary school completed (3)
- ☐ Some secondary school / high school (4)
- ☐ Secondary school / high school completed (5)
- ☐ Post-secondary qualifications, other than university e.g. a diploma or degree from a polytechnic or college (6)
- ☐ Some university (7)
- ☐ University completed (8)
- ☐ Post-graduate (9)

4. What is your religion if any? (Please check below)

- ☐ None (0)
- ☐ Christian (1)
- ☐ Buddhist (2)
- ☐ Traditional Spiritual Ritual (3)
- ☐ Baha'i (4)
- ☐ Evangelical (5)
- ☐ Mormon (6)
- ☐ Pentecostal (7)
- ☐ Muslim (8)
- ☐ Ahmadi Muslim (9)
- ☐ Other –Please fill in the blank \_\_\_\_\_ (10)

5. Town/Village: \_\_\_\_\_

6. District: \_\_\_\_\_

7. County \_\_\_\_\_

8. Are you currently working for money?

- ☐ Yes (1)
- ☐ No (2)

9. Please list the number of children living in your house \_\_\_\_\_

10. Are you currently married or living together with someone if married?

- ☐ Yes currently married (1)
- ☐ Yes, living with someone as if married (2)
- ☐ No not married or living with someone as if married (3)

11. If you are currently married are you currently in a polygamous marriage (More than one wife)?

- ☐ Yes (1). How many? \_\_\_\_\_
- ☐ No (2)

12. If you are not married or living with someone as if married- are you divorced, widowed or separated?

- ☐ Divorced (1)
- ☐ Widowed (2)

☐ Separated (3)

## A.12 KII Guide Agency Persons Only

<b>DSW: Stakeholder Semi-structured Interview Agency Persons only</b>
<b>Introduction:</b> <i>The purpose of the stakeholder interviews is to describe the delivery of services to orphans and vulnerable children. The information we collect will only be reported in aggregate.</i>
<b>I. Background</b> Section Introduction: <i>The purpose of the first section of the interview is to understand your background and role in the delivery of SERVICES TO CHILDREN</i>
What is your official position/government/agency affiliation?
How long have you worked in your current position?
Please describe your role and responsibilities with the delivery of SERVICES TO CHILDREN.
What are the major areas of need for children in the community? Do you encounter situations where children do not feel safe in their own home or who are scared in their home? <b>Probe:</b> Have you seen harsh discipline of children in the home? Are young children being left alone or unsupervised? Do these children face violence or physical abuse in schools or at home? Do these children face psychological abuse (too much bad cussing etc), sexual abuse, harmful cultural practices (forced child marriage, FGM, discrimination)? What about teen pregnancy? What are some of the risks that these young women and their children face? Who cares for these children who face the above challenges? Can you tell us why these things are happening to these children? Where or who can they go to for help?
<b>II. Assessment of SERVICE DELIVERY TO CHILDREN Implementation</b>
Please describe how SERVICES TO CHILDREN are intended to be implemented in your agency. What types of clients do you serve? What services do you provide? <b>Probe:</b> do you provide services to street children? Children who are not supervised in the home? Orphans? Pregnant Teens? Children who have been physically or sexually abused? Do personnel meet on a regular basis to discuss program implementation and share experiences and ideas about implementation? If yes please describe how? If no, please comment on why these meetings were not held.
From your perspective, what factors contribute to children and their families receiving psycho-social support? What factors contribute to children receiving appropriate care in the home? <b>Probe:</b> <i>personal, provider, community factors</i>
(FIRST ASK IF THIS AGENCY DOES CASE MANAGEMENT. FOR GOV'T AGENCIES, SKIP THESE 2 QUESTIONS) Please describe the process of developing a case management plan for SERVICES TO CHILDREN. <b>Probe-</b> is this done as part of a case review with other staff? For example, are the cases staffed weekly? Who is usually present during these meetings? Please describe the process of follow up case review to examine the services delivery progress. Who is responsible for follow up case reviews?
How are clients and their families informed about SERVICES TO CHILDREN you provide?
Please describe how the staff responds to the religious and cultural needs/concerns of the clients.
What incentives are offered through your services to help the clients follow up with recommended services?

<b>III. Self Perception of PMTCT Outcomes</b> Section Introduction: <i>The purpose of the next section is to gather information about your views on the outcomes of your program</i>
In your opinion, what would you say are the expected primary outcomes for services provided to children? <b>Probe:</b> How would you define program success?
<b>IV. Self perception of the Involvement of Clients in providing program feedback.</b> Section Introduction: <i>The next section asks questions about how clients are involved in the delivery of SERVICES TO CHILDREN.</i>
Do clients have opportunities to provide feedback about their experience in the program? If yes, how is this information used? If no, please comment on your opinion about the feedback process in general.
<b>V. Your perceived role in providing SERVICES TO CHILDREN</b>
Do you feel that you are effective in your role in providing <i>SERVICES TO CHILDREN</i> ? Do you feel your colleagues are effective in their roles in providing <i>SERVICES TO CHILDREN</i> ? <b>Probe:</b> <i>What factors contribute to effectiveness?</i> <i>What factors impede the ability to be effective?</i>
How important would you say your role is to the success of the program? How important would you say the role of your colleagues are to the success of the program?
<b>VI. General Perspective Questions</b> Section Introduction: <i>The purpose of the last section is to provide you with an opportunity to reflect on the program and to provide your opinion about the successes and challenges you have experienced working to improve outcomes for participants.</i>
In your opinion, what are the strengths of the services you provide in reducing the risk of child abuse and neglect?
Which programs components work well and with whom?
What is the most effective aspect of the delivery of <i>SERVICES TO CHILDREN</i> ?
What are the challenging aspects of the delivery of <i>SERVICES TO CHILDREN</i> ?
Which program components do not work well?
What changes would you like to see made to the delivery of <i>SERVICES TO CHILDREN</i> ?
In your view, are additional activities that prevent risk behavior needed to address the risk of child abuse and neglect in your community? If yes, please describe.
We would like to finish our discussion by asking if there are any suggestions you have for me or anything you would like to say in closing. (comment: allow time for general discussion).
<i>On a scale of 0 -5, how would you rate this agency compared to other agencies/ministries that provide similar services? E.g. malaria, nutrition, juvenile court services 0 is poor and 5 is excellent. _____ Thank you for participating in this interview. We greatly appreciate your time and effort in helping us to better understand services for children in the community.</i>



A. 13 KII Guide Non Agency Persons Only

<b>Child Steps International Stakeholder Semi-structured Interview</b> <b>Non-Agency Persons</b>
<b>Introduction:</b> <i>The purpose of the stakeholder interviews is to describe the issues related to the provision of services to orphans and vulnerable children. The information we collect will only be reported as a whole and not individually.</i>
<b>I. Background</b> Section Introduction: <i>The purpose of the first section of the interview is to understand your background and role in the provision of services to children in your community.</i>
Please briefly describe your professional background.
What is your current role in the community? How long have you worked in your current role?
Please describe your role and responsibilities with the delivery of SERVICES TO CHILDREN.
<b>II. Assessment of Service Delivery to Children</b>
What comes to mind when you think about life in your community? ( <b>Probe:</b> what challenges do you see and what opportunities do you see for growth or improvement? (For example: better roads, schools, access to medical providers) What would you say is the most important issue in your community today? What types of help or supports have you received from outsiders in addressing these community issues?
What are the common practices/traditions in your community regarding the care of children? How were these practices/traditions taught or learned? Are there any special events that marked a coming of age for the children in the community? <b>Probe:</b> How were these practices/traditions passed down from generation to generation? What has changed, if anything, in the last five years about these traditions? What is the role of older children in the household in caring for younger children and other family members?
What would you say are the most important needs of the children living in your community today (outside of your home) <b>Probe:</b> Are there some children who are not going to school? Do you see some children going without food or do not have a place to live? Are there children growing up without parents?
What impact (bad things) would you say this has on families in your community? <b>Probe:</b> Has there been discussions among other families about these problems? Can you describe how people are feeling about these problems?
While many children in our communities are looked after by their parents, not all children are. <b>Probe:</b> Do you know of children who have no home, who stay at different places without their parents or responsible adult? Tell me about these children without home, why do you think they do not have homes? Do you know of children who support their parents? Do you know of children who support their household? Do you know of children who have been hurt or injured by adults in the community? <b>Probe:</b> Do you know of children who had sexual relations with adults in the community or at school? Do you know of children who have sex with adults living in their house? Do you know of children who have sexual relations with other children in the community or living in their house? Do you know of children who are pregnant?
While many children feel happy at home, not all children do. <b>Probe:</b> Do you know of children who are not happy in their home? Do you know of children who are sad most of the time and do not want to be

<p>around other children?</p> <p>Do you know of children who do not feel safe in their own home or who are scare in their home?</p> <p><b>Probe:</b></p> <p>Is there harsh discipline of children in the home?</p> <p>Are young children being left alone or unsupervised?</p> <p>Do these children face violence or physical abuse in schools or at home? Do these children face psychological abuse (too much bad cussing etc), sexual abuse, harmful cultural practices (forced child marriage, FGM, discrimination)?</p> <p>Who cares for these children? Can you tell us why these things happening to these children?</p> <p>Where or who can they go to for help?</p>
<p>While many children can play around the community, not all can. <b>Probe:</b> Do you know of any cripple or very sick child in your community or school who cannot do anything for themselves? Who helps these children? Who do they live with?</p> <p>Do you know of children who are bad most of the time and have no friends?</p> <p>Do you know of children who feel sad and down most of the time? Do you know of children who are angry all the time? Explain why you think these children feel and behave this way.</p>
<p>Please describe what services are being provided by government ministries in your community to help families raise their children. <b>Probe:</b> What are the types of things the ministries of Health and Social Welfare or the Ministry of Justice are doing? Are these ministries building playgrounds, trying to find homes for orphans or street children, preventing teenage pregnancy, developing youth empowerment programs?</p> <p>Are any of these services being provided by non-government organizations or by members of the community itself? How are they doing - are they meeting the needs of your community?</p>
<p>From your perspective, what factors contribute to gaps and or lack in service delivery to children?</p> <p><i>Probe: personal, provider, community factors</i></p>
<p>How are children and their families informed about the services you, these ministries or nongovernment organizations can provide to your community?</p>
<p>Please describe how the staff of these ministries/agencies responds to the religious and cultural needs/concerns of the people in the community.</p>
<p>What incentives are offered by these ministries/agencies to help the people in your community get services from them? <b>Probe:</b> Are people in the community encouraged to participate in programs or told about programs that could help them?</p>
<p><b>III. Self perception of the Involvement of clients in providing program feedback.</b></p> <p><b>Section Introduction:</b> <i>The next section asks questions about how community members are involved in the delivery of Services to them.</i></p>
<p>Do persons in the community have opportunities to tell the ministries and organizations what services they need? If yes, how is this information used? If no, please comment on your opinion about the feedback process in general.</p>
<p><b>VI. General Perspective Questions</b></p> <p><b>Section Introduction:</b> <i>The purpose of the last section is to provide you with an opportunity to reflect on the services what should be done to provide better services in your community.</i></p>
<p>In your opinion, what can be done in the future to help the children in your community? <b>Probe:</b> What is currently be done to help these children? How can the community help these children in the future?</p> <p>How can non-government organizations help these children in the future? How can the government help these children in the future?</p>
<p>We would like to finish our discussion by asking if there are any suggestions you have for us or anything you would like to say in closing. (comment: allow time for general discussion).</p>

## A.14 Adult Focus Group Guide

### Child Steps International, Liberia: Adult Focus Group Guide 6/2014

#### **INTRODUCTION (10 minutes)**

Good Morning/Afternoon/Evening: My name is \_\_\_\_\_. I will be working with \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ along with \_\_\_\_\_. In addition, there are several other members of our team who will be sitting in just to listen to these conversations. We will be asking you questions about the concern of the lives of children living in your community. We will be spending about one hour talking about these concerns that will help us better understand the traditions that are used to raise children in your community as well as the needs of children in your community. In order to keep track of these discussions we will use paper board/charts to take notes of the discussions as well as tape record these discussion (the tape recordings will be destroyed after we type of the notes from the meeting).

#### **Guidelines: Basic Points about the Discussion**

The discussion will focus on what you think about the topic. You don't have to know anything about the topic, in fact, what you don't know is as important to us as what you do know. Feel free to tell us about your personal experiences and concerns during the conversation. There is no right or wrong answers.

#### **Disclosures**

We want you to know that your answers will not be shared with anyone but only our staff. The main ideas from all the persons that we interview will be included in a report but no names will be used in this report. This discussion is being tape recorded for reporting truthfulness. You will also notice that there are a few people who are working with us and some will be taking notes of the conversation. This is being done only to help us truly track the conversations.

#### **QUESTIONS**

Do you have any questions about what I just said? If there are no questions, we would like to begin the discussion. **(Begin recording)**

#### **Main Discussion**

Let's talk about the first thing that you think about when we talk about life in your community.

#### **The General Community Outlook**

What comes to mind when you think about life in your community? **(Probe:** what problems do you see and what opportunities do you see for growth or improvement (for example better roads, schools, access to medical providers). What would you say is the most important issue in your community today? What types of help or supports have you received from outsiders in addressing these community issues?

#### **The Lives of Children in the Community/Children at Risk for Abuse/Teenage Pregnancy/Need of Psycho Social Support**

What are the common practices/traditions in your community regarding the caring of children? How were these practices/traditions taught or learned? Are there any special events that marked a coming of age for the children in the community? What is the role of older children in the household in caring for younger children and other family members? **Probe:** How were these practices/traditions passed down from generation to generation? What has changed, if anything, in the last five years about these traditions?

What would you say are the most important needs of the children living in your community today (outside of your home) **Probe:** Are there some children who are not going to school? Do you see some

children going without food or do not have a place to live? Are there children growing up without parents?

While many children in our communities are looked after by their parents, not all children are. **Probe:** Do you know children who have no home, who stay at different places without their parents or responsible adult? Tell me about these children without home, why do you think they do not have homes? Do you know children who support their parents? Do you know children who support their household? Do you know children who have been hurt or injured by adults in the community? **Probe:** Do you know children who had sexual relations with adults in the community or at school? Do you know of children who have sex with adults living in their house? Do you know children who have sexual relations with other children in the community or living in their house? Do you know children who are pregnant?

While many children feel happy at home, not all children do. **Probe:** Do you know children who are not happy in their home? Do you know of children who are sad most of the time and do not want to be around other children? Do you know children who do not feel safe in their own home or who are scared in their home? **Probe for:** Issues related to discipline of children, young children being left alone or unsupervised, violence against children in schools or at home, physical abuse, psychological abuse (too much bad cussing etc), sexual abuse, harmful cultural practices (forced child marriage, FGM, discrimination). Tell us a story about it-who cares for these children? Why are these things happening to these children? Where or who can they go to for help?

While many children can play around the community, not all can. **Probe:** Do you know any cripple or very sick child in your community or school who cannot do anything for themselves? Who helps these children? Who do they live with? Do you know children in your community who “small craziness” can give them hard time? Do you know children who are bad most of the time and have no friends? Do you know children who feel sad and down most of the time? Do you know children who are angry all the time. Explain why these children feel and behave this way.

What impact (bad things) would you say this has on families in your community? **Probe:** Has there been discussions among other families about these problems? Can you describe how people are feeling about this problem?

What can be done to help these children? **Probe:** What is currently being done to help these children by families, non-government organizations or the government? How can the community help these children in the future? How can Non-government organizations help these children in the future? How can the government help these children in the future?

### **Closing**

We would like to finish our discussion by asking if there are any suggestions you have for us or anything you would like to say in closing. (**Comment: allow time for general discussion**). We would like to thank you for spending time with us, We appreciate all that you told us and look forward to using this information to help improve the services in your community.

## A.15 Liberia Youth Focus Guide

### Child Steps International: Youth Focus Group Guide 7/2014

#### **INTRODUCTION (10 minutes)**

Good Morning/Afternoon/Evening: My name is \_\_\_\_\_. I will be working with \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ along with \_\_\_\_\_. In addition, there are several other members of our team who will be sitting in just to listen to these conversations. We will be talking to you about your life in this community. We will be spending about one hour talking to you, which will help us to better understand the needs of children in this community. In order to keep track of these discussions we will use paper board/charts to take notes of the discussions as well as tape record these discussion (the tape recordings will be destroyed after we type of the notes from the meeting).

#### **Guidelines: Basic points about the discussion**

The discussion will focus on what you think is going on around you. Feel free to tell us exactly how you feel and about any experiences and concerns you have during the conversation. They are no right or wrong answers.

#### **Disclosures**

We want you to know that your answers will not be shared with anyone but only our staff. The main ideas from all the persons that we interview will be included in a report but no names will be used in this report. This discussion is being tape recorded for reporting truthfulness. You will also notice that there are a few people who are working with us and some will be taking notes of the conversation. This is being done only to help us truly track the conversations.

#### **Questions**

Do you have any questions about what I just said? If there are no questions, we would like to begin the discussion. (Begin recording)

#### **Main Discussion**

Let's talk about the first things that you think about or see going on around you when we talk about life in your community?

#### **The General Community Outlook**

If you met a new friend and you wanted to tell them about how it was growing up in your community, what would you tell them? (Probe: what are the fun things and not so fun things about living here? If you wanted someone to fix or change something here, what would it be? (For example a playground, after school activities)) What would you say is the most important issue/problem in your community today? **Probe-** what do you all talk about the most around here? Has anyone from outside of this community come to help you with any of the things you think need to be done here?

#### **The Lives of Children in the Community/Children at Risk for Abuse/Teenage Pregnancy/Need of Psychosocial Support**

What are some of the common practices in your community regarding the care of children? How are these practices taught or learned. Are there any special events that marked a coming of age for the children in your community or other surrounding areas? What is the role of older children in the household in caring for younger children and/or other family members? **(Please let the youth specify age of what they believe to be older children).**

What would you say are the greatest needs of the children living in your community today (outside of your home) **Probe:** Where do children go to school- what types of schools do they go to? Are there some children who are not going to school? Do you see some children going without food or do not have a place to live? Do you have children who are living on the streets in your community? Are there children growing up without parents? Do other families know about these issues (children not being in school, going without food and so on)? What are they saying?

While many children in your community are looked after by their parents, not all children are. **Probe:** Do you know children/youth who have no home, who stay at different places without their parents or responsible adult? Tell me about these children without homes, why do you think they do not have homes?

What are some of the rules in your house about how you need to take care of yourself? **Probe:** Do you have housework given to you each week? Do you work outside of your house? If so, at what age did you start working outside of your house? What kind of job did you do? Do you know children who support their parents? Do you know children who support their household? Are you expected to look after your brothers and sisters or older persons in the house? At what age do parents leave you or other children at home by themselves when they go to work? What does your parents do to you when you break the rules in their house? What do they do when they are vexed with you?

Where does everyone sleep in your house at night? Do you all sleep in the same room? Do others sleep with you in the same bed? Does anyone try to hurt you while you are asleep?

Do you know children who have been hurt or injured by adults in the community or at school? **Probe:** Do you know children in your community who are having sex? Do you know children who had or are having sex with adults in the community or at school? Do you know children who have sex with adults living in their house? Do you know children who have sex with other children in the community or living in their house? Do you know girls who are pregnant? Are they pregnant for boys under age 18? While many children feel happy at home, not all children do. **Probe:** Do you know children who are not happy in their home? Do you know children who are sad most of the time and do not want to be around other children? Do you know children who do not feel safe in their own home or who are scared in their home? **Probe for:** Issues related to discipline of children, young children being left alone or unsupervised, violence against children in schools or at home, physical abuse, psychological abuse (too much cursing etc.), sexual abuse, harmful cultural practices (forced marriage, FGM, discrimination). Tell us a story about it-who cares for these children? Why are these things happening to these children? Where or who can they go to for help?

While many children can play around the community, not all can. **Probe:** Do you know any cripple or very sick child in your community or school who cannot do anything or much for themselves? Who helps these children? Who do they live with? Do you know children in your community who “small craziness” can give them hard time? Do you know children who are bad most of the time and have no friends or no one wants to be around? Do you know children who feel sad or down most of the time? Do you know children who are angry or vex all the time? Explain why these children feel and behave this way.

What impact (bad things) would you say this has on children/families in your community? **Probe:** Has there been discussions among other children about these problems? Can you describe how children are feeling about this problem?

What can be done to help these children? **Probe:** What is currently being done to help these children by families, government and other organizations? How can the community help these children in the future? How can the government help these children in the future?

### **III. Closing**

Is there anything we have not talked about that you want to speak about now?

We would like to thank you for spending time with us, We appreciate all that you told us and look forward to using this information to help improve the services in your community or other areas in Liberia.

A.16 Images from the CBNA Study



**Training of staff in preparation for fieldwork**





**Trainees participating in small group activities**



**Group picture after completion of training**



**Focus group discussions**





**Staff conducting quantitative survey**



**Presentation of findings to stakeholders**

## B.1 Crosstabulations

### COUNTY BY AGE BY GENDER

County \* Age\_Recode \* Gender Crosstabulation

Gender				Age_Recode		Total
				1.00 18-35 years	2.00 36+ years	
1 Female	County	1 Montserratado	Count	72	50	122
			% of Total	22.9%	15.9%	38.9%
		2 Grand Bassa	Count	37	24	61
			% of Total	11.8%	7.6%	19.4%
		3 Maryland	Count	30	40	70
			% of Total	9.6%	12.7%	22.3%
		4 Grand Cape Mount	Count	38	23	61
			% of Total	12.1%	7.3%	19.4%
	Total	Count	177	137	314	
		% of Total	56.4%	43.6%	100.0%	
2 Male	County	1 Montserratado	Count	70	45	115
			% of Total	23.6%	15.2%	38.9%
		2 Grand Bassa	Count	30	29	59
			% of Total	10.1%	9.8%	19.9%
		3 Maryland	Count	35	25	60
			% of Total	11.8%	8.4%	20.3%
		4 Grand Cape Mount	Count	32	30	62
			% of Total	10.8%	10.1%	20.9%
	Total	Count	167	129	296	
		% of Total	56.4%	43.6%	100.0%	
Total	County	1 Montserratado	Count	142	95	237
			% of Total	23.3%	15.6%	38.9%
		2 Grand Bassa	Count	67	53	120
			% of Total	11.0%	8.7%	19.7%
		3 Maryland	Count	65	65	130
			% of Total	10.7%	10.7%	21.3%
		4 Grand Cape Mount	Count	70	53	123
			% of Total	11.5%	8.7%	20.2%
	Total	Count	344	266	610	
		% of Total	56.4%	43.6%	100.0%	

## COUNTY BY AGE BY GENDER BY BIRTH PLACE

					Age_Recode
Born_in_Liberia	Gender				1.00 18-35 years
1 Yes	1 Female	County	1 Montserrado	Count	69
				% of Total	23.5%
			2 Grand Bassa	Count	36
				% of Total	12.3%
			3 Maryland	Count	27
				% of Total	9.2%
			4 Grand Cape Mount	Count	34
				% of Total	11.6%
		Total		Count	166
				% of Total	56.7%
	2 Male	County	1 Montserrado	Count	65
				% of Total	24.3%
			2 Grand Bassa	Count	29
				% of Total	10.9%
			3 Maryland	Count	29
				% of Total	10.9%
			4 Grand Cape Mount	Count	31
				% of Total	11.6%
		Total		Count	154
				% of Total	57.7%
	Total	County	1 Montserrado	Count	134
				% of Total	23.9%
			2 Grand Bassa	Count	65
				% of Total	11.6%
			3 Maryland	Count	56
				% of Total	10.0%
			4 Grand Cape Mount	Count	65
				% of Total	11.6%
		Total		Count	320
				% of Total	57.1%
2 No	1 Female	County	1 Montserrado	Count	2
				% of Total	13.3%
			3 Maryland	Count	2
				% of Total	13.3%

					Age_Recode	
Born_in_Liberia	Gender				2.00 36+ years	Total
1 Yes	1 Female	County	1 Montserrado	Count	44	113
				% of Total	15.0%	38.6%
			2 Grand Bassa	Count	22	58
				% of Total	7.5%	19.8%
			3 Maryland	Count	39	66
			% of Total	13.3%	22.5%	
		4 Grand Cape Mount	Count	22	56	
			% of Total	7.5%	19.1%	
		Total		Count	127	293
			% of Total	43.3%	100.0%	
	2 Male	County	1 Montserrado	Count	41	106
				% of Total	15.4%	39.7%
			2 Grand Bassa	Count	29	58
				% of Total	10.9%	21.7%
			3 Maryland	Count	23	52
			% of Total	8.6%	19.5%	
		4 Grand Cape Mount	Count	20	51	
			% of Total	7.5%	19.1%	
		Total		Count	113	267
			% of Total	42.3%	100.0%	
	Total	County	1 Montserrado	Count	85	219
				% of Total	15.2%	39.1%
			2 Grand Bassa	Count	51	116
				% of Total	9.1%	20.7%
			3 Maryland	Count	62	118
			% of Total	11.1%	21.1%	
		4 Grand Cape Mount	Count	42	107	
			% of Total	7.5%	19.1%	
		Total		Count	240	560
			% of Total	42.9%	100.0%	
2 No	1 Female	County	1 Montserrado	Count	5	7
				% of Total	33.3%	46.7%
			3 Maryland	Count	1	3
				% of Total	6.7%	20.0%



Born_in_Liberia      Gender					Age_Recode	
					1.00 18-35 years	
		4 Grand Cape Mount		Count	4	
				% of Total	26.7%	
		Total		Count	8	
				% of Total	53.3%	
		2 Male	County	1 Montserrado	Count	2
					% of Total	11.8%
	3 Maryland			Count	1	
			% of Total	5.9%		
	4 Grand Cape Mount		Count	1		
			% of Total	5.9%		
		Total		Count	4	
			% of Total	23.5%		
	Total	County	1 Montserrado	Count	4	
				% of Total	12.5%	
			3 Maryland	Count	3	
			% of Total	9.4%		
		4 Grand Cape Mount	Count	5		
			% of Total	15.6%		
	Total		Count	12		
			% of Total	37.5%		
Total	1 Female	County	1 Montserrado	Count	71	
				% of Total	23.1%	
			2 Grand Bassa	Count	36	
				% of Total	11.7%	
		3 Maryland	Count	29		
			% of Total	9.4%		
		4 Grand Cape Mount	Count	38		
			% of Total	12.3%		
		Total		Count	174	
				% of Total	56.5%	
	2 Male	County	1 Montserrado	Count	67	
				% of Total	23.6%	
			2 Grand Bassa	Count	29	
				% of Total	10.2%	
3 Maryland			Count	30		
% of Total			10.6%			

Born_in_LiberiaGender					Age_Recode		Total
					2.00 36+ years		
		4 Grand Cape Mount			Count	1	5
					% of Total	6.7%	33.3%
		Total			Count	7	15
					% of Total	46.7%	100.0%
	2 Male	County	1 Montserrado	Count	3	5	
				% of Total	17.6%	29.4%	
			3 Maryland	Count	1	2	
				% of Total	5.9%	11.8%	
		4 Grand Cape Mount	Count	9	10		
			% of Total	52.9%	58.8%		
	Total			Count	13	17	
				% of Total	76.5%	100.0%	
	Total	County	1 Montserrado	Count	8	12	
				% of Total	25.0%	37.5%	
			3 Maryland	Count	2	5	
				% of Total	6.3%	15.6%	
		4 Grand Cape Mount	Count	10	15		
			% of Total	31.3%	46.9%		
	Total			Count	20	32	
				% of Total	62.5%	100.0%	
Total	1 Female	County	1 Montserrado	Count	49	120	
				% of Total	15.9%	39.0%	
			2 Grand Bassa	Count	22	58	
				% of Total	7.1%	18.8%	
		3 Maryland	Count	40	69		
			% of Total	13.0%	22.4%		
		4 Grand Cape Mount	Count	23	61		
			% of Total	7.5%	19.8%		
	Total			Count	134	308	
				% of Total	43.5%	100.0%	
	2 Male	County	1 Montserrado	Count	44	111	
				% of Total	15.5%	39.1%	
			2 Grand Bassa	Count	29	58	
				% of Total	10.2%	20.4%	
3 Maryland		Count	24	54			
		% of Total	8.5%	19.0%			

Born_in_LiberiaGender					Age_Recode	
					1.00 18-35 years	
		4 Grand Cape Mount		Count	32	
				% of Total	11.3%	
	Total	Total			Count	158
					% of Total	55.6%
		County	1 Montserrado	Count	138	
				% of Total	23.3%	
			2 Grand Bassa	Count	65	
				% of Total	11.0%	
			3 Maryland	Count	59	
				% of Total	10.0%	
			4 Grand Cape Mount	Count	70	
				% of Total	11.8%	
		Total	Count		332	
			% of Total		56.1%	

County \* Age\_Recode \* Gender \* Born\_in\_Liberia Crosstabulation

Born_in_Liberia      Gender					Age_Recode		Total
					2.00 36+ years		
		4 Grand Cape Mount		Count	29	61	
				% of Total	10.2%	21.5%	
		Total		Count	126	284	
				% of Total	44.4%	100.0%	
	Total	County	1 Montserrado	Count	93	231	
				% of Total	15.7%	39.0%	
			2 Grand Bassa	Count	51	116	
				% of Total	8.6%	19.6%	
			3 Maryland	Count	64	123	
				% of Total	10.8%	20.8%	
			4 Grand Cape Mount	Count	52	122	
				% of Total	8.8%	20.6%	
		Total		Count	260	592	
				% of Total	43.9%	100.0%	

## COUNTY BY RELIGION

Religion\_Recode \* County Crosstabulation

			County		
			1 Montserrado	2 Grand Bassa	3 Maryland
Religion_Recode	1 Christian	Count	196	112	121
		% of Total	32.3%	18.5%	19.9%
	2 Muslim	Count	31	4	6
		% of Total	5.1%	0.7%	1.0%
	3 Other	Count	9	3	2
		% of Total	1.5%	0.5%	0.3%
Total		Count	236	119	129
		% of Total	38.9%	19.6%	21.3%

			County	
			4 Grand Cape Mount	
			Total	
Religion_Recode	1 Christian	Count	39	468
		% of Total	6.4%	77.1%
	2 Muslim	Count	82	123
		% of Total	13.5%	20.3%
	3 Other	Count	2	16
		% of Total	0.3%	2.6%
Total		Count	123	607
		% of Total	20.3%	100.0%

## COUNTY BY AGE BY MARITAL STATUS

County \* Age\_Recode \* BE\_Recode What is your marital status? Crosstabulation

				Age_Recode	
				1.00 18-35 years	2.00 36+ years
BE_Recode What is your marital status?					
1 Single	County	1 Montserrado	Count	56	19
			% of Total	29.5%	10.0%
		2 Grand Bassa	Count	30	5
			% of Total	15.8%	2.6%

		3 Maryland	Count	32	7
			% of Total	16.8%	3.7%
		4 Grand Cape Mount	Count	38	3
			% of Total	20.0%	1.6%
	Total		Count	156	34
			% of Total	82.1%	17.9%
2 Married	County	1 Montserrado	Count	30	40
			% of Total	15.0%	20.0%
		2 Grand Bassa	Count	21	29
			% of Total	10.5%	14.5%
		3 Maryland	Count	9	21
			% of Total	4.5%	10.5%
		4 Grand Cape Mount	Count	18	32
			% of Total	9.0%	16.0%
Total		Count	78	122	
		% of Total	39.0%	61.0%	
3 Living together as if married	County	1 Montserrado	Count	46	23
			% of Total	31.1%	15.5%
		2 Grand Bassa	Count	13	8
			% of Total	8.8%	5.4%
		3 Maryland	Count	21	17
			% of Total	14.2%	11.5%
		4 Grand Cape Mount	Count	13	7
			% of Total	8.8%	4.7%
Total		Count	93	55	
		% of Total	62.8%	37.2%	
4 Divorced/Widowed/Separated	County	1 Montserrado	Count	6	12
			% of Total	9.2%	18.5%
		2 Grand Bassa	Count	3	11
			% of Total	4.6%	16.9%
		3 Maryland	Count	1	20
			% of Total	1.5%	30.8%

BE_Recode What is your marital status?				Total
1 Single	County	1 Montserrado	Count	75
			% of Total	39.5%
		2 Grand Bassa	Count	35
			% of Total	18.4%
		3 Maryland	Count	39
			% of Total	20.5%
	Total	4 Grand Cape Mount	Count	41
			% of Total	21.6%
			Count	190
			% of Total	100.0%
2 Married	County	1 Montserrado	Count	70
			% of Total	35.0%
		2 Grand Bassa	Count	50
			% of Total	25.0%
		3 Maryland	Count	30
			% of Total	15.0%
	Total	4 Grand Cape Mount	Count	50
			% of Total	25.0%
			Count	200
			% of Total	100.0%
3 Living together as if married	County	1 Montserrado	Count	69
			% of Total	46.6%
		2 Grand Bassa	Count	21
			% of Total	14.2%
		3 Maryland	Count	38
			% of Total	25.7%
	Total	4 Grand Cape Mount	Count	20
			% of Total	13.5%
			Count	148
			% of Total	100.0%
4 Divorced/Widowed/ Separated	County	1 Montserrado	Count	18
			% of Total	27.7%
		2 Grand Bassa	Count	14
			% of Total	21.5%
	Total	3 Maryland	Count	21
			% of Total	32.3%

BE_Recode What is your marital status?				Age_Recode	
				1.00 18-35 years	2.00 36+ years
	4 Grand Cape Mount		Count	1	11
			% of Total	1.5%	16.9%
	Total		Count	11	54
			% of Total	16.9%	83.1%
Total	County	1 Montserrado	Count	138	94
			% of Total	22.9%	15.6%
		2 Grand Bassa	Count	67	53
			% of Total	11.1%	8.8%
		3 Maryland	Count	63	65
			% of Total	10.4%	10.8%
		4 Grand Cape Mount	Count	70	53
			% of Total	11.6%	8.8%
	Total		Count	338	265
			% of Total	56.1%	43.9%

BE_Recode What is your marital status?				Total
	4 Grand Cape Mount		Count	12
			% of Total	18.5%
	Total		Count	65
Total	County		% of Total	100.0%
		1 Montserrado	Count	232
			% of Total	38.5%
		2 Grand Bassa	Count	120
			% of Total	19.9%
		3 Maryland	Count	128
			% of Total	21.2%
		4 Grand Cape Mount	Count	123
			% of Total	20.4%
	Total	Count		603
		% of Total		100.0%

**TABLE 4B - GENDER BY COUNTY BY MARITAL STATUS**

Gender				BE_Recode What is your marital status?		
				1 Single	2 Married	3 Living together as if married
1 Female	County	1 Montserrado	Count	40	35	35
			% of Total	12.8%	11.2%	11.2%
		2 Grand Bassa	Count	17	26	10
			% of Total	5.4%	8.3%	3.2%
		3 Maryland	Count	17	12	24
		% of Total	5.4%	3.8%	7.7%	
	4 Grand Cape Mount	Count	19	25	11	
	% of Total	6.1%	8.0%	3.5%		
Total			Count	93	98	80
			% of Total	29.7%	31.3%	25.6%
2 Male	County	1 Montserrado	Count	35	35	35
			% of Total	12.0%	12.0%	12.0%
		2 Grand Bassa	Count	18	24	11
			% of Total	6.2%	8.2%	3.8%
		3 Maryland	Count	22	18	14
		% of Total	7.6%	6.2%	4.8%	
	4 Grand Cape Mount	Count	22	25	9	
	% of Total	7.6%	8.6%	3.1%		
Total			Count	97	102	69
			% of Total	33.3%	35.1%	23.7%
Total	County	1 Montserrado	Count	75	70	70
			% of Total	12.4%	11.6%	11.6%
		2 Grand Bassa	Count	35	50	21
			% of Total	5.8%	8.3%	3.5%
		3 Maryland	Count	39	30	38
		% of Total	6.5%	5.0%	6.3%	
	4 Grand Cape Mount	Count	41	50	20	
	% of Total	6.8%	8.3%	3.3%		
Total			Count	190	200	149
			% of Total	31.5%	33.1%	24.7%



Gender				BE_Recode ...	Total
				4 Divorced/Widowed/Separated	
1 Female	County	1 Montserrado	Count	11	121
			% of Total	3.5%	38.7%
		2 Grand Bassa	Count	8	61
			% of Total	2.6%	19.5%
		3 Maryland	Count	17	70
		% of Total	5.4%	22.4%	
	4 Grand Cape Mount	Count	6	61	
		% of Total	1.9%	19.5%	
	Total		Count	42	313
			% of Total	13.4%	100.0%
2 Male	County	1 Montserrado	Count	7	112
			% of Total	2.4%	38.5%
		2 Grand Bassa	Count	6	59
			% of Total	2.1%	20.3%
		3 Maryland	Count	4	58
		% of Total	1.4%	19.9%	
	4 Grand Cape Mount	Count	6	62	
		% of Total	2.1%	21.3%	
	Total		Count	23	291
			% of Total	7.9%	100.0%
Total	County	1 Montserrado	Count	18	233
			% of Total	3.0%	38.6%
		2 Grand Bassa	Count	14	120
			% of Total	2.3%	19.9%
		3 Maryland	Count	21	128
		% of Total	3.5%	21.2%	
	4 Grand Cape Mount	Count	12	123	
		% of Total	2.0%	20.4%	
	Total		Count	65	604
			% of Total	10.8%	100.0%

## Frequencies

BF Number of wives you have?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	215	35.2	93.1	93.1
	2	14	2.3	6.1	99.1
	3	2	.3	.9	100.0
	Total	231	37.8	100.0	
Missing	99	380	62.2		
Total		611	100.0		

**TABLE 5A: NUMBER OF WIVES BY SCHOOL**

School\_Recode \* BF Number of wives you have? Crosstabulation

			BF Number of wives you have?			Total
			1	2	3	
School_Recode	1 No school	Count	57	4	2	63
		% of Total	24.7%	1.7%	0.9%	27.3%
	2 Informal school	Count	7	1	0	8
		% of Total	3.0%	0.4%	0.0%	3.5%
	3 Primary (some+) school	Count	45	4	0	49
		% of Total	19.5%	1.7%	0.0%	21.2%
	4 Secondary (some +) school	Count	79	4	0	83
		% of Total	34.2%	1.7%	0.0%	35.9%
	5 Post secondary school	Count	27	1	0	28
		% of Total	11.7%	0.4%	0.0%	12.1%
Total		Count	215	14	2	231
		% of Total	93.1%	6.1%	0.9%	100.0%

County				BF Number of wives ..	
				1	2
1 Montserrat	School_Recode	1 No school	Count	35	1
			% of Total	27.6%	0.8%
		2 Informal school	Count	2	0
			% of Total	1.6%	0.0%
		3 Primary (some+) school	Count	26	0
			% of Total	20.5%	0.0%
		4 Secondary (some +) school	Count	43	2
			% of Total	33.9%	1.6%
	Total	5 Post secondary school	Count	17	0
			% of Total	13.4%	0.0%
2 Grand Bassa	School_Recode	1 No school	Count	6	0
			% of Total	14.3%	0.0%
		2 Informal school	Count	1	0
			% of Total	2.4%	0.0%
		3 Primary (some+) school	Count	10	2
			% of Total	23.8%	4.8%
		4 Secondary (some +) school	Count	18	0
			% of Total	42.9%	0.0%
	Total	5 Post secondary school	Count	5	0
			% of Total	11.9%	0.0%
3 Maryland	School_Recode	1 No school	Count	4	1
			% of Total	12.1%	3.0%
		2 Informal school	Count	1	0
			% of Total	3.0%	0.0%
		3 Primary (some+) school	Count	8	1
			% of Total	24.2%	3.0%
		4 Secondary (some +) school	Count	14	1
			% of Total	42.4%	3.0%
	Total	5 Post secondary school	Count	3	0
			% of Total	9.1%	0.0%
4 Grand Cape Mount	School_Recode	1 No school	Count	12	2
			% of Total	41.4%	6.9%

County				BF Number	Total
				3	
1 Montserrat	School_Recode	1 No school	Count	1	37
			% of Total	0.8%	29.1%
		2 Informal school	Count	0	2
			% of Total	0.0%	1.6%
		3 Primary (some+) school	Count	0	26
		% of Total	0.0%	20.5%	
	4 Secondary (some +) school	Count	0	45	
	% of Total	0.0%	35.4%		
5 Post secondary school	Count	0	17		
		% of Total	0.0%	13.4%	
	Total		Count	1	127
		% of Total	0.8%	100.0%	
2 Grand Bassa	School_Recode	1 No school	Count		6
			% of Total		14.3%
		2 Informal school	Count		1
			% of Total		2.4%
		3 Primary (some+) school	Count		12
		% of Total		28.6%	
	4 Secondary (some +) school	Count		18	
	% of Total		42.9%		
5 Post secondary school	Count		5		
		% of Total		11.9%	
	Total		Count		42
		% of Total		100.0%	
3 Maryland	School_Recode	1 No school	Count		5
			% of Total		15.2%
		2 Informal school	Count		1
			% of Total		3.0%
		3 Primary (some+) school	Count		9
		% of Total		27.3%	
	4 Secondary (some +) school	Count		15	
	% of Total		45.5%		
5 Post secondary school	Count		3		
		% of Total		9.1%	
	Total		Count		33
		% of Total		100.0%	
4 Grand Cape Mount	School_Recode	1 No school	Count	1	15
			% of Total	3.4%	51.7%

County				BF Number of wives ..	
				1	2
		2 Informal school	Count	3	1
			% of Total	10.3%	3.4%
		3 Primary (some+) school	Count	1	1
			% of Total	3.4%	3.4%
		4 Secondary (some +) school	Count	4	1
			% of Total	13.8%	3.4%
		5 Post secondary school	Count	2	1
			% of Total	6.9%	3.4%
	Total		Count	22	6
			% of Total	75.9%	20.7%
Total	School_Recode	1 No school	Count	57	4
			% of Total	24.7%	1.7%
		2 Informal school	Count	7	1
			% of Total	3.0%	0.4%
		3 Primary (some+) school	Count	45	4
			% of Total	19.5%	1.7%
		4 Secondary (some +) school	Count	79	4
			% of Total	34.2%	1.7%
		5 Post secondary school	Count	27	1
			% of Total	11.7%	0.4%
	Total		Count	215	14
			% of Total	93.1%	6.1%

County				BF Number	Total
				3	
		2 Informal school	Count	0	4
			% of Total	0.0%	13.8%
		3 Primary (some+) school	Count	0	2
			% of Total	0.0%	6.9%
		4 Secondary (some +) school	Count	0	5
			% of Total	0.0%	17.2%
		5 Post secondary school	Count	0	3
			% of Total	0.0%	10.3%
Total	Count	1	29		
		% of Total	3.4%	100.0%	
Total	School_Recode	1 No school	Count	2	63
			% of Total	0.9%	27.3%
		2 Informal school	Count	0	8
			% of Total	0.0%	3.5%
		3 Primary (some+) school	Count	0	49
			% of Total	0.0%	21.2%
		4 Secondary (some +) school	Count	0	83
			% of Total	0.0%	35.9%
		5 Post secondary school	Count	0	28
			% of Total	0.0%	12.1%
Total	Count	2	231		
		% of Total	0.9%	100.0%	

**TABLE 6 - WIVES HAD CHILDREN BEFORE 18**

BG Did any of them have children before they turned 18?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	91	14.9	25.3	25.3
	2 No	268	43.9	74.7	100.0
	Total	359	58.8	100.0	
Missing	99	252	41.2		
Total		611	100.0		

**TABLE 9: SCHOOL BY COUNTY BY GENDER**

County \* School\_Recode \* Gender Crosstabulation

				School_Recode		
				1 No school	2 Informal school	3 Primary (some+) school
Gender						
1 Female	County	1 Montserratado	Count	47	1	31
			% of Total	14.9%	0.3%	9.8%
		2 Grand Bassa	Count	23	1	23
			% of Total	7.3%	0.3%	7.3%
		3 Maryland	Count	22	2	27
			% of Total	7.0%	0.6%	8.6%
		4 Grand Cape Mount	Count	34	0	13
			% of Total	10.8%	0.0%	4.1%
	Total		Count	126	4	94
			% of Total	40.0%	1.3%	29.8%
2 Male	County	1 Montserratado	Count	16	2	23
			% of Total	5.4%	0.7%	7.8%
		2 Grand Bassa	Count	5	1	17
			% of Total	1.7%	0.3%	5.7%
		3 Maryland	Count	10	2	11
			% of Total	3.4%	0.7%	3.7%
		4 Grand Cape Mount	Count	24	5	8
			% of Total	8.1%	1.7%	2.7%
	Total		Count	55	10	59
			% of Total	18.6%	3.4%	19.9%
Total	County	1 Montserratado	Count	63	3	54
			% of Total	10.3%	0.5%	8.8%
		2 Grand Bassa	Count	28	2	40
			% of Total	4.6%	0.3%	6.5%
		3 Maryland	Count	32	4	38
			% of Total	5.2%	0.7%	6.2%
		4 Grand Cape Mount	Count	58	5	21
			% of Total	9.5%	0.8%	3.4%
	Total		Count	181	14	153
			% of Total	29.6%	2.3%	25.0%

Gender				School_Recode		Total
				4 Secondary (some +) school	5 Post secondary school	
1 Female	County	1 Montserrado	Count	34	10	123
			% of Total	10.8%	3.2%	39.0%
		2 Grand Bassa	Count	14	0	61
			% of Total	4.4%	0.0%	19.4%
		3 Maryland	Count	17	2	70
			% of Total	5.4%	0.6%	22.2%
		4 Grand Cape Mount	Count	14	0	61
			% of Total	4.4%	0.0%	19.4%
	Total		Count	79	12	315
			% of Total	25.1%	3.8%	100.0%
2 Male	County	1 Montserrado	Count	57	17	115
			% of Total	19.3%	5.7%	38.9%
		2 Grand Bassa	Count	30	6	59
			% of Total	10.1%	2.0%	19.9%
		3 Maryland	Count	29	8	60
			% of Total	9.8%	2.7%	20.3%
		4 Grand Cape Mount	Count	20	5	62
			% of Total	6.8%	1.7%	20.9%
	Total		Count	136	36	296
			% of Total	45.9%	12.2%	100.0%
Total	County	1 Montserrado	Count	91	27	238
			% of Total	14.9%	4.4%	39.0%
		2 Grand Bassa	Count	44	6	120
			% of Total	7.2%	1.0%	19.6%
		3 Maryland	Count	46	10	130
			% of Total	7.5%	1.6%	21.3%
		4 Grand Cape Mount	Count	34	5	123
			% of Total	5.6%	0.8%	20.1%
	Total		Count	215	48	611
			% of Total	35.2%	7.9%	100.0%

CROSSTABS

/TABLES=County BY Able2Read BY Gender

/FORMAT=AVALUE TABLES

/CELLS=COUNT TOTAL

/COUNT ROUND CELL.



**TABLE 10: ABLE TO READ BY COUNTY BY GENDER**

County \* Able2Read \* Gender Crosstabulation

Gender				Able2Read		
				1 No	2 Small small	3 Well
1 Female	County	1 Montserrado	Count	51	32	40
			% of Total	16.2%	10.2%	12.7%
		2 Grand Bassa	Count	33	19	9
			% of Total	10.5%	6.0%	2.9%
		3 Maryland	Count	30	32	8
		% of Total	9.5%	10.2%	2.5%	
	4 Grand Cape Mount	Count	37	15	9	
	% of Total	11.7%	4.8%	2.9%		
	Total		Count	151	98	66
		% of Total	47.9%	31.1%	21.0%	
2 Male	County	1 Montserrado	Count	18	23	72
			% of Total	6.2%	7.9%	24.7%
		2 Grand Bassa	Count	11	23	25
			% of Total	3.8%	7.9%	8.6%
		3 Maryland	Count	12	15	33
		% of Total	4.1%	5.1%	11.3%	
	4 Grand Cape Mount	Count	24	17	19	
	% of Total	8.2%	5.8%	6.5%		
	Total		Count	65	78	149
		% of Total	22.3%	26.7%	51.0%	
Total	County	1 Montserrado	Count	69	55	112
			% of Total	11.4%	9.1%	18.5%
		2 Grand Bassa	Count	44	42	34
			% of Total	7.2%	6.9%	5.6%
		3 Maryland	Count	42	47	41
		% of Total	6.9%	7.7%	6.8%	
	4 Grand Cape Mount	Count	61	32	28	
	% of Total	10.0%	5.3%	4.6%		
	Total		Count	216	176	215
		% of Total	35.6%	29.0%	35.4%	

Gender				Total
1 Female	County	1 Montserrado	Count	123
			% of Total	39.0%
		2 Grand Bassa	Count	61
			% of Total	19.4%
		3 Maryland	Count	70
			% of Total	22.2%
		4 Grand Cape Mount	Count	61
			% of Total	19.4%
Total	Count	315		
	% of Total	100.0%		
2 Male	County	1 Montserrado	Count	113
			% of Total	38.7%
		2 Grand Bassa	Count	59
			% of Total	20.2%
		3 Maryland	Count	60
			% of Total	20.5%
		4 Grand Cape Mount	Count	60
			% of Total	20.5%
Total	Count	292		
	% of Total	100.0%		
Total	County	1 Montserrado	Count	236
			% of Total	38.9%
		2 Grand Bassa	Count	120
			% of Total	19.8%
		3 Maryland	Count	130
			% of Total	21.4%
		4 Grand Cape Mount	Count	121
			% of Total	19.9%
Total	Count	607		
	% of Total	100.0%		

**TABLE 11: COUNTY BY SOURCES OF INCOME**

County \* Income1 Petty sales Crosstabulation

			Income1 Petty sales		Total
			1 Yes	2 No	
County	1 Montserrado	Count	61	7	68
		% of Total	38.4%	4.4%	42.8%
	2 Grand Bassa	Count	21	0	21
		% of Total	13.2%	0.0%	13.2%
	3 Maryland	Count	29	0	29
		% of Total	18.2%	0.0%	18.2%
	4 Grand Cape Mount	Count	36	5	41
		% of Total	22.6%	3.1%	25.8%
Total		Count	147	12	159
		% of Total	92.5%	7.5%	100.0%

County \* Income2 Sales of fish Crosstabulation

			Income2 Sales of fish		Total
			1 Yes	2 No	
County	1 Montserrado	Count	12	6	18
		% of Total	20.7%	10.3%	31.0%
	2 Grand Bassa	Count	11	0	11
		% of Total	19.0%	0.0%	19.0%
	3 Maryland	Count	1	0	1
		% of Total	1.7%	0.0%	1.7%
	4 Grand Cape Mount	Count	24	4	28
		% of Total	41.4%	6.9%	48.3%
Total		Count	48	10	58
		% of Total	82.8%	17.2%	100.0%

County \* Income3 Sales of livestock products Crosstabulation

			Income3 Sales of livestock products		Total
			1 Yes	2 No	
County	1 Montserrado	Count	4	8	12
		% of Total	18.2%	36.4%	54.5%
	2 Grand Bassa	Count	2	0	2
		% of Total	9.1%	0.0%	9.1%
	3 Maryland	Count	2	0	2
		% of Total	9.1%	0.0%	9.1%

	4 Grand Cape Mount	Count	1	5	6
		% of Total	4.5%	22.7%	27.3%
Total		Count	9	13	22
		% of Total	40.9%	59.1%	100.0%

County \* Income4 Borrowing Crosstabulation

			Income4 Borrowing		Total
			1 Yes	2 No	
County	1 Montserrat	Count	1	12	13
		% of Total	5.0%	60.0%	65.0%
	3 Maryland	Count	2	0	2
		% of Total	10.0%	0.0%	10.0%
	4 Grand Cape Mount	Count	0	5	5
		% of Total	0.0%	25.0%	25.0%
	Total	Count	3	17	20
		% of Total	15.0%	85.0%	100.0%

County \* Income5 Small business Crosstabulation

			Income5 Small business		Total
			1 Yes	2 No	
County	1 Montserrat	Count	24	11	35
		% of Total	33.3%	15.3%	48.6%
	2 Grand Bassa	Count	15	0	15
		% of Total	20.8%	0.0%	20.8%
	3 Maryland	Count	10	0	10
		% of Total	13.9%	0.0%	13.9%
	4 Grand Cape Mount	Count	7	5	12
		% of Total	9.7%	6.9%	16.7%
	Total	Count	56	16	72
		% of Total	77.8%	22.2%	100.0%

County \* Income6 Salary job Crosstabulation

			Income6 Salary job		Total
			1 Yes	2 No	
County	1 Montserrat	Count	40	13	53
		% of Total	42.1%	13.7%	55.8%
	2 Grand Bassa	Count	20	0	20
		% of Total	21.1%	0.0%	21.1%
	3 Maryland	Count	10	0	10
		% of Total	10.5%	0.0%	10.5%
	Total	Count	70	13	83
		% of Total	84.3%	15.7%	100.0%

	4 Grand Cape Mount	Count	7	5	12
		% of Total	7.4%	5.3%	12.6%
Total		Count	77	18	95
		% of Total	81.1%	18.9%	100.0%

County \* Income7 Agriculture/Wage Labor Crosstabulation

			Income7 Agriculture / wage labor		Total
			1 Yes	2 No	
County	1 Montserrado	Count	11	6	17
		% of Total	24.4%	13.3%	37.8%
	2 Grand Bassa	Count	9	1	10
		% of Total	20.0%	2.2%	22.2%
	3 Maryland	Count	7	0	7
		% of Total	15.6%	0.0%	15.6%
	4 Grand Cape Mount	Count	7	4	11
		% of Total	15.6%	8.9%	24.4%
Total		Count	34	11	45
		% of Total	75.6%	24.4%	100.0%

County \* Income8 Sales of garden products Crosstabulation

			Income8 Sales of garden products		Total
			1 Yes	2 No	
County	1 Montserrado	Count	12	4	16
		% of Total	26.7%	8.9%	35.6%
	2 Grand Bassa	Count	9	0	9
		% of Total	20.0%	0.0%	20.0%
	3 Maryland	Count	11	0	11
		% of Total	24.4%	0.0%	24.4%
	4 Grand Cape Mount	Count	8	1	9
		% of Total	17.8%	2.2%	20.0%
Total		Count	40	5	45
		% of Total	88.9%	11.1%	100.0%

County \* Income9 Begging Crosstabulation

			Income9 Begging		Total
			1 Yes	2 No	
County	1 Montserrat	Count	9	11	20
		% of Total	34.6%	42.3%	76.9%

	2 Grand Bassa	Count	1	0	1
		% of Total	3.8%	0.0%	3.8%
	4 Grand Cape Mount	Count	1	4	5
		% of Total	3.8%	15.4%	19.2%
Total		Count	11	15	26
		% of Total	42.3%	57.7%	100.0%

#### County \* Income10 Mining Crosstabulation

			Income10 Mining		Total
			1 Yes	2 No	
County	1 Montserrado	Count	3	11	14
		% of Total	15.0%	55.0%	70.0%
	3 Maryland	Count	2	0	2
		% of Total	10.0%	0.0%	10.0%
	4 Grand Cape Mount	Count	0	4	4
		% of Total	0.0%	20.0%	20.0%
Total		Count	5	15	20
		% of Total	25.0%	75.0%	100.0%

#### County \* Income11 Rubber tapping Crosstabulation

			Income11 Rubber tapping		Total
			1 Yes	2 No	
County	1 Montserrado	Count	4	11	15
		% of Total	16.7%	45.8%	62.5%
	2 Grand Bassa	Count	1	0	1
		% of Total	4.2%	0.0%	4.2%
	3 Maryland	Count	4	0	4
		% of Total	16.7%	0.0%	16.7%
	4 Grand Cape Mount	Count	0	4	4
		% of Total	0.0%	16.7%	16.7%
Total		Count	9	15	24
		% of Total	37.5%	62.5%	100.0%

#### County \* Income12 Firewood / charcoal sales Crosstabulation

			Income12 Firewood / charcoal sales		Total
			1 Yes	2 No	
County	1 Montserrado	Count	22	10	32
		% of Total	50.0%	22.7%	72.7%
	2 Grand Bassa	Count	3	0	3
		% of Total	6.8%	0.0%	6.8%

		% of Total	6.8%	0.0%	6.8%
	3 Maryland	Count	3	0	3
		% of Total	6.8%	0.0%	6.8%
	4 Grand Cape Mount	Count	2	4	6
		% of Total	4.5%	9.1%	13.6%
Total		Count	30	14	44
		% of Total	68.2%	31.8%	100.0%

County \* Income13 Handicraft Crosstabulation

			Income13 Handicraft		Total
			1 Yes	2 No	
County	1 Montserrado	Count	5	9	14
		% of Total	27.8%	50.0%	77.8%
	4 Grand Cape Mount	Count	0	4	4
		% of Total	0.0%	22.2%	22.2%
Total		Count	5	13	18
		% of Total	27.8%	72.2%	100.0%

County \* Income14 Sale of bush meat Crosstabulation

			income14 Sale of bush meat		Total
			1 Yes	2 No	
County	1 Montserrado	Count	1	7	8
		% of Total	7.7%	53.8%	61.5%
	2 Grand Bassa	Count	1	0	1
		% of Total	7.7%	0.0%	7.7%
	4 Grand Cape Mount	Count	0	4	4
		% of Total	0.0%	30.8%	30.8%
Total		Count	2	11	13
		% of Total	15.4%	84.6%	100.0%

County \* Income15 Sales of cash Crosstabulation

			Income15 Sales of cash		
			1 Yes	2 No	Total
County	1 Montserrado	Count	3	11	14
		% of Total	16.7%	61.1%	77.8%
	4 Grand Cape Mount	Count	0	4	4
		% of Total	0.0%	22.2%	22.2%
Total		Count	3	15	18
		% of Total	16.7%	83.3%	100.0%

County \* Income16 Sales of Prepared Food Crosstabulation

			Income16 Sales of prepared food		
			1 Yes	2 No	
County	1 Montserrado	Count	12	6	18
		% of Total	42.9%	21.4%	64.3%
	2 Grand Bassa	Count	1	0	1
		% of Total	3.6%	0.0%	3.6%
	3 Maryland	Count	3	0	3
		% of Total	10.7%	0.0%	10.7%
	4 Grand Cape Mount	Count	3	3	6
		% of Total	10.7%	10.7%	21.4%
Total		Count	19	9	28
		% of Total	67.9%	32.1%	100.0%

County \* Income17 Sales of palm oil Crosstabulation

			Income17 Sales of palm oil		Total
			1 Yes	2 No	
County	1 Montserrado	Count	6	6	12
		% of Total	30.0%	30.0%	60.0%
	2 Grand Bassa	Count	2	0	2
		% of Total	10.0%	0.0%	10.0%
	3 Maryland	Count	1	0	1
		% of Total	5.0%	0.0%	5.0%
	4 Grand Cape Mount	Count	1	4	5
		% of Total	5.0%	20.0%	25.0%
Total		Count	10	10	20
		% of Total	50.0%	50.0%	100.0%

County \* Income18 Sales of livestock Crosstabulation

			Income18 Sales of livestock		Total
			1 Yes	2 No	
County	1 Montserrado	Count	2	5	7
		% of Total	16.7%	41.7%	58.3%
	2 Grand Bassa	Count	1	0	1
		% of Total	8.3%	0.0%	8.3%
	4 Grand Cape Mount	Count	0	4	4
		% of Total	0.0%	33.3%	33.3%
Total		Count	3	9	12
		% of Total	25.0%	75.0%	100.0%

County \* Income19 DDR Benefits Crosstabulation



			Income19 DDR Benefits		Total
			1 Yes	2 No	
County	1 Montserrat	Count	1	12	13
		% of Total	5.6%	66.7%	72.2%
	2 Grand Bassa	Count	1	0	1
		% of Total	5.6%	0.0%	5.6%
	4 Grand Cape Mount	Count	0	4	4
		% of Total	0.0%	22.2%	22.2%
Total		Count	2	16	18
		% of Total	11.1%	88.9%	100.0%

County \* Income20 Other Gov't or company benefits Crosstabulation

			Income20 Other Gov't or company benefits		
			1 Yes	2 No	
County	1 Montserrat	Count	5	13	18
		% of Total	13.9%	36.1%	50.0%
	2 Grand Bassa	Count	2	0	2
		% of Total	5.6%	0.0%	5.6%
	3 Maryland	Count	12	0	12
		% of Total	33.3%	0.0%	33.3%
	4 Grand Cape Mount	Count	0	4	4
		% of Total	0.0%	11.1%	11.1%
Total		Count	19	17	36
		% of Total	52.8%	47.2%	100.0%

County \* Income21 Overseas support Crosstabulation

			Income21 Overseas support		Total
			1 Yes	2 No	
County	1 Montserrat	Count	5	14	19
		% of Total	17.9%	50.0%	67.9%
	2 Grand Bassa	Count	1	0	1
		% of Total	3.6%	0.0%	3.6%
	3 Maryland	Count	4	0	4
		% of Total	14.3%	0.0%	14.3%
	4 Grand Cape Mount	Count	0	4	4
		% of Total	0.0%	14.3%	14.3%
Total		Count	10	18	28
		% of Total	35.7%	64.3%	100.0%

County \* Income22 Other Crosstabulation

			Income22 Other			Total
			1 Yes	2 No	99	
County	1 Montserrado	Count	24	9	205	238
		% of Total	3.9%	1.5%	33.6%	39.0%
	2 Grand Bassa	Count	30	0	90	120
		% of Total	4.9%	0.0%	14.7%	19.6%
	3 Maryland	Count	28	0	102	130
		% of Total	4.6%	0.0%	16.7%	21.3%
	4 Grand Cape Mount	Count	29	4	90	123
		% of Total	4.7%	0.7%	14.7%	20.1%
Total		Count	111	13	487	611
		% of Total	18.2%	2.1%	79.7%	100.0%

## INCOME BY COUNTY - TOTAL NUMBER OF INCOMES

### Descriptives

INCOME Number Sources of Income

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for ...
					Lower Bound
1 Montserrado	238	1.12	.988	.064	1.00
2 Grand Bassa	120	1.09	.343	.031	1.03
3 Maryland	130	.99	.152	.013	.97
4 Grand Cape Mount	123	1.02	.271	.024	.98
Total	611	1.07	.652	.026	1.02

### Descriptives

INCOME Number Sources of Income

	95% Confidence Interval for Mean	Minimum	Maximum
	Upper Bound		
1 Montserrado	1.25	0	13
2 Grand Bassa	1.15	0	3
3 Maryland	1.02	0	2
4 Grand Cape Mount	1.07	0	3
Total	1.12	0	13

## ANOVA

INCOME Number Sources Income

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.736	3	.579	1.365	.253
Within Groups	257.377	607	.424		
Total	259.113	610			

**Post Hoc Tests**

## Multiple Comparisons

Dependent Variable: INCOME Number Sources of Income

Bonferroni

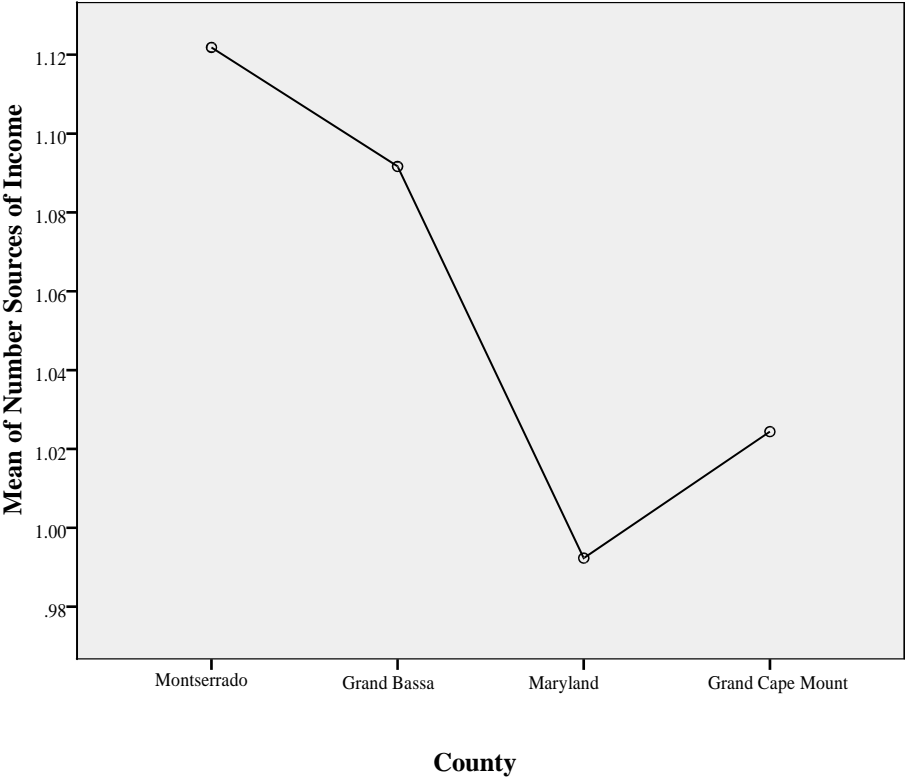
(I) County	(J) County	Mean Difference (I-J)	Std. Error	Sig.	95% ...
					Lower Bound
1 Montserrado	2 Grand Bassa	.030	.073	1.000	-.16
	3 Maryland	.130	.071	.412	-.06
	4 Grand Cape Mount	.097	.072	1.000	-.09
2 Grand Bassa	1 Montserrado	-.030	.073	1.000	-.22
	3 Maryland	.099	.082	1.000	-.12
	4 Grand Cape Mount	.067	.084	1.000	-.15
3 Maryland	1 Montserrado	-.130	.071	.412	-.32
	2 Grand Bassa	-.099	.082	1.000	-.32
	4 Grand Cape Mount	-.032	.082	1.000	-.25
4 Grand Cape Mount	1 Montserrado	-.097	.072	1.000	-.29
	2 Grand Bassa	-.067	.084	1.000	-.29
	3 Maryland	.032	.082	1.000	-.18

Multiple Comparisons

Dependent Variable: INCOME Number Sources of Income Bonferroni

(I) County	(J) County	95% Confidence
		Upper Bound
1 Montserrado	2 Grand Bassa	.22
	3 Maryland	.32
	4 Grand Cape Mount	.29
2 Grand Bassa	1 Montserrado	.16
	3 Maryland	.32
	4 Grand Cape Mount	.29
3 Maryland	1 Montserrado	.06
	2 Grand Bassa	.12
	4 Grand Cape Mount	.18
4 Grand Cape Mount	1 Montserrado	.09
	2 Grand Bassa	.15
	3 Maryland	.25

Means Plots



**TABLE 12 A MOTHER**

County \* AE When you were small, who took care of you: your born mother, another mother, or no mother? Crosstabulation

			AE When you were small, who took care of you: your born mother, another mother, or no mother?		
			1 Born Mother	2 Another Mother	3 No Mother
County	1 Montserrat	Count	171	57	9
		% of Total	28.0%	9.3%	1.5%
	2 Grand Bassa	Count	72	43	4
		% of Total	11.8%	7.0%	0.7%
	3 Maryland	Count	89	40	1
		% of Total	14.6%	6.5%	0.2%
	4 Grand Cape Mount	Count	92	26	5
		% of Total	15.1%	4.3%	0.8%
Total		Count	424	166	19
		% of Total	69.4%	27.2%	3.1%

			AE When you were small, who ...	
			99	
County	1 Montserrat	Count	1	238
		% of Total	0.2%	39.0%
	2 Grand Bassa	Count	1	120
		% of Total	0.2%	19.6%
	3 Maryland	Count	0	130
		% of Total	0.0%	21.3%
	4 Grand Cape Mount	Count	0	123
		% of Total	0.0%	20.1%
Total		Count	2	611
		% of Total	0.3%	100.0%

**TABLE 12 A FATHER**

County \* AM When you were small, who took care of you: your born father, another father, or no father? Crosstabulation

			AM When you were small, who took care of you: your born father, another father, or no father?			Total
			1 Born father	2 Another father	3 no father	
County	1 Montserratado	Count	153	58	24	235
		% of Total	25.3%	9.6%	4.0%	38.8%
	2 Grand Bassa	Count	63	34	21	118
		% of Total	10.4%	5.6%	3.5%	19.5%
	3 Maryland	Count	77	48	4	129
		% of Total	12.7%	7.9%	0.7%	21.3%
	4 Grand Cape Mount	Count	97	21	5	123
		% of Total	16.0%	3.5%	0.8%	20.3%
Total		Count	390	161	54	605
		% of Total	64.5%	26.6%	8.9%	100.0%

AE When you were small, who took care of you: your born mother, another mother, or no mother? \* AM When you were small, who took care of you: your born father, another father, or no father? \* County Crosstabulation

County				AM When you were small, who
				1 Born father
1 Montserrat	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	134
			% of Total	57.3%
		2 Another Mother	Count	16
		% of Total	6.8%	
		3 No Mother	Count	3
		% of Total	1.3%	
	Total		Count	153
			% of Total	65.4%
2 Grand Bassa	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	48
			% of Total	41.0%
		2 Another Mother	Count	13
		% of Total	11.1%	
		3 No Mother	Count	1
		% of Total	0.9%	
	Total		Count	62
			% of Total	53.0%
3 Maryland	AE When you were small, who took care of you: your born mother, another	1 Born Mother	Count	66
			% of Total	51.2%

				AM When you were small, who
County				2 Another father
1 Montserrado	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	21
			% of Total	9.0%
		2 Another Mother	Count	34
			% of Total	14.5%
		3 No Mother	Count	2
			% of Total	0.9%
	Total		Count	57
			% of Total	24.4%
2 Grand Bassa	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	9
			% of Total	7.7%
		2 Another Mother	Count	23
			% of Total	19.7%
		3 No Mother	Count	2
			% of Total	1.7%
	Total		Count	34
			% of Total	29.1%
3 Maryland	AE When you were small, who took care of you: your born mother, another	1 Born Mother	Count	20
			% of Total	15.5%

				AM When you were small, who ..
County				3 no father
1 Montserrat	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	14
		% of Total		6.0%
		2 Another Mother	Count	6
		% of Total		2.6%
		3 No Mother	Count	4
		% of Total		1.7%
	Total		Count	24
			% of Total	10.3%
2 Grand Bassa	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	14
		% of Total		12.0%
		2 Another Mother	Count	6
		% of Total		5.1%
		3 No Mother	Count	1
		% of Total		0.9%
	Total		Count	21
			% of Total	17.9%
3 Maryland	AE When you were small, who took care of you: your born mother, another	1 Born Mother	Count	2
			% of Total	1.6%



County				Total
1 Montserrat	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	169
			% of Total	72.2%
		2 Another Mother	Count	56
			% of Total	23.9%
		3 No Mother	Count	9
			% of Total	3.8%
	Total		Count	234
			% of Total	100.0%
2 Grand Bassa	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	71
			% of Total	60.7%
		2 Another Mother	Count	42
			% of Total	35.9%
		3 No Mother	Count	4
			% of Total	3.4%
	Total		Count	117
			% of Total	100.0%
3 Maryland	AE When you were small, who took care of you: your born mother, another	1 Born Mother	Count	88
			% of Total	68.2%

				AM When you were small, who
County		born mother, another		1 Born father
	mother, or no mother?	2 Another Mother	Count	11
			% of Total	8.5%
		3 No Mother	Count	0
		% of Total	0.0%	
	Total		Count	77
			% of Total	59.7%
4 Grand Cape Mount	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	79
			% of Total	64.2%
		2 Another Mother	Count	14
			% of Total	11.4%
		3 No Mother	Count	4
		% of Total	3.3%	
	Total		Count	97
			% of Total	78.9%
Total	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	327
			% of Total	54.2%
		2 Another Mother	Count	54
			% of Total	9.0%
		3 No Mother	Count	8
		% of Total	1.3%	
	Total		Count	389
			% of Total	64.5%

				AM When you were small, who .
County	born mother, another			2 Another father
	mother, or no mother?	2 Another Mother	Count	28
			% of Total	21.7%
		3 No Mother	Count	0
			% of Total	0.0%
	Total		Count	48
			% of Total	37.2%
4 Grand Cape Mount	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	10
			% of Total	8.1%
		2 Another Mother	Count	11
			% of Total	8.9%
		3 No Mother	Count	0
			% of Total	0.0%
	Total		Count	21
			% of Total	17.1%
Total	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	60
			% of Total	10.0%
		2 Another Mother	Count	96
			% of Total	15.9%
		3 No Mother	Count	4
			% of Total	0.7%
	Total		Count	160
			% of Total	26.5%

				AM When you were small, who ..
County	born mother, another			3 no father
	mother, or no mother?	2 Another Mother	Count	1
		% of Total		0.8%
		3 No Mother	Count	1
		% of Total		0.8%
	Total		Count	4
			% of Total	3.1%
4 Grand Cape Mount	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	3
		% of Total		2.4%
		2 Another Mother	Count	1
		% of Total		0.8%
		3 No Mother	Count	1
		% of Total		0.8%
	Total		Count	5
			% of Total	4.1%
Total	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	33
		% of Total		5.5%
		2 Another Mother	Count	14
		% of Total		2.3%
		3 No Mother	Count	7
		% of Total		1.2%
	Total		Count	54
			% of Total	9.0%

County				Total
	born mother, another mother, or no mother?	2 Another Mother	Count	40
			% of Total	31.0%
		3 No Mother	Count	1
		% of Total	0.8%	
	Total		Count	129
			% of Total	100.0%
4 Grand Cape Mount	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	92
			% of Total	74.8%
		2 Another Mother	Count	26
			% of Total	21.1%
		3 No Mother	Count	5
			% of Total	4.1%
	Total	Count	123	
	% of Total	100.0%		
Total	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	420
			% of Total	69.7%
		2 Another Mother	Count	164
			% of Total	27.2%
		3 No Mother	Count	19
			% of Total	3.2%
	Total	Count	603	
	% of Total	100.0%		

**TABLE 12 B - CLASS BY MOTHER BY FATHER**

AE When you were small, who took care of you: your born mother, another mother, or no mother? \* AM

When you were small, who took care of you: your born father, another father, or no father? \*

School\_Recode Crosstabulation

School_Recode				AM When you were small, who
				1 Born father
1 No school	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	104
			% of Total	58.8%
		2 Another Mother	Count	14
			% of Total	7.9%
		3 No Mother	Count	3
			% of Total	1.7%
	Total		Count	121
			% of Total	68.4%
2 Informal school	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	9
			% of Total	64.3%
		2 Another Mother	Count	3
			% of Total	21.4%
		3 No Mother	Count	1
			% of Total	7.1%
	Total		Count	13
			% of Total	92.9%
3 Primary (some+) school	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	71
			% of Total	46.4%
		2 Another Mother	Count	18
			% of Total	11.8%
		3 No Mother	Count	0
			% of Total	0.0%
	Total		Count	89
			% of Total	58.2%
4 Secondary (some +) school	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	118
			% of Total	55.4%
		2 Another Mother	Count	14
			% of Total	6.6%
		3 No Mother	Count	3
			% of Total	1.4%
	Total		Count	135
			% of Total	63.4%
5 Post secondary school	AE When you were small, who took care of you: your born mother, another	1 Born Mother	Count	25
			% of Total	54.3%

School_Recode				AM When you were small, who .
				2 Another father
1 No school	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	13
			% of Total	7.3%
		2 Another Mother	Count	28
			% of Total	15.8%
		3 No Mother	Count	0
			% of Total	0.0%
	Total		Count	41
			% of Total	23.2%
2 Informal school	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	
			% of Total	
		2 Another Mother	Count	
			% of Total	
		3 No Mother	Count	
			% of Total	
	Total		Count	
			% of Total	
3 Primary (some+) school	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	21
			% of Total	13.7%
		2 Another Mother	Count	25
			% of Total	16.3%
		3 No Mother	Count	1
			% of Total	0.7%
	Total		Count	47
			% of Total	30.7%
4 Secondary (some +) school	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	22
			% of Total	10.3%
		2 Another Mother	Count	36
			% of Total	16.9%
		3 No Mother	Count	3
			% of Total	1.4%
	Total		Count	61
			% of Total	28.6%
5 Post secondary school	AE When you were small, who took care of you: your born mother, another	1 Born Mother	Count	4
			% of Total	8.7%

School_Recode				AM When you were small, who ..
				3 no father
1 No school	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	12
		% of Total		6.8%
		2 Another Mother	Count	1
		% of Total		0.6%
	Total	3 No Mother	Count	2
		% of Total		1.1%
			Count	15
			% of Total	8.5%
2 Informal school	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	1
		% of Total		7.1%
		2 Another Mother	Count	0
		% of Total		0.0%
	Total	3 No Mother	Count	0
		% of Total		0.0%
			Count	1
			% of Total	7.1%
3 Primary (some+) school	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	10
		% of Total		6.5%
		2 Another Mother	Count	5
		% of Total		3.3%
	Total	3 No Mother	Count	2
		% of Total		1.3%
			Count	17
			% of Total	11.1%
4 Secondary (some +) school	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	8
		% of Total		3.8%
		2 Another Mother	Count	7
		% of Total		3.3%
	Total	3 No Mother	Count	2
		% of Total		0.9%
			Count	17
			% of Total	8.0%
5 Post secondary school	AE When you were small, who took care of you: your born mother, another	1 Born Mother	Count	2
			% of Total	4.3%



School_Recode				Total
1 No school	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	129
			% of Total	72.9%
		2 Another Mother	Count	43
			% of Total	24.3%
		3 No Mother	Count	5
			% of Total	2.8%
	Total		Count	177
			% of Total	100.0%
2 Informal school	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	10
			% of Total	71.4%
		2 Another Mother	Count	3
			% of Total	21.4%
		3 No Mother	Count	1
			% of Total	7.1%
	Total		Count	14
			% of Total	100.0%
3 Primary (some+) school	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	102
			% of Total	66.7%
		2 Another Mother	Count	48
			% of Total	31.4%
		3 No Mother	Count	3
			% of Total	2.0%
	Total		Count	153
			% of Total	100.0%
4 Secondary (some +) school	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	148
			% of Total	69.5%
		2 Another Mother	Count	57
			% of Total	26.8%
		3 No Mother	Count	8
			% of Total	3.8%
	Total		Count	213
			% of Total	100.0%
5 Post secondary school	AE When you were small, who took care of you: your born mother, another	1 Born Mother	Count	31
			% of Total	67.4%

School_Recode				AM When you were small, who
				1 Born father
	mother, or no mother?	2 Another Mother	Count	5
			% of Total	10.9%
		3 No Mother	Count	1
		% of Total	2.2%	
	Total		Count	31
			% of Total	67.4%
Total	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	327
			% of Total	54.2%
		2 Another Mother	Count	54
			% of Total	9.0%
		3 No Mother	Count	8
		% of Total	1.3%	
	Total		Count	389
			% of Total	64.5%

School_Recode				AM When you were small, who .
born mother, another				2 Another father
	mother, or no mother?	2 Another Mother	Count	7
			% of Total	15.2%
		3 No Mother	Count	0
			% of Total	0.0%
	Total		Count	11
			% of Total	23.9%
Total	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	60
			% of Total	10.0%
		2 Another Mother	Count	96
			% of Total	15.9%
		3 No Mother	Count	4
			% of Total	0.7%
	Total		Count	160
			% of Total	26.5%

School_Recode				AM When you were small, who ..
born mother, another				3 no father
	mother, or no mother?	2 Another Mother	Count	1
		% of Total		2.2%
		3 No Mother	Count	1
		% of Total		2.2%
	Total		Count	4
			% of Total	8.7%
Total	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	33
		% of Total		5.5%
		2 Another Mother	Count	14
		% of Total		2.3%
		3 No Mother	Count	7
		% of Total		1.2%
	Total		Count	54
			% of Total	9.0%

School_Recode				Total
born mother, another				
	mother, or no mother?	2 Another Mother	Count	13
		% of Total		28.3%
		3 No Mother	Count	2
		% of Total		4.3%
	Total		Count	46
			% of Total	100.0%
Total	AE When you were small, who took care of you: your born mother, another mother, or no mother?	1 Born Mother	Count	420
		% of Total		69.7%
		2 Another Mother	Count	164
		% of Total		27.2%
		3 No Mother	Count	19
		% of Total		3.2%
	Total		Count	603
			% of Total	100.0%

## B.2 Frequency Tables

**Statistics**

	INCOME Number Sources of Income	Right2Beat Parents have the right to beat child	Children_Issues Sum DF to DQ	Children_outside_ home Sum DR to EB
N Valid	611	611	610	600
Missing	0	0	1	11
Mean	1.07	21.50	22.14	19.45
Median	1.00	21.00	22.00	19.00
Mode	1	18	21	18
Std. Deviation	.652	5.093	4.759	4.005
Minimum	0	6	9	5
Maximum	13	36	36	33

**County**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Montserrado	238	39.0	39.0	39.0
	2 Grand Bassa	120	19.6	19.6	58.6
	3 Maryland	130	21.3	21.3	79.9
	4 Grand Cape Mount	123	20.1	20.1	100.0
	Total	611	100.0	100.0	

**Age**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 18-20	60	9.8	9.8	9.8
	2 21-25	92	15.1	15.1	24.9
	3 26-30	90	14.7	14.8	39.7
	4 31-35	102	16.7	16.7	56.4
	5 36-40	74	12.1	12.1	68.5
	6 41-45	59	9.7	9.7	78.2
	7 46-49	40	6.5	6.6	84.8
	8 50-54	36	5.9	5.9	90.7
	9 55-60	24	3.9	3.9	94.6
	10 60-64	13	2.1	2.1	96.7
	11 65+	20	3.3	3.3	100.0
	Total	610	99.8	100.0	
Missing	99	1	.2		
Total		611	100.0		

### Age\_Recode

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00 18-35 years	344	56.3	56.4	56.4
	2.00 36+ years	266	43.5	43.6	100.0
	Total	610	99.8	100.0	
Missing	System	1	.2		
Total		611	100.0		

### Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Female	315	51.6	51.6	51.6
	2 Male	296	48.4	48.4	100.0
	Total	611	100.0	100.0	

### Born\_in\_Liberia

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	561	91.8	94.6	94.6
	2 No	32	5.2	5.4	100.0
	Total	593	97.1	100.0	
Missing	99	18	2.9		
Total		611	100.0		

### Religion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Christian	468	76.6	77.1	77.1
	2 Muslim	123	20.1	20.3	97.4
	3 Traditional	8	1.3	1.3	98.7
	4 Other	4	.7	.7	99.3
	5 None	4	.7	.7	100.0
	Total	607	99.3	100.0	
Missing	99	4	.7		
Total		611	100.0		

**Religion\_Recode**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Christian	468	76.6	77.1	77.1
	2 Muslim	123	20.1	20.3	97.4
	3 Other	16	2.6	2.6	100.0
	Total	607	99.3	100.0	
Missing	System	4	.7		
Total		611	100.0		

**School**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 No formal schooling	181	29.6	29.6	29.6
	2 Informal school online / Koranic schooling	14	2.3	2.3	31.9
	3 Some primary schooling	101	16.5	16.5	48.4
	4 Primary schooling completed	52	8.5	8.5	57.0
	5 Some secondary school / high school	135	22.1	22.1	79.1
	6 Secondary / high school completed	80	13.1	13.1	92.1
	7 Post secondary				
	qualifications other than university	9	1.5	1.5	93.6
	8 Some university	30	4.9	4.9	98.5
	9 University completed	6	1.0	1.0	99.5
	10 Post graduate	3	.5	.5	100.0
	Total	611	100.0	100.0	

**School\_Recode**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 No school	181	29.6	29.6	29.6
	2 Informal school	14	2.3	2.3	31.9
	3 Primary (some+) school	153	25.0	25.0	57.0
	4 Secondary (some +) school	215	35.2	35.2	92.1
	5 Post secondary school	48	7.9	7.9	100.0
	Total	611	100.0	100.0	

**Able2Read**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 No	216	35.4	35.6	35.6
	2 Small small	176	28.8	29.0	64.6
	3 Well	215	35.2	35.4	100.0
	Total	607	99.3	100.0	
Missing	99	4	.7		
Total		611	100.0		

**Income1 Petty sales**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	147	24.1	92.5	92.5
	2 No	12	2.0	7.5	100.0
	Total	159	26.0	100.0	
Missing	99	452	74.0		
Total		611	100.0		

**Income2 Sales of fish**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	48	7.9	82.8	82.8
	2 No	10	1.6	17.2	100.0
	Total	58	9.5	100.0	
Missing	99	553	90.5		
Total		611	100.0		

**Income3 Sales of livestock products**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	9	1.5	40.9	40.9
	2 No	13	2.1	59.1	100.0
	Total	22	3.6	100.0	
Missing	99	589	96.4		
Total		611	100.0		

**Income4 Borrowing**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3	.5	15.0	15.0
	2 No	17	2.8	85.0	100.0
	Total	20	3.3	100.0	
Missing	99	591	96.7		
Total		611	100.0		

**Income5 Small business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	56	9.2	77.8	77.8
	2 No	16	2.6	22.2	100.0
	Total	72	11.8	100.0	
Missing	99	539	88.2		
Total		611	100.0		

**Income6 Salary job**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	77	12.6	81.1	81.1
	2 No	18	2.9	18.9	100.0
	Total	95	15.5	100.0	
Missing	99	516	84.5		
Total		611	100.0		

**Income7 Agriculture / wage labor**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	34	5.6	75.6	75.6
	2 No	11	1.8	24.4	100.0
	Total	45	7.4	100.0	
Missing	99	566	92.6		
Total		611	100.0		



**Income8 Sales of garden products**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	40	6.5	88.9	88.9
	2 No	5	.8	11.1	100.0
	Total	45	7.4	100.0	
Missing	99	566	92.6		
Total		611	100.0		

**Income9 Begging**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	11	1.8	42.3	42.3
	2 No	15	2.5	57.7	100.0
	Total	26	4.3	100.0	
Missing	99	585	95.7		
Total		611	100.0		

**Income10 Mining**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	5	.8	25.0	25.0
	2 No	15	2.5	75.0	100.0
	Total	20	3.3	100.0	
Missing	99	591	96.7		
Total		611	100.0		

**Income11 Rubber tapping**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	9	1.5	37.5	37.5
	2 No	15	2.5	62.5	100.0
	Total	24	3.9	100.0	
Missing	99	587	96.1		
Total		611	100.0		

**Income12 Firewood / charcoal sales**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	30	4.9	68.2	68.2
	2 No	14	2.3	31.8	100.0
	Total	44	7.2	100.0	
Missing	99	567	92.8		
Total		611	100.0		

**Income13 Handicraft**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	5	.8	27.8	27.8
	2 No	13	2.1	72.2	100.0
	Total	18	2.9	100.0	
Missing	99	593	97.1		
Total		611	100.0		

**Income14 Sale of bush meat**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2	.3	15.4	15.4
	2 No	11	1.8	84.6	100.0
	Total	13	2.1	100.0	
Missing	99	598	97.9		
Total		611	100.0		

**Income15 Sales of cash**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3	.5	16.7	16.7
	2 No	15	2.5	83.3	100.0
	Total	18	2.9	100.0	
Missing	99	593	97.1		
Total		611	100.0		

**Income16 Sales of prepared food**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	19	3.1	67.9	67.9
	2 No	9	1.5	32.1	100.0
	Total	28	4.6	100.0	
Missing	99	583	95.4		
Total		611	100.0		

**Income17 Sales of palm oil**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	10	1.6	50.0	50.0
	2 No	10	1.6	50.0	100.0
	Total	20	3.3	100.0	
Missing	99	591	96.7		
Total		611	100.0		

**Income18 Sales of livestock**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	3	.5	25.0	25.0
	2 No	9	1.5	75.0	100.0
	Total	12	2.0	100.0	
Missing	99	599	98.0		
Total		611	100.0		

**Income19 DDR Benefits**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	2	.3	11.1	11.1
	2 No	16	2.6	88.9	100.0
	Total	18	2.9	100.0	
Missing	99	593	97.1		
Total		611	100.0		

**Income20 Other Gov't or company benefits**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	19	3.1	52.8	52.8
	2 No	17	2.8	47.2	100.0
	Total	36	5.9	100.0	
Missing	99	575	94.1		
Total		611	100.0		

**Income21 Overseas support**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	10	1.6	35.7	35.7
	2 No	18	2.9	64.3	100.0
	Total	28	4.6	100.0	
Missing	99	583	95.4		
Total		611	100.0		

**Income22 Other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	111	18.2	18.2	18.2
	2 No	13	2.1	2.1	20.3
	99	487	79.7	79.7	100.0
	Total	611	100.0	100.0	

**INCOME Number Sources of Income**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	8	1.3	1.3	1.3
	1	579	94.8	94.8	96.1
	2	17	2.8	2.8	98.9
	3	3	.5	.5	99.3
	4	1	.2	.2	99.5
	7	2	.3	.3	99.8
	13	1	.2	.2	100.0
	Total	611	100.0	100.0	

**AE When you were small, who took care of you: your born mother, another mother, or no mother?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Born Mother	424	69.4	69.4	69.4
	2 Another Mother	166	27.2	27.2	96.6
	3 No Mother	19	3.1	3.1	99.7
	99	2	.3	.3	100.0
	Total	611	100.0	100.0	

**AF That mother, what class did she stop in?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 None	461	75.5	77.3	77.3
	2 Elementary School completed	40	6.5	6.7	84.1
	3 Junior high School completed	71	11.6	11.9	96.0
	4 University	24	3.9	4.0	100.0
	Total	596	97.5	100.0	
Missing	99	2	.3		
	System	13	2.1		
	Total	15	2.5		
Total		611	100.0		

**AG When you were small was your relationship with her very good, good or bad.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very good	435	71.2	73.2	73.2
	2 Good	134	21.9	22.6	95.8
	3 Bad	25	4.1	4.2	100.0
	Total	594	97.2	100.0	
Missing	99	4	.7		
	System	13	2.1		
	Total	17	2.8		
Total		611	100.0		

**AH When you were small was your relationship with her very good, good or bad.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes she had time for me	554	90.7	93.0	93.0
	2 No she never had time for me	29	4.7	4.9	97.8
	3 Don't know	12	2.0	2.0	99.8
	4 Refused	1	.2	.2	100.0
	Total	596	97.5	100.0	
Missing	99	2	.3		
	System	13	2.1		
	Total	15	2.5		
Total		611	100.0		

**AH\_Recode When you were small was your relationship with her very good, good or bad.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes she had time for me	554	90.7	93.1	93.1
	2 No she never had time for me	41	6.7	6.9	100.0
	Total	595	97.4	100.0	
Missing	System	16	2.6		
Total		611	100.0		

**AI Is she still alive?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	379	62.0	63.5	63.5
	2 No	218	35.7	36.5	100.0
	Total	597	97.7	100.0	
Missing	99	1	.2		
	System	13	2.1		
	Total	14	2.3		
Total		611	100.0		

**AJ How did she die?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 She was killed during the war	40	6.5	18.5	18.5
	2 She died by herself	176	28.8	81.5	100.0
	Total	216	35.4	100.0	
Missing	99	6	1.0		
	System	389	63.7		
	Total	395	64.6		
Total		611	100.0		

**AK How old were you when she died?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	3	.5	1.6	1.6
	6	1	.2	.5	2.1
	8	1	.2	.5	2.6
	9	3	.5	1.6	4.2
	10	3	.5	1.6	5.7
	11	6	1.0	3.1	8.9
	12	6	1.0	3.1	12.0
	13	4	.7	2.1	14.1
	14	2	.3	1.0	15.1
	15	5	.8	2.6	17.7
	16	4	.7	2.1	19.8
	17	3	.5	1.6	21.4
	18	5	.8	2.6	24.0
	19	5	.8	2.6	26.6
	20	10	1.6	5.2	31.8
	21	4	.7	2.1	33.9
	22	6	1.0	3.1	37.0
	23	4	.7	2.1	39.1
	24	4	.7	2.1	41.1
	25	9	1.5	4.7	45.8
	26	6	1.0	3.1	49.0
	27	4	.7	2.1	51.0
	28	6	1.0	3.1	54.2
	29	5	.8	2.6	56.8
	30	10	1.6	5.2	62.0
	31	3	.5	1.6	63.5
	32	3	.5	1.6	65.1

**AK How old were you when she died?**

		Frequency	Percent	Valid Percent	Cumulative Percent
	33	4	.7	2.1	67.2
	34	5	.8	2.6	69.8
	35	2	.3	1.0	70.8
	36	4	.7	2.1	72.9
	37	2	.3	1.0	74.0
	38	2	.3	1.0	75.0
	39	2	.3	1.0	76.0
	40	9	1.5	4.7	80.7
	41	4	.7	2.1	82.8
	42	4	.7	2.1	84.9
	43	2	.3	1.0	85.9
	44	1	.2	.5	86.5
	45	4	.7	2.1	88.5
	46	3	.5	1.6	90.1
	48	3	.5	1.6	91.7
	49	2	.3	1.0	92.7
	50	4	.7	2.1	94.8
	52	3	.5	1.6	96.4
	53	2	.3	1.0	97.4
	55	2	.3	1.0	98.4
	60	1	.2	.5	99.0
	64	1	.2	.5	99.5
	68	1	.2	.5	100.0
	Total	192	31.4	100.0	
Missing	99	30	4.9		
	System	389	63.7		
	Total	419	68.6		
Total		611	100.0		



**AL How old was she when she died?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	7	1.1	5.0	5.0
	33	1	.2	.7	5.8
	34	1	.2	.7	6.5
	35	2	.3	1.4	7.9
	37	1	.2	.7	8.6
	38	3	.5	2.2	10.8
	40	7	1.1	5.0	15.8
	41	1	.2	.7	16.5
	42	3	.5	2.2	18.7
	43	1	.2	.7	19.4
	44	1	.2	.7	20.1
	45	5	.8	3.6	23.7
	46	1	.2	.7	24.5
	47	1	.2	.7	25.2
	48	2	.3	1.4	26.6
	50	7	1.1	5.0	31.7
	51	1	.2	.7	32.4
	52	1	.2	.7	33.1
	53	3	.5	2.2	35.3
	55	6	1.0	4.3	39.6
	56	2	.3	1.4	41.0
	57	3	.5	2.2	43.2
	58	6	1.0	4.3	47.5
	59	1	.2	.7	48.2
	60	11	1.8	7.9	56.1
	62	1	.2	.7	56.8
	63	2	.3	1.4	58.3
	65	8	1.3	5.8	64.0
	66	1	.2	.7	64.7
	67	3	.5	2.2	66.9
	68	4	.7	2.9	69.8
	69	1	.2	.7	70.5
	70	10	1.6	7.2	77.7
	71	1	.2	.7	78.4
	72	1	.2	.7	79.1
	74	1	.2	.7	79.9
	75	2	.3	1.4	81.3
	76	3	.5	2.2	83.5

**AL How old was she when she died?**

		Frequency	Percent	Valid Percent	Cumulative Percent
	77	2	.3	1.4	84.9
	79	2	.3	1.4	86.3
	80	8	1.3	5.8	92.1
	81	1	.2	.7	92.8
	82	2	.3	1.4	94.2
	87	1	.2	.7	95.0
	89	2	.3	1.4	96.4
	92	1	.2	.7	97.1
	96	1	.2	.7	97.8
	98	3	.5	2.2	100.0
	Total	139	22.7	100.0	
Missing	99	81	13.3		
	System	391	64.0		
	Total	472	77.3		
Total		611	100.0		

**AM When you were small, who took care of you: your born father, another father, or no father?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Born father	390	63.8	64.5	64.5
	2 Another father	161	26.4	26.6	91.1
	3 no father	54	8.8	8.9	100.0
	Total	605	99.0	100.0	
Missing	99	6	1.0		
Total		611	100.0		

**AN That Father, what class did he stop in?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 None	262	42.9	46.9	46.9
	2 Elementary School completed	66	10.8	11.8	58.7
	3 Junior high School completed	142	23.2	25.4	84.1
	4 University	71	11.6	12.7	96.8
	5 High school completed	18	2.9	3.2	100.0
	Total	559	91.5	100.0	
Missing	99	5	.8		
	System	47	7.7		
	Total	52	8.5		
Total		611	100.0		

**AO When you were small was your relationship with him very good, good or bad.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Very good	376	61.5	66.9	66.9
	2 Good	160	26.2	28.5	95.4
	3 Bad	26	4.3	4.6	100.0
	Total	562	92.0	100.0	
Missing	99	2	.3		
	System	47	7.7		
	Total	49	8.0		
Total		611	100.0		

**AP When you were small, do you think he never had time for you?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes he had time for me	510	83.5	90.6	90.6
	2 No he never had time for me	30	4.9	5.3	95.9
	3 Don't know	21	3.4	3.7	99.6
	4 Refused	2	.3	.4	100.0
	Total	563	92.1	100.0	
Missing	99	2	.3		
	System	46	7.5		
	Total	48	7.9		
Total		611	100.0		

**AQ Is he still alive?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	276	45.2	51.3	51.3
	2 No	262	42.9	48.7	100.0
	Total	538	88.1	100.0	
Missing	99	28	4.6		
	System	45	7.4		
	Total	73	11.9		
Total		611	100.0		

**AR How did he die?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 He was killed during the war	60	9.8	22.1	22.1
	2 He died by herself	211	34.5	77.9	100.0
	Total	271	44.4	100.0	
Missing	99	24	3.9		
	System	316	51.7		
	Total	340	55.6		
Total		611	100.0		

**AS How old were you when he died?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	.3	.9	.9
	2	1	.2	.4	1.3
	3	1	.2	.4	1.7
	4	2	.3	.9	2.6
	7	2	.3	.9	3.4
	8	3	.5	1.3	4.7
	9	1	.2	.4	5.1
	10	7	1.1	3.0	8.1
	11	2	.3	.9	9.0
	12	11	1.8	4.7	13.7
	13	5	.8	2.1	15.8
	14	7	1.1	3.0	18.8
	15	8	1.3	3.4	22.2
	16	9	1.5	3.8	26.1
	17	3	.5	1.3	27.4
	18	11	1.8	4.7	32.1
	19	7	1.1	3.0	35.0
	20	22	3.6	9.4	44.4
	21	5	.8	2.1	46.6
	22	5	.8	2.1	48.7
	23	4	.7	1.7	50.4
	24	3	.5	1.3	51.7
	25	8	1.3	3.4	55.1
	26	8	1.3	3.4	58.5
	27	6	1.0	2.6	61.1
	28	9	1.5	3.8	65.0
	29	3	.5	1.3	66.2
	30	7	1.1	3.0	69.2
	31	4	.7	1.7	70.9
	32	4	.7	1.7	72.6
	33	4	.7	1.7	74.4
	34	6	1.0	2.6	76.9
	35	3	.5	1.3	78.2
	36	6	1.0	2.6	80.8
	37	4	.7	1.7	82.5
	38	5	.8	2.1	84.6
	39	2	.3	.9	85.5
	40	6	1.0	2.6	88.0

**AS How old were you when he died?**

		Frequency	Percent	Valid Percent	Cumulative Percent
	42	3	.5	1.3	89.3
	43	1	.2	.4	89.7
	45	7	1.1	3.0	92.7
	46	1	.2	.4	93.2
	47	2	.3	.9	94.0
	48	1	.2	.4	94.4
	49	3	.5	1.3	95.7
	50	1	.2	.4	96.2
	52	1	.2	.4	96.6
	53	1	.2	.4	97.0
	56	1	.2	.4	97.4
	57	1	.2	.4	97.9
	60	2	.3	.9	98.7
	64	1	.2	.4	99.1
	65	1	.2	.4	99.6
	72	1	.2	.4	100.0
	Total	234	38.3	100.0	
Missing	99	61	10.0		
	System	316	51.7		
	Total	377	61.7		
Total		611	100.0		

AT How old was she when he died?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	.2	.6	.6
	6	1	.2	.6	1.2
	20	2	.3	1.2	2.5
	26	1	.2	.6	3.1
	30	2	.3	1.2	4.3
	34	1	.2	.6	4.9
	35	1	.2	.6	5.5
	36	2	.3	1.2	6.7
	40	6	1.0	3.7	10.4
	42	1	.2	.6	11.0
	43	2	.3	1.2	12.3
	45	2	.3	1.2	13.5
	47	1	.2	.6	14.1
	48	4	.7	2.5	16.6
	49	5	.8	3.1	19.6
	50	9	1.5	5.5	25.2
	51	1	.2	.6	25.8
	52	2	.3	1.2	27.0
	53	1	.2	.6	27.6
	54	4	.7	2.5	30.1
	55	4	.7	2.5	32.5
	56	3	.5	1.8	34.4
	57	3	.5	1.8	36.2
	58	7	1.1	4.3	40.5
	59	3	.5	1.8	42.3
	60	13	2.1	8.0	50.3
	62	7	1.1	4.3	54.6
	63	2	.3	1.2	55.8
	64	2	.3	1.2	57.1
	65	7	1.1	4.3	61.3
	66	1	.2	.6	62.0
	67	2	.3	1.2	63.2
	68	5	.8	3.1	66.3
	69	1	.2	.6	66.9
	70	6	1.0	3.7	70.6
	71	3	.5	1.8	72.4
	72	2	.3	1.2	73.6
	73	2	.3	1.2	74.8

**AT How old was she when he died?**

		Frequency	Percent	Valid Percent	Cumulative Percent
	74	2	.3	1.2	76.1
	75	6	1.0	3.7	79.8
	76	2	.3	1.2	81.0
	77	1	.2	.6	81.6
	78	4	.7	2.5	84.0
	79	1	.2	.6	84.7
	80	3	.5	1.8	86.5
	81	1	.2	.6	87.1
	82	1	.2	.6	87.7
	83	2	.3	1.2	89.0
	84	3	.5	1.8	90.8
	85	2	.3	1.2	92.0
	86	3	.5	1.8	93.9
	88	3	.5	1.8	95.7
	89	1	.2	.6	96.3
	90	1	.2	.6	96.9
	96	1	.2	.6	97.5
	97	1	.2	.6	98.2
	98	3	.5	1.8	100.0
	Total	163	26.7	100.0	
Missing	99	132	21.6		
	System	316	51.7		
	Total	448	73.3		
Total		611	100.0		

**AU Are you related to someone who has been a chief?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	188	30.8	31.4	31.4
	2 No	411	67.3	68.6	100.0
	Total	599	98.0	100.0	
Missing	99	12	2.0		
Total		611	100.0		



**AV If yes, is that person a close relative or distance relative?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	2	.3	1.0	1.0
	1 Yes (Close relatively)	174	28.5	90.2	91.2
	2 No	17	2.8	8.8	100.0
	Total	193	31.6	100.0	
Missing	99	16	2.6		
	System	402	65.8		
	Total	418	68.4		
Total		611	100.0		

**AW Do you attend family meetings or do they relate to you as member of the family**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Plenty	151	24.7	24.9	24.9
	2 Some	160	26.2	26.4	51.2
	3 Small	78	12.8	12.9	64.1
	4 Not at all	218	35.7	35.9	100.0
	Total	607	99.3	100.0	
Missing	99	4	.7		
Total		611	100.0		

**AX Are people in your family concerned about you?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Plenty	273	44.7	44.8	44.8
	2 Some	163	26.7	26.7	71.5
	3 Small	88	14.4	14.4	85.9
	4 Not at all	86	14.1	14.1	100.0
	Total	610	99.8	100.0	
Missing	99	1	.2		
Total		611	100.0		

**AY Do they advise you or encourage you?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Plenty	249	40.8	40.9	40.9
	2 Some	193	31.6	31.7	72.6
	3 Small	86	14.1	14.1	86.7
	4 Not at all	81	13.3	13.3	100.0
	Total	609	99.7	100.0	
Missing	99	2	.3		
Total		611	100.0		

**AZ Do your family members try to help you or give hand when you are jammed**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Plenty	171	28.0	28.0	28.0
	2 Some	146	23.9	23.9	51.9
	3 Small	85	13.9	13.9	65.8
	4 Not at all	209	34.2	34.2	100.0
	Total	611	100.0	100.0	

**BA Do you have a lot of confusion in your family?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Plenty	48	7.9	7.9	7.9
	2 Some	87	14.2	14.3	22.2
	3 Small	123	20.1	20.2	42.4
	4 Not at all	351	57.4	57.6	100.0
	Total	609	99.7	100.0	
Missing	99	2	.3		
Total		611	100.0		

**BB Do you feel that you have ever caused trouble for your family?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Plenty	16	2.6	2.6	2.6
	2 Some	32	5.2	5.3	7.9
	3 Small	73	11.9	12.0	19.9
	4 Not at all	487	79.7	80.1	100.0
	Total	608	99.5	100.0	
Missing	99	3	.5		
Total		611	100.0		

**BC Do you feel that you have ever caused trouble for your born community?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Plenty	12	2.0	2.0	2.0
	2 Some	26	4.3	4.3	6.2
	3 Small	35	5.7	5.7	12.0
	4 Not at all	536	87.7	88.0	100.0
	Total	609	99.7	100.0	
Missing	99	2	.3		
Total		611	100.0		

**BD Do you feel that you have ever caused trouble for your current neighbors?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Plenty	15	2.5	2.5	2.5
	2 Some	24	3.9	3.9	6.4
	3 Small	35	5.7	5.7	12.1
	4 Not at all	536	87.7	87.9	100.0
	Total	610	99.8	100.0	
Missing	99	1	.2		
Total		611	100.0		

**BE What is your marital status?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Single	190	31.1	31.1	31.1
	2 Married	200	32.7	32.7	63.8
	3 Living together as if married	149	24.4	24.4	88.2
	4 Divorced	13	2.1	2.1	90.3
	5 Widowed	28	4.6	4.6	94.9
	6 Separated	24	3.9	3.9	98.9
	7 Not Sure	7	1.1	1.1	100.0
	Total	611	100.0	100.0	

**BE\_Recode What is your marital status?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Single	190	31.1	31.5	31.5
	2 Married	200	32.7	33.1	64.6
	3 Living together as if married	149	24.4	24.7	89.2
	4 Divorced/Widowed/Separated	65	10.6	10.8	100.0
	Total	604	98.9	100.0	
Missing	System	7	1.1		
Total		611	100.0		

**BF Number of wives you have?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	215	35.2	93.1	93.1
	2	14	2.3	6.1	99.1
	3	2	.3	.9	100.0
	Total	231	37.8	100.0	
Missing	99	380	62.2		
Total		611	100.0		

**BG Did any of them have children before they turned 18?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	91	14.9	25.3	25.3
	2 No	268	43.9	74.7	100.0
	Total	359	58.8	100.0	
Missing	99	252	41.2		
Total		611	100.0		

**BH For mothers only--How old were you when you had your first child?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	.2	.4	.4
	13	3	.5	1.1	1.5
	14	11	1.8	4.1	5.6
	15	20	3.3	7.5	13.1
	16	39	6.4	14.6	27.6
	17	31	5.1	11.6	39.2
	18	39	6.4	14.6	53.7
	19	37	6.1	13.8	67.5
	20	39	6.4	14.6	82.1
	21	12	2.0	4.5	86.6
	22	9	1.5	3.4	89.9
	23	6	1.0	2.2	92.2
	24	1	.2	.4	92.5
	25	10	1.6	3.7	96.3
	26	3	.5	1.1	97.4
	28	2	.3	.7	98.1
	29	2	.3	.7	98.9
	33	1	.2	.4	99.3
	35	1	.2	.4	99.6
	36	1	.2	.4	100.0
	Total	268	43.9	100.0	
Missing	99	343	56.1		
Total		611	100.0		

**BI Any person living in your house under 18 & pregnant?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	127	20.8	23.0	23.0
	2 No	424	69.4	77.0	100.0
	Total	551	90.2	100.0	
Missing	99	60	9.8		
Total		611	100.0		

**BJ Did you worry that your household would not have enough food?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 1-2	254	41.6	42.3	42.3
	2 3-10	223	36.5	37.2	79.5
	3 >10	123	20.1	20.5	100.0
	Total	600	98.2	100.0	
Missing	99	11	1.8		
Total		611	100.0		

**BK Did you or any other household member have to eat fewer meals in a day because there was not enough food?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 1-2	247	40.4	41.0	41.0
	2 3-10	252	41.2	41.8	82.8
	3 >10	104	17.0	17.2	100.0
	Total	603	98.7	100.0	
Missing	99	8	1.3		
Total		611	100.0		

**BL Did you or any household member go a whole day and night without eating because there was not enough food?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 1-2	328	53.7	57.7	57.7
	2 3-10	159	26.0	28.0	85.7
	3 >10	81	13.3	14.3	100.0
	Total	568	93.0	100.0	
Missing	99	43	7.0		
Total		611	100.0		

**BM How many people eat from the same pot as you?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	4	.7	.7	.7
	1	8	1.3	1.3	2.0
	2	22	3.6	3.6	5.6
	3	44	7.2	7.2	12.9
	4	60	9.8	9.9	22.7
	5	74	12.1	12.2	34.9
	6	72	11.8	11.9	46.8
	7	66	10.8	10.9	57.7
	8	68	11.1	11.2	68.9
	9	34	5.6	5.6	74.5
	10	48	7.9	7.9	82.4
	11	18	2.9	3.0	85.3
	12	28	4.6	4.6	90.0
	13	14	2.3	2.3	92.3
	14	6	1.0	1.0	93.2
	15	12	2.0	2.0	95.2
	16	5	.8	.8	96.0
	17	2	.3	.3	96.4
	18	5	.8	.8	97.2
	19	2	.3	.3	97.5
	20	5	.8	.8	98.4
	21	2	.3	.3	98.7
	23	1	.2	.2	98.8
	24	1	.2	.2	99.0
	25	2	.3	.3	99.3
	27	1	.2	.2	99.5
	28	1	.2	.2	99.7
	30	2	.3	.3	100.0
	Total	607	99.3	100.0	
Missing	99	4	.7		
Total		611	100.0		

**BN For these people, how many rooms do you have for sleeping?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	.2	.2	.2
	1	129	21.1	21.2	21.4
	2	127	20.8	20.9	42.3
	3	161	26.4	26.5	68.8
	4	81	13.3	13.3	82.1
	5	57	9.3	9.4	91.4
	6	25	4.1	4.1	95.6
	7	15	2.5	2.5	98.0
	8	3	.5	.5	98.5
	9	2	.3	.3	98.8
	10	4	.7	.7	99.5
	12	1	.2	.2	99.7
	13	2	.3	.3	100.0
	Total	608	99.5	100.0	
Missing	99	3	.5		
Total		611	100.0		

**BO For these people, how many of them depend on you for food and money?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	47	7.7	8.0	8.0
	1	40	6.5	6.8	14.8
	2	57	9.3	9.7	24.4
	3	76	12.4	12.9	37.4
	4	71	11.6	12.1	49.4
	5	69	11.3	11.7	61.1
	6	65	10.6	11.0	72.2
	7	55	9.0	9.3	81.5
	8	35	5.7	5.9	87.4
	9	15	2.5	2.5	90.0
	10	17	2.8	2.9	92.9
	11	10	1.6	1.7	94.6
	12	7	1.1	1.2	95.8
	13	8	1.3	1.4	97.1
	14	2	.3	.3	97.5
	15	4	.7	.7	98.1
	16	1	.2	.2	98.3
	18	1	.2	.2	98.5



**BO For these people, how many of them depend on you for food and money?**

		Frequency	Percent	Valid Percent	Cumulative Percent
	19	1	.2	.2	98.6
	20	3	.5	.5	99.2
	21	2	.3	.3	99.5
	24	1	.2	.2	99.7
	25	1	.2	.2	99.8
	27	1	.2	.2	100.0
	Total	589	96.4	100.0	
Missing	99	22	3.6		
Total		611	100.0		

**BP If you had to leave the community for a few months, for some reason, is there someone else who could take care of the people who eat from the same pot as you?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes, they can care for themselves	85	13.9	14.3	14.3
	2 Yes, there is someone else that can care for them	450	73.6	75.6	89.9
	3 No	60	9.8	10.1	100.0
	Total	595	97.4	100.0	
Missing	99	16	2.6		
Total		611	100.0		

**BQ Do you or a family member own the place where you sleep?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Own	318	52.0	52.0	52.0
	2 Rent	212	34.7	34.7	86.7
	3 Live there for free	75	12.3	12.3	99.0
	4 Other	6	1.0	1.0	100.0
	Total	611	100.0	100.0	

**BR What do you use for the roof of the place where you sleep?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Thatched roof/palm leaf	43	7.0	7.0	7.0
	2 Palm/Bamboo mats	7	1.1	1.1	8.2
	4 Tarpaulin/Plastic	2	.3	.3	8.5
	5 Zinc/metal	529	86.6	86.6	95.1
	6 Ceramic tiles	2	.3	.3	95.4
	7 Concrete/cement	24	3.9	3.9	99.3
	8 Asbestos/shingles	2	.3	.3	99.7
	9 Woods	2	.3	.3	100.0
	Total	611	100.0	100.0	

**BS What do you use for the walls?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Mud and stick	202	33.1	33.1	33.1
	3 Straw thatched mats	6	1.0	1.0	34.1
	5 Mud bricks	41	6.7	6.7	40.8
	6 Plywood/reused wood	4	.7	.7	41.5
	7 Cardboard/plastic	4	.7	.7	42.1
	8 Cement stone/blocks	289	47.3	47.4	89.5
	9 Dirt blocks	29	4.7	4.8	94.3
	10 Other	35	5.7	5.7	100.0
	Total	610	99.8	100.0	
Missing	99	1	.2		
Total		611	100.0		

**BT What do you use for the floor?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Concrete/stone	431	70.5	70.7	70.7
	2 Red earth	84	13.7	13.8	84.4
	3 Wood	1	.2	.2	84.6
	4 Animal manure	3	.5	.5	85.1
	5 Bare ground	55	9.0	9.0	94.1
	6 Tarpaulin/plastic	1	.2	.2	94.3
	7 Other	35	5.7	5.7	100.0
	Total	610	99.8	100.0	
Missing	99	1	.2		
Total		611	100.0		

**BU What type of toilet do you use?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Bush	139	22.7	22.9	22.9
	2 Own flush toilet	89	14.6	14.6	37.5
	3 Common flush toilet	57	9.3	9.4	46.9
	4 Latrine	149	24.4	24.5	71.4
	5 Common pit latrine	129	21.1	21.2	92.6
	6 Uncovered latrine	30	4.9	4.9	97.5
	7 Other	15	2.5	2.5	100.0
	Total	608	99.5	100.0	
Missing	99	3	.5		
Total		611	100.0		

**BV Where do you get your water?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Common well	86	14.1	14.1	14.1
	2 Own pump	29	4.7	4.8	18.9
	3 Common pump	386	63.2	63.3	82.1
	4 Own faucet	2	.3	.3	82.5
	5 Common faucet	8	1.3	1.3	83.8
	6 Creek	59	9.7	9.7	93.4
	7 Own well	31	5.1	5.1	98.5
	8 Other	9	1.5	1.5	100.0
	Total	610	99.8	100.0	
Missing	99	1	.2		
Total		611	100.0		

**BV\_Recode Where do you get your water?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Well	117	19.1	19.2	19.2
	2 Pump	415	67.9	68.0	87.2
	3 Faucet	10	1.6	1.6	88.9
	4 Creek	59	9.7	9.7	98.5
	5 Other	9	1.5	1.5	100.0
	Total	610	99.8	100.0	
Missing	System	1	.2		
Total		611	100.0		

**BW How often do you take your children to the hospital/clinic when they are sick.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	26	4.3	4.4	4.4
	2 Sometime	321	52.5	54.3	58.7
	3 Always	244	39.9	41.3	100.0
	Total	591	96.7	100.0	
Missing	99	20	3.3		
Total		611	100.0		

**BX\_Liquor Do you send your children to buy any of the following products for you**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	49	8.0	8.2	8.2
	2 No	552	90.3	91.8	100.0
	Total	601	98.4	100.0	
Missing	99	10	1.6		
Total		611	100.0		

**BY\_Cigarettes Do you send your children to buy any of the following products for you**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	27	4.4	4.5	4.5
	2 No	571	93.5	95.5	100.0
	Total	598	97.9	100.0	
Missing	99	13	2.1		
Total		611	100.0		

**BZ\_Opium Do you send your children to buy any of the following products for you**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	10	1.6	1.7	1.7
	2 No	588	96.2	98.3	100.0
	Total	598	97.9	100.0	
Missing	99	13	2.1		
Total		611	100.0		

**CA Do you give your children time to play?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	574	93.9	96.8	96.8
	2 No	19	3.1	3.2	100.0
	Total	593	97.1	100.0	
Missing	99	18	2.9		
Total		611	100.0		

**CB Where do they play?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Our home	189	30.9	32.8	32.8
	2 Family/friend home	45	7.4	7.8	40.6
	3 Neighborhood	326	53.4	56.6	97.2
	4 Playground	10	1.6	1.7	99.0
	5 Woods or field	2	.3	.3	99.3
	6 Area near water	2	.3	.3	99.7
	8 Other	2	.3	.3	100.0
	Total	576	94.3	100.0	
Missing	99	19	3.1		
	System	16	2.6		
	Total	35	5.7		
Total		611	100.0		

**CB\_Recode Where do they play?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Indoor	234	38.3	40.6	40.6
	2 Outdoor	342	56.0	59.4	100.0
	Total	576	94.3	100.0	
Missing	System	35	5.7		
Total		611	100.0		

**CC If the child is disobedient**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Disagree	66	10.8	10.8	10.8
	2 Disagree	229	37.5	37.5	48.3
	3 Agree	223	36.5	36.5	84.8
	4 Strongly Agree	93	15.2	15.2	100.0
	Total	611	100.0	100.0	

**CD If the child talks back to the parent**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Disagree	50	8.2	8.2	8.2
	2 Disagree	242	39.6	39.7	47.9
	3 Agree	230	37.6	37.7	85.6
	4 Strongly Agree	88	14.4	14.4	100.0
	Total	610	99.8	100.0	
Missing	99	1	.2		
Total		611	100.0		

**CE If the child runs away from home.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Disagree	83	13.6	14.0	14.0
	2 Disagree	344	56.3	58.1	72.1
	3 Agree	113	18.5	19.1	91.2
	4 Strongly Agree	52	8.5	8.8	100.0
	Total	592	96.9	100.0	
Missing	99	19	3.1		
Total		611	100.0		

**CF If the child does not want to go to school.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Disagree	87	14.2	14.3	14.3
	2 Disagree	306	50.1	50.4	64.7
	3 Agree	149	24.4	24.5	89.3
	4 Strongly Agree	65	10.6	10.7	100.0
	Total	607	99.3	100.0	
Missing	99	4	.7		
Total		611	100.0		

**CG If the child does not care for brothers and sisters.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Disagree	106	17.3	17.4	17.4
	2 Disagree	353	57.8	57.9	75.2
	3 Agree	114	18.7	18.7	93.9
	4 Strongly Agree	37	6.1	6.1	100.0
	Total	610	99.8	100.0	
Missing	99	1	.2		
Total		611	100.0		

**CH If the child is doing man and woman business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Disagree	93	15.2	15.3	15.3
	2 Disagree	299	48.9	49.2	64.5
	3 Agree	144	23.6	23.7	88.2
	4 Strongly Agree	72	11.8	11.8	100.0
	Total	608	99.5	100.0	
Missing	99	3	.5		
Total		611	100.0		

**CI If the child wets bed**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Disagree	133	21.8	21.9	21.9
	2 Disagree	327	53.5	53.9	75.8
	3 Agree	106	17.3	17.5	93.2
	4 Strongly Agree	41	6.7	6.8	100.0
	Total	607	99.3	100.0	
Missing	99	4	.7		
Total		611	100.0		

**CJ If the child steals**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Disagree	56	9.2	9.2	9.2
	2 Disagree	177	29.0	29.1	38.3
	3 Agree	206	33.7	33.8	72.1
	4 Strongly Agree	170	27.8	27.9	100.0
	Total	609	99.7	100.0	
Missing	99	2	.3		
Total		611	100.0		

**CK If the child teaks drugs or liquor**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Strongly Disagree	71	11.6	11.7	11.7
	2 Disagree	245	40.1	40.3	52.0
	3 Agree	150	24.5	24.7	76.6
	4 Strongly Agree	142	23.2	23.4	100.0
	Total	608	99.5	100.0	
Missing	99	2	.3		
	System	1	.2		
	Total	3	.5		
Total		611	100.0		

**Right2Beat Parents have the right to beat child**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6	1	.2	.2	.2
	9	15	2.5	2.5	2.6
	10	1	.2	.2	2.8
	11	4	.7	.7	3.4
	12	3	.5	.5	3.9
	13	10	1.6	1.6	5.6
	14	8	1.3	1.3	6.9
	15	15	2.5	2.5	9.3
	16	8	1.3	1.3	10.6
	17	23	3.8	3.8	14.4
	18	99	16.2	16.2	30.6
	19	41	6.7	6.7	37.3
	20	52	8.5	8.5	45.8
	21	43	7.0	7.0	52.9
	22	50	8.2	8.2	61.0
	23	33	5.4	5.4	66.4
	24	42	6.9	6.9	73.3
	25	21	3.4	3.4	76.8
	26	41	6.7	6.7	83.5
	27	40	6.5	6.5	90.0
	28	15	2.5	2.5	92.5
	29	9	1.5	1.5	93.9
	30	13	2.1	2.1	96.1
	31	6	1.0	1.0	97.1
	32	5	.8	.8	97.9
	33	2	.3	.3	98.2



**Right2Beat Parents have the right to beat child**

	Frequency	Percent	Valid Percent	Cumulative Percent
34	1	.2	.2	98.4
35	2	.3	.3	98.7
36	8	1.3	1.3	100.0
Total	611	100.0	100.0	

**CL Basic Needs met (food clothing shelter)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	345	56.5	62.8	62.8
	2 No	204	33.4	37.2	100.0
	Total	549	89.9	100.0	
Missing	99	62	10.1		
Total		611	100.0		

**CM No access to school or health care**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	418	68.4	77.0	77.0
	2 No	125	20.5	23.0	100.0
	Total	543	88.9	100.0	
Missing	99	68	11.1		
Total		611	100.0		

**CN Domestic Violence**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	373	61.0	73.1	73.1
	2 No	137	22.4	26.9	100.0
	Total	510	83.5	100.0	
Missing	99	101	16.5		
Total		611	100.0		

**CO Teenage pregnancy**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	527	86.3	89.9	89.9
	2 No	59	9.7	10.1	100.0
	Total	586	95.9	100.0	
Missing	99	25	4.1		
Total		611	100.0		

**CP Abuse and exploitation of children**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	365	59.7	73.4	73.4
	2 No	132	21.6	26.6	100.0
	Total	497	81.3	100.0	
Missing	99	114	18.7		
Total		611	100.0		

**CQ Forced or under age marriage**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	340	55.6	67.7	67.7
	2 No	162	26.5	32.3	100.0
	Total	502	82.2	100.0	
Missing	99	109	17.8		
Total		611	100.0		

**CR Discipline**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	336	55.0	66.7	66.7
	2 No	168	27.5	33.3	100.0
	Total	504	82.5	100.0	
Missing	99	107	17.5		
Total		611	100.0		

**CS Unsafe Migration (child goes away to work)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	345	56.5	72.2	72.2
	2 No	133	21.8	27.8	100.0
	Total	478	78.2	100.0	
Missing	99	133	21.8		
Total		611	100.0		

**CT FGM/C or initiation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	284	46.5	56.7	56.7     100.0
	2 No	217	35.5	43.3	
	Total	501	82.0	100.0	
Missing	99	110	18.0		
Total		611	100.0		

**CU Abandonment by parent or guardian**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	397	65.0	74.3	74.3     100.0
	2 No	137	22.4	25.7	
	Total	534	87.4	100.0	
Missing	99	77	12.6		
Total		611	100.0		

**CV Dangerous child labor**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	359	58.8	69.7	69.7     100.0
	2 No	156	25.5	30.3	
	Total	515	84.3	100.0	
Missing	99	96	15.7		
Total		611	100.0		

**CW Drugs or liquor**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	442	72.3	82.8	82.8
	2 No	92	15.1	17.2	100.0
	Total	534	87.4	100.0	
Missing	99	77	12.6		
Total		611	100.0		

**CX Children living in the street**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	406	66.4	77.2	77.2
	2 No	120	19.6	22.8	100.0
	Total	526	86.1	100.0	
Missing	99	85	13.9		
Total		611	100.0		

**CY Giving children to other people**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	423	69.2	79.1	79.1
	2 No	112	18.3	20.9	100.0
	Total	535	87.6	100.0	
Missing	99	76	12.4		
Total		611	100.0		

**CZ Illicit adoption**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	287	47.0	60.0	60.0
	2 No	191	31.3	40.0	100.0
	Total	478	78.2	100.0	
Missing	99	133	21.8		
Total		611	100.0		

**DA Ritualistic killing of children/witchcraft**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	341	55.8	70.0	70.0
	2 No	146	23.9	30.0	100.0
	Total	487	79.7	100.0	
Missing	99	124	20.3		
Total		611	100.0		

**DB Stubbornness of children/ bad behavior children**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	476	77.9	91.0	91.0
	2 No	47	7.7	9.0	100.0
	Total	523	85.6	100.0	
Missing	99	88	14.4		
Total		611	100.0		

**DC Peer pressure**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	206	33.7	94.5	94.5
	2 No	12	2.0	5.5	100.0
	Total	218	35.7	100.0	
Missing	99	393	64.3		
Total		611	100.0		

**DD Don't know**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	37	6.1	71.2	71.2
	2 No	15	2.5	28.8	100.0
	Total	52	8.5	100.0	
Missing	99	559	91.5		
Total		611	100.0		

**DE Other**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Yes	54	8.8	85.7	85.7
	2 No	9	1.5	14.3	100.0
	Total	63	10.3	100.0	
Missing	99	548	89.7		
Total		611	100.0		

**DF Children take part in Children's Clubs/groups**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	275	45.0	45.2	45.2
	2 Sometime	235	38.5	38.7	83.9
	3 A lot	98	16.0	16.1	100.0
	Total	608	99.5	100.0	
Missing	System	3	.5		
Total		611	100.0		

**DG Children travel alone for work in other towns, farms or mines**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	220	36.0	36.2	36.2
	2 Sometime	277	45.3	45.6	81.9
	3 A lot	110	18.0	18.1	100.0
	Total	607	99.3	100.0	
Missing	99	3	.5		
	System	1	.2		
	Total	4	.7		
Total		611	100.0		

**DH Children join Sande or Poro societies**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	342	56.0	56.9	56.9
	2 Sometime	149	24.4	24.8	81.7
	3 A lot	110	18.0	18.3	100.0
	Total	601	98.4	100.0	
Missing	99	9	1.5		
	System	1	.2		
	Total	10	1.6		
Total		611	100.0		

**DI Parents send children to have a boy/girlfriend**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	269	44.0	44.4	44.4
	2 Sometime	234	38.3	38.6	83.0
	3 A lot	103	16.9	17.0	100.0
	Total	606	99.2	100.0	
Missing	99	4	.7		
	System	1	.2		
	Total	5	.8		
Total		611	100.0		

**DJ Children are married before the age of 18 years**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	169	27.7	28.2	28.2
	2 Sometime	255	41.7	42.5	70.7
	3 A lot	176	28.8	29.3	100.0
	Total	600	98.2	100.0	
Missing	99	10	1.6		
	System	1	.2		
	Total	11	1.8		
Total		611	100.0		

**DK Children are sent to work in a farm or mine or to sell on the street during school hours.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	118	19.3	19.4	19.4
	2 Sometime	259	42.4	42.5	61.9
	3 A lot	232	38.0	38.1	100.0
	Total	609	99.7	100.0	
Missing	99	1	.2		
	System	1	.2		
	Total	2	.3		
Total		611	100.0		

**DL Teenage pregnancy or pregnancy of young girls.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	50	8.2	8.2	8.2
	2 Sometime	206	33.7	33.8	42.0
	3 A lot	354	57.9	58.0	100.0
	Total	610	99.8	100.0	
Missing	System	1	.2		
Total		611	100.0		

**DM Physical or sexual abuse at home**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	221	36.2	36.3	36.3
	2 Sometime	301	49.3	49.5	85.9
	3 A lot	86	14.1	14.1	100.0
	Total	608	99.5	100.0	
Missing	99	2	.3		
	System	1	.2		
	Total	3	.5		
Total		611	100.0		

**DN Children are forced to love to teachers**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	294	48.1	48.8	48.8
	2 Sometime	226	37.0	37.5	86.2
	3 A lot	83	13.6	13.8	100.0
	Total	603	98.7	100.0	
Missing	99	7	1.1		
	System	1	.2		
	Total	8	1.3		
Total		611	100.0		



**DO Beating of children by big people**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	152	24.9	25.1	25.1
	2 Sometime	323	52.9	53.3	78.4
	3 A lot	131	21.4	21.6	100.0
	Total	606	99.2	100.0	
Missing	99	4	.7		
	System	1	.2		
	Total	5	.8		
Total		611	100.0		

**DP Forcing children to do hard and dangerous work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	199	32.6	32.9	32.9
	2 Sometime	319	52.2	52.8	85.8
	3 A lot	86	14.1	14.2	100.0
	Total	604	98.9	100.0	
Missing	99	6	1.0		
	System	1	.2		
	Total	7	1.1		
Total		611	100.0		

**DQ Abuse of children because of their disabilities or special needs.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	345	56.5	56.7	56.7
	2 Sometime	216	35.4	35.5	92.1
	3 A lot	48	7.9	7.9	100.0
	Total	609	99.7	100.0	
Missing	99	1	.2		
	System	1	.2		
	Total	2	.3		
Total		611	100.0		

**Children\_Issues Sum DF to DQ**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9	1	.2	.2	.2
	11	1	.2	.2	.3
	12	5	.8	.8	1.1
	13	17	2.8	2.8	3.9
	14	10	1.6	1.6	5.6
	15	16	2.6	2.6	8.2
	16	25	4.1	4.1	12.3
	17	17	2.8	2.8	15.1
	18	32	5.2	5.2	20.3
	19	37	6.1	6.1	26.4
	20	47	7.7	7.7	34.1
	21	67	11.0	11.0	45.1
	22	65	10.6	10.7	55.7
	23	51	8.3	8.4	64.1
	24	64	10.5	10.5	74.6
	25	32	5.2	5.2	79.8
	26	27	4.4	4.4	84.3
	27	17	2.8	2.8	87.0
	28	26	4.3	4.3	91.3
	29	14	2.3	2.3	93.6
	30	11	1.8	1.8	95.4
	31	9	1.5	1.5	96.9
	32	3	.5	.5	97.4
	33	1	.2	.2	97.5
	34	1	.2	.2	97.7
	35	1	.2	.2	97.9
	36	13	2.1	2.1	100.0
	Total	610	99.8	100.0	
Missing	System	1	.2		
Total		611	100.0		

**DR Children sent to live with relatives or other people**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	53	8.7	8.8	8.8
	2 Sometime	287	47.0	47.9	56.8
	3 A lot	259	42.4	43.2	100.0
	Total	599	98.0	100.0	
Missing	99	10	1.6		
	System	2	.3		
	Total	12	2.0		
Total		611	100.0		

**DS Children are registered to go to orphanage homes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	381	62.4	64.0	64.0
	2 Sometime	175	28.6	29.4	93.4
	3 A lot	39	6.4	6.6	100.0
	Total	595	97.4	100.0	
Missing	99	14	2.3		
	System	2	.3		
	Total	16	2.6		
Total		611	100.0		

**DT Parents send children with physical or learning disabilities to orphanage homes**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	386	63.2	64.8	64.8
	2 Sometime	157	25.7	26.3	91.1
	3 A lot	53	8.7	8.9	100.0
	Total	596	97.5	100.0	
Missing	99	13	2.1		
	System	2	.3		
	Total	15	2.5		
Total		611	100.0		

**DU Children are given up for adoption to families in the US or other countries**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	411	67.3	68.5	68.5
	2 Sometime	150	24.5	25.0	93.5
	3 A lot	39	6.4	6.5	100.0
	Total	600	98.2	100.0	
Missing	99	9	1.5		
	System	2	.3		
	Total	11	1.8		
Total		611	100.0		

**DV Parents leave children home alone while they go to work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	98	16.0	16.5	16.5
	2 Sometime	252	41.2	42.4	58.8
	3 A lot	245	40.1	41.2	100.0
	Total	595	97.4	100.0	
Missing	99	14	2.3		
	System	2	.3		
	Total	16	2.6		
Total		611	100.0		

**DW Stepparent does not want to take children in**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	138	22.6	23.3	23.3
	2 Sometime	318	52.0	53.6	76.9
	3 A lot	137	22.4	23.1	100.0
	Total	593	97.1	100.0	
Missing	99	16	2.6		
	System	2	.3		
	Total	18	2.9		
Total		611	100.0		

**DX Parents treat their own children better than other children in the house**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	134	21.9	22.4	22.4
	2 Sometime	288	47.1	48.2	70.6
	3 A lot	176	28.8	29.4	100.0
	Total	598	97.9	100.0	
Missing	99	11	1.8		
	System	2	.3		
	Total	13	2.1		
Total		611	100.0		

**DY Children run away from home into the streets**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	164	26.8	27.5	27.5
	2 Sometime	305	49.9	51.1	78.6
	3 A lot	128	20.9	21.4	100.0
	Total	597	97.7	100.0	
Missing	99	12	2.0		
	System	2	.3		
	Total	14	2.3		
Total		611	100.0		

**DZ Children from orphanage homes are not well accepted back in the community**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	380	62.2	63.7	63.7
	2 Sometime	165	27.0	27.6	91.3
	3 A lot	52	8.5	8.7	100.0
	Total	597	97.7	100.0	
Missing	99	12	2.0		
	System	2	.3		
	Total	14	2.3		
Total		611	100.0		

**EA Children who have lived in the streets are not well accepted back in the community**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	273	44.7	45.5	45.5
	2 Sometime	250	40.9	41.7	87.2
	3 A lot	77	12.6	12.8	100.0
	Total	600	98.2	100.0	
Missing	99	9	1.5		
	System	2	.3		
	Total	11	1.8		
Total		611	100.0		

**EB Property of dead husband is taken away from the widow and children by the husband's family**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Never	303	49.6	50.6	50.6
	2 Sometime	248	40.6	41.4	92.0
	3 A lot	48	7.9	8.0	100.0
	Total	599	98.0	100.0	
Missing	99	10	1.6		
	System	2	.3		
	Total	12	2.0		
Total		611	100.0		

**Children\_outside\_home Sum DR to EB**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	1	.2	.2	.2
	11	5	.8	.8	1.0
	12	10	1.6	1.7	2.7
	13	27	4.4	4.5	7.2
	14	23	3.8	3.8	11.0
	15	35	5.7	5.8	16.8
	16	41	6.7	6.8	23.7
	17	50	8.2	8.3	32.0
	18	64	10.5	10.7	42.7
	19	55	9.0	9.2	51.8
	20	48	7.9	8.0	59.8
	21	47	7.7	7.8	67.7
	22	63	10.3	10.5	78.2
	23	43	7.0	7.2	85.3
	24	34	5.6	5.7	91.0
	25	21	3.4	3.5	94.5
	26	11	1.8	1.8	96.3
	27	8	1.3	1.3	97.7
	28	3	.5	.5	98.2
	29	4	.7	.7	98.8
	30	1	.2	.2	99.0
	31	2	.3	.3	99.3
	33	4	.7	.7	100.0
	Total	600	98.2	100.0	
Missing	System	11	1.8		
Total		611	100.0		

### B.3 Select Group Statistics by Gender

#### T-Test

**Group Statistics**

	Gender	N	Mean	Std. Deviation	Std. Error Mean
INCOME Number Sources of Income	1 Female	315	1.06	.558	.031
	2 Male	296	1.08	.739	.043
Right2Beat Parents have the right to beat child	1 Female	315	21.90	4.965	.280
	2 Male	296	21.06	5.200	.302
Children_Issues Sum DF to DQ	1 Female	315	21.88	4.842	.273
	2 Male	295	22.41	4.662	.271
Children_outside_home Sum DR to EB	1 Female	312	19.06	4.068	.230
	2 Male	288	19.87	3.900	.230

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of
		F	Sig.	t
INCOME Number Sources of Income	Equal variances assumed	.149	.700	-.329
	Equal variances not assumed			-.326
Right2Beat Parents have the right to beat child	Equal variances assumed	2.116	.146	2.036
	Equal variances not assumed			2.033
Children_Issues Sum DF to DQ	Equal variances assumed	.126	.723	-1.378
	Equal variances not assumed			-1.380
Children_outside_home Sum DR to EB	Equal variances assumed	.525	.469	-2.467
	Equal variances not assumed			-2.471



### Independent Samples Test

		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
INCOME Number Sources	Equal variances assumed of Income	609	.742	-.017
	Equal variances not assumed	548.025	.744	-.017
Right2Beat Parents have right to beat child	Equal variances assumed the	609	.042	.837
	Equal variances not assumed	601.908	.042	.837
Children_Issues Sum DF to	Equal variances assumed DQ	608	.169	-.531
	Equal variances not assumed	607.528	.168	-.531
Children_outside_home Sum DR to EB	Equal variances assumed	598	.014	-.804
	Equal variances not assumed	597.139	.014	-.804

### Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
INCOME Number Sources	Equal variances assumed of Income	.053	-.121	.086
	Equal variances not assumed	.053	-.122	.087
Right2Beat Parents have right to beat child	Equal variances assumed the	.411	.030	1.645
	Equal variances not assumed	.412	.029	1.646
Children_Issues Sum DF to	Equal variances assumed DQ	.385	-1.288	.226
	Equal variances not assumed	.385	-1.287	.225
Children_outside_home Sum DR to EB	Equal variances assumed	.326	-1.444	-.164
	Equal variances not assumed	.325	-1.443	-.165

## B.4 Variables by County – ANOVA

ONEWAY INCOME, Parents Right to Beat, Children Issues, Children outside home, BY County

### Oneway

#### Descriptives

		N	Mean	Std. Deviation	Std. Error
INCOME Number Sources of Income	1 Montserrado	238	1.12	.988	.064
	2 Grand Bassa	120	1.09	.343	.031
	3 Maryland	130	.99	.152	.013
	4 Grand Cape Mount	123	1.02	.271	.024
	Total	611	1.07	.652	.026
Right2Beat Parents have the right to beat child	1 Montserrado	238	22.01	5.334	.346
	2 Grand Bassa	120	20.20	5.241	.478
	3 Maryland	130	20.80	3.640	.319
	4 Grand Cape Mount	123	22.50	5.472	.493
	Total	611	21.50	5.093	.206
Children_Issues Sum DF to DQ	1 Montserrado	238	22.72	5.184	.336
	2 Grand Bassa	119	21.19	5.002	.459
	3 Maryland	130	22.45	3.969	.348
	4 Grand Cape Mount	123	21.60	4.252	.383
	Total	610	22.14	4.759	.193
Children_outside_home Sum DR to EB	1 Montserrado	231	19.89	4.501	.296
	2 Grand Bassa	117	19.42	4.115	.380
	3 Maryland	130	18.92	3.017	.265
	4 Grand Cape Mount	122	19.22	3.774	.342
	Total	600	19.45	4.005	.164

		95% Confidence Interval for Mean		Minimum	Maximum
		Lower Bound	Upper Bound		
INCOME Number Sources of Income	1 Montserrado	1.00	1.25	0	13
	2 Grand Bassa	1.03	1.15	0	3
	3 Maryland	.97	1.02	0	2
	4 Grand Cape Mount	.98	1.07	0	3
	Total	1.02	1.12	0	13
Right2Beat Parents have the right to beat child	1 Montserrado	21.33	22.69	6	36
	2 Grand Bassa	19.25	21.15	9	30
	3 Maryland	20.17	21.43	9	35
	4 Grand Cape Mount	21.53	23.48	9	36
	Total	21.09	21.90	6	36
Children_Issues Sum DF to DQ	1 Montserrado	22.06	23.38	12	36
	2 Grand Bassa	20.29	22.10	9	33
	3 Maryland	21.77	23.14	12	32
	4 Grand Cape Mount	20.84	22.36	13	34

	Total	21.76	22.52	9	36
Children_outside_home	1 Montserrado	19.30	20.47	11	33
Sum DR to EB	2 Grand Bassa	18.67	20.17	12	29
	3 Maryland	18.39	19.44	11	26
	4 Grand Cape Mount	18.54	19.90	5	30
	Total	19.13	19.77	5	33

#### ANOVA

		Sum of Squares	df	Mean Square	F	Sigma
INCOME Number Sources of Income	Between Groups	1.736	3	.579	1.365	.253
	Within Groups	257.377	607	.424		
	Total	259.113	610			
Right2Beat Parents have the right to beat child	Between Groups	452.009	3	150.670	5.949	.001
	Within Groups	15372.731	607	25.326		
	Total	15824.740	610			
Children_Issues Sum DF to DQ	Between Groups	234.760	3	78.253	3.498	.015
	Within Groups	13558.396	606	22.374		
	Total	13793.156	609			
Children_outside_home Sum DR to EB	Between Groups	87.854	3	29.285	1.833	.140
	Within Groups	9520.646	596	15.974		
	Total	9608.500	599			

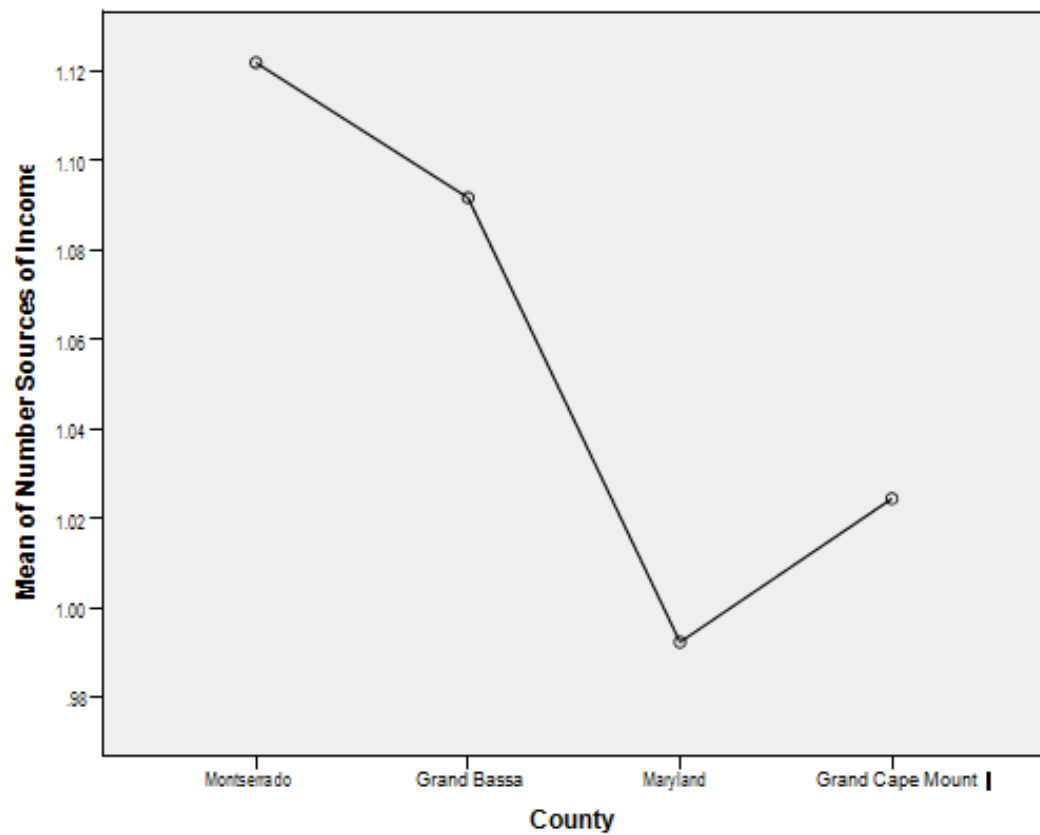
Multiple Comparisons

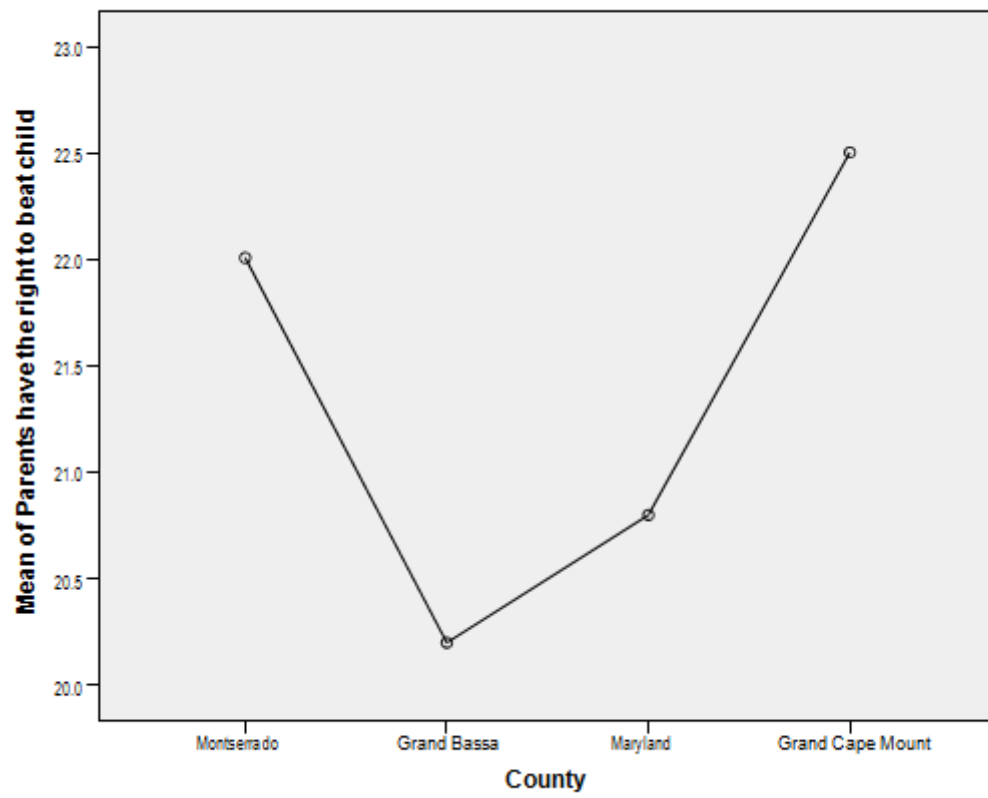
Dependent Variable	(I) County	(J) County	Mean Difference (I-J)	Std. Error	Sig.	95% CI	
						Lower Bound	Upper Bound
INCOME Number Sources of Income	1 Montserrado	2 Grand Bassa	.030	.073	1.000	-.16	.22
		3 Maryland	.130	.071	.412	-.06	.32
		4 Grand Cape Mount	.097	.072	1.000	-.09	.29
	2 Grand Bassa	1 Montserrado	-.030	.073	1.000	-.22	.16
		3 Maryland	.099	.082	1.000	-.12	.32
		4 Grand Cape Mount	.067	.084	1.000	-.15	.29
	3 Maryland	1 Montserrado	-.130	.071	.412	-.32	.06
		2 Grand Bassa	-.099	.082	1.000	-.32	.12
		4 Grand Cape Mount	-.032	.082	1.000	-.25	.18
	4 Grand Cape Mount Grand Bassa Maryland	1 Montserrado	-.097	.072	1.000	-.29	.09
			-.067	.084	1.000	-.29	.15
			.032	.082	1.000	-.18	.25
Right2Beat Parents have the right to beat child	1 Montserrado	2 Grand Bassa	1.808*	.563	.008	.32	3.30
		3 Maryland	1.208	.549	.168	-.24	2.66
		4 Grand Cape Mount	-.496	.559	1.000	-1.97	.98
	2 Grand Bassa	1 Montserrado	-1.808*	.563	.008	-3.30	-.32
		3 Maryland	-.600	.637	1.000	-2.29	1.09
		4 Grand Cape Mount	-2.304*	.646	.002	-4.01	-.59
	3 Maryland	1 Montserrado	-1.208	.549	.168	-2.66	.24
		2 Grand Bassa	.600	.637	1.000	-1.09	2.29
		4 Grand Cape Mount	-1.704*	.633	.044	-3.38	-.03
	4 Grand Cape Mount Grand Bassa Maryland	1 Montserrado	.496 2.304*	.559	1.000	-.98	1.97
			1.704*	.646	.002	.59	4.01
				.633	.044	.03	3.38
Children_Issues Sum DF to	1 Montserrado	2 Grand Bassa	1.525*	.531	.025	4.01	2.93

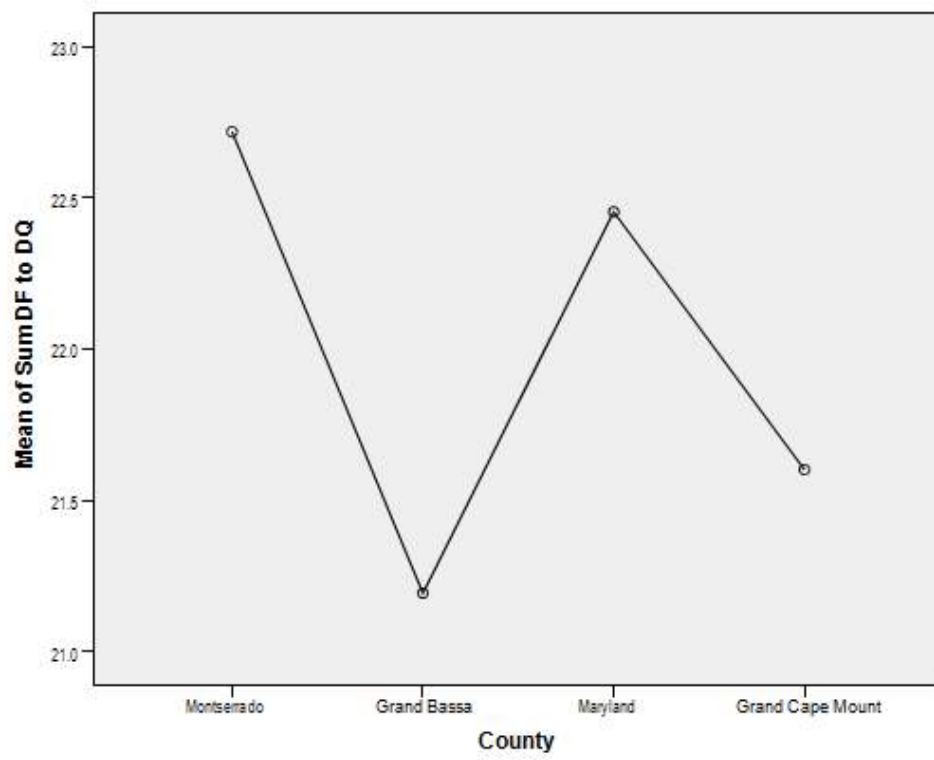
DQ		3 Maryland	.265	.516	1.000	3.38	1.63
		4 Grand Cape Mount	1.117	.525	.203	-.27	2.51
	2 Grand Bassa	1 Montserrado	-1.525*	.531	.025	-2.93	-.12
		3 Maryland	-1.261	.600	.217	-2.85	.33
		4 Grand Cape Mount	-.408	.608	1.000	-2.02	1.20
	3 Maryland	1 Montserrado	-.265	.516	1.000	-1.63	1.10
		2 Grand Bassa	1.261	.600	.217	-.33	2.85
		4 Grand Cape Mount	.852	.595	.915	-.72	2.43
	4 Grand Cape Mount Grand Bassa Maryland	1 Montserrado	-1.117	.525	.203	-2.51	.27
			.408	.608	1.000	-1.20	2.02
			-.852	.595	.915	-2.43	.72
Children_outside_home	1 Montserrado	2 Grand Bassa	.469	.454	1.000	-.73	1.67
Sum DR to EB		3 Maryland	.972	.438	.161	-.19	2.13
		4 Grand Cape Mount	.666	.447	.822	-.52	1.85
	2 Grand Bassa	1 Montserrado	-.469	.454	1.000	-1.67	.73
		3 Maryland	-.503	.509	1.000	-.84	1.85
		4 Grand Cape Mount	.197	.517	1.000	-1.17	1.57
	3 Maryland	1 Montserrado	-.972	.438	.161	-2.13	.19
		2 Grand Bassa	-.503	.509	1.000	-1.85	.84
		4 Grand Cape Mount	-.306	.504	1.000	-1.64	1.03
	4 Grand Cape Mount Grand Bassa Maryland	1 Montserrado	-.666	.447	.822	-1.85	.52
			-.197	.517	1.000	-1.57	1.17
			.306	.504	1.000	-1.03	1.64

\*. The mean difference is significant at the 0.05 level.

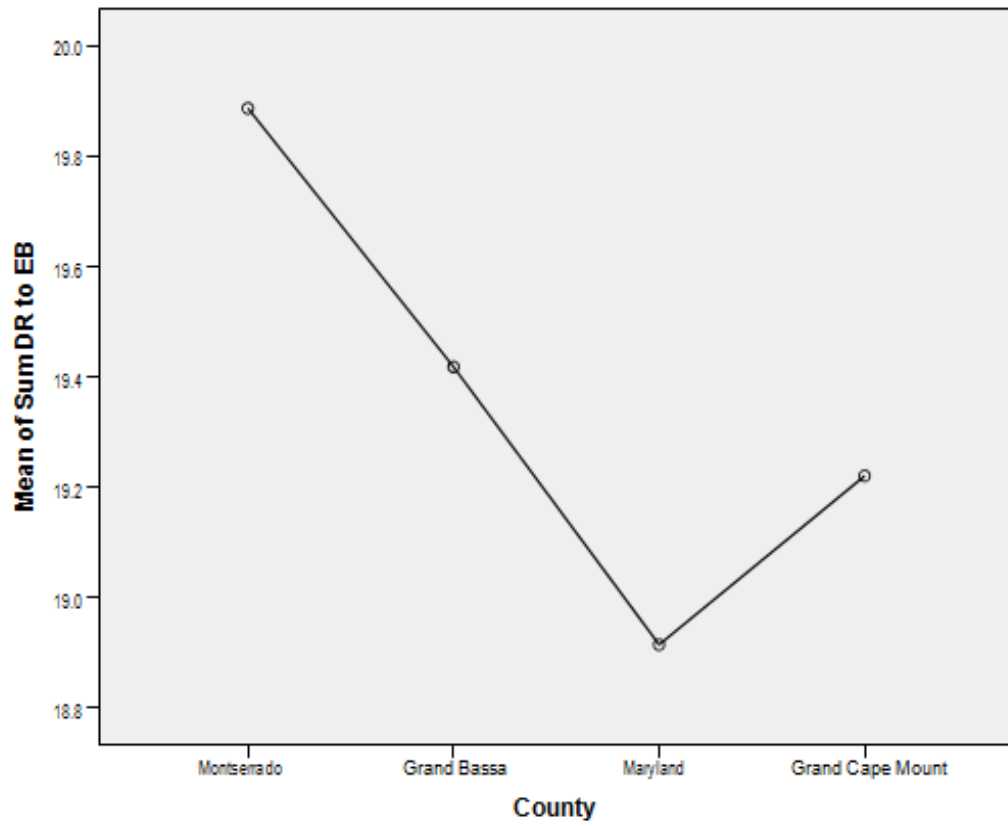
### Means Plots











## B.5 Descriptives by County

This table reports the frequency and percentages of gender by county. As it is shown, 20.13% of female were from Montserrado, 9.98% from Grand Bassa, 11.46% from Maryland, and 9.98 from Cape Mount. On the other hand, 18.82% of males were from Montserrado, 9.66% from Grand Bassa, 9.82% from Maryland, and the remaining 10.15% were from Cape Mount.

**TABLE**

		County							
		Montserrado		Grand Bassa		Maryland		Grand Cape Mount	
		N	%	N	%	N	%	N	%
Gender	Female	123	20.13%	61	9.98%	70	11.46%	61	9.98%
	Male	115	18.82%	59	9.66%	60	9.82%	62	10.15%

		County							
		Montserrado		Grand Bassa		Maryland		Grand Cape Mount	
		N	%	N	%	N	%	N	%
Age	18-20	15	2.46%	15	2.46%	15	2.46%	15	2.46%
	21-25	34	5.57%	18	2.95%	21	3.44%	19	3.11%
	26-30	38	6.23%	15	2.46%	14	2.30%	23	3.77%
	31-35	55	9.02%	19	3.11%	15	2.46%	13	2.13%
	36-40	26	4.26%	16	2.62%	22	3.61%	10	1.64%
	41-45	24	3.93%	11	1.80%	11	1.80%	13	2.13%
	46-49	25	4.10%	5	0.82%	6	0.98%	4	0.66%
	50-54	12	1.97%	5	0.82%	9	1.48%	10	1.64%
	55-60	5	0.82%	5	0.82%	4	0.66%	10	1.64%
	60-64	0	0.00%	5	0.82%	5	0.82%	3	0.49%
	65+	3	0.49%	6	0.98%	8	1.31%	3	0.49%
	Subtotal	237	38.85%	120	19.67%	130	21.31%	123	20.16%

		County							
		Montserrat		Grand Bassa		Maryland		Grand Cape Mount	
		N	%	N	%	N	%	N	%
Religion	Christian	196	32.29%	112	18.45%	121	19.93%	39	6.43%
	Muslim	31	5.11%	4	0.66%	6	0.99%	82	13.51%
	Other	9	1.48%	3	0.49%	2	0.33%	2	0.33%

		County							
		Montserrat		Grand Bassa		Maryland		Grand Cape Mount	
		N	%	N	%	N	%	N	%
School_Recode	No school	63	10.31%	28	4.58%	32	5.24%	58	9.49%
	Informal school	3	0.49%	2	0.33%	4	0.65%	5	0.82%
	Primary (some+) school	54	8.84%	40	6.55%	38	6.22%	21	3.44%
	Secondary (some +) school	91	14.89%	44	7.20%	46	7.53%	34	5.56%
	Post-secondary school	27	4.42%	6	0.98%	10	1.64%	5	0.82%

		County							
		Montserrat		Grand Bassa		Maryland		Grand Cape Mount	
		N	%	N	%	N	%	N	%
Able2Read	No	69	11.37%	44	7.25%	42	6.92%	61	10.05%
	Small small	55	9.06%	42	6.92%	47	7.74%	32	5.27%
	Well	112	18.45%	34	5.60%	41	6.75%	28	4.61%

		County							
		Montserrado		Grand Bassa		Maryland		Grand Cape Mount	
		N	%	N	%	N	%	N	%
Number Sources of Income	0	3	0.49%	1	0.16%	2	0.33%	2	0.33%
	1	227	37.15%	108	17.68%	127	20.79%	117	19.15%
	2	3	0.49%	10	1.64%	1	0.16%	3	0.49%
	3	1	0.16%	1	0.16%	0	0.00%	1	0.16%
	4	1	0.16%	0	0.00%	0	0.00%	0	0.00%
	7	2	0.33%	0	0.00%	0	0.00%	0	0.00%
	13	1	0.16%	0	0.00%	0	0.00%	0	0.00%

			County							
			Montserrado		Grand Bassa		Maryland		Grand Cape Mount	
			N	%	N	%	N	%	N	%
When you were small, who took care of you: your born mother, another mother, or no mother?	Born Mother		171	28.08%	72	11.82%	89	14.61%	92	15.11%
	Another Mother		57	9.36%	43	7.06%	40	6.57%	26	4.27%
	No Mother		9	1.48%	4	0.66%	1	0.16%	5	0.82%

			County							
			Montserrado		Grand Bassa		Maryland		Grand Cape Mount	
			N	%	N	%	N	%	N	%
That mother, what class did she stop in?	None		167	28.02%	91	15.27%	95	15.94%	108	18.12%
	Elementary School completed		17	2.85%	5	0.84%	12	2.01%	6	1.01%
	Junior high School completed		35	5.87%	14	2.35%	15	2.52%	7	1.17%
	University		10	1.68%	5	0.84%	8	1.34%	1	0.17%

		County							
		Montserrado		Grand Bassa		Maryland		Grand Cape Mount	
		N	%	N	%	N	%	N	%
When you were small was your relationship with her very good, good or bad.	Very good	192	32.32%	82	13.80%	64	10.77%	97	16.33%
	Good	34	5.72%	20	3.37%	57	9.60%	23	3.87%
	Bad	3	0.51%	13	2.19%	7	1.18%	2	0.34%

		County							
		Montserrado		Grand Bassa		Maryland		Grand Cape Mount	
		N	%	N	%	N	%	N	%
When you were small was your relationship with her very good, good or bad.	Yes she had time for me	220	36.97%	104	17.48%	115	19.33%	115	19.33%
	No she never had time for me	9	1.51%	10	1.68%	14	2.35%	8	1.34%

		County							
		Montserrado		Grand Bassa		Maryland		Grand Cape Mount	
		N	%	N	%	N	%	N	%
Is she still alive?	Yes	153	25.63%	68	11.39%	75	12.56%	83	13.90%
	No	76	12.73%	47	7.87%	55	9.21%	40	6.70%

		County							
		Montserrado		Grand Bassa		Maryland		Grand Cape Mount	
		N	%	N	%	N	%	N	%
How did she die?	She was killed during the war	16	7.41%	8	3.70%	9	4.17%	7	3.24%
	She died by herself	58	26.85%	39	18.06%	46	21.30%	33	15.28%

		County							
		Montserrado		Grand Bassa		Maryland		Grand Cape Mount	
		N	%	N	%	N	%	N	%
When you were small, who took care of you: your born father, another father, or no father?	Born father	153	25.29%	63	10.41%	77	12.73%	97	16.03%
	Another father	58	9.59%	34	5.62%	48	7.93%	21	3.47%
	no father	24	3.97%	21	3.47%	4	0.66%	5	0.83%

		County							
		Montserrado		Grand Bassa		Maryland		Grand Cape Mount	
		N	%	N	%	N	%	N	%
That Father, what class did he stop in?	None	94	16.82%	39	6.98%	52	9.30%	77	13.77%
	Elementary School completed	25	4.47%	18	3.22%	15	2.68%	8	1.43%
	Junior high School completed	55	9.84%	23	4.11%	37	6.62%	27	4.83%
	University	37	6.62%	12	2.15%	11	1.97%	11	1.97%
	High school completed	1	0.18%	6	1.07%	11	1.97%	0	0.00%

		County							
		Montserrado		Grand Bassa		Maryland		Grand Cape Mount	
		N	%	N	%	N	%	N	%
When you were small was your relationship with him very good, good or bad.	Very good	172	30.60%	73	12.99%	53	9.43%	78	13.88%
	Good	38	6.76%	24	4.27%	62	11.03%	36	6.41%
	Bad	4	0.71%	1	0.18%	12	2.14%	9	1.60%

		County							
		Montserrat		Grand Bassa		Maryland		Grand Cape Mount	
		N	%	N	%	N	%	N	%
When you were small, do you think he never had time for you?	Yes he had time for me	200	37.04%	92	17.04%	109	20.19%	109	20.19%
	No he never had time for me	4	0.74%	3	0.56%	14	2.59%	9	1.67%

		County							
		Montserrat		Grand Bassa		Maryland		Grand Cape Mount	
		N	%	N	%	N	%	N	%
Is he still alive?	Yes	104	19.33%	46	8.55%	61	11.34%	65	12.08%
	No	96	17.84%	50	9.29%	65	12.08%	51	9.48%

		County							
		Montserrat		Grand Bassa		Maryland		Grand Cape Mount	
		N	%	N	%	N	%	N	%
How did he die?	He was killed during the war	28	10.33%	6	2.21%	15	5.54%	11	4.06%
	He died by herself	72	26.57%	45	16.61%	54	19.93%	40	14.76%

		County							
		Montserrat		Grand Bassa		Maryland		Grand Cape Mount	
		N	%	N	%	N	%	N	%
Are you related to someone who has been a chief?	Yes	80	13.36%	41	6.84%	36	6.01%	31	5.18%
	No	158	26.38%	79	13.19%	93	15.53%	81	13.52%

		County							
		Montserrado		Grand Bassa		Maryland		Grand Cape Mount	
		N	%	N	%	N	%	N	%
If yes, is that person a close relative or distance relative?	Yes (Close relatively)	74	38.34%	38	19.69%	34	17.62%	28	14.51%
	No	7	3.63%	3	1.55%	4	2.07%	3	1.55%

		County							
		Montserrado		Grand Bassa		Maryland		Grand Cape Mount	
		N	%	N	%	N	%	N	%
What is your marital status?	Single	75	12.42%	35	5.79%	39	6.46%	41	6.79%
	Married	70	11.59%	50	8.28%	30	4.97%	50	8.28%
	Living together as if married	70	11.59%	21	3.48%	38	6.29%	20	3.31%
	Divorced/Widowed/Separated	18	2.98%	14	2.32%	21	3.48%	12	1.99%

		County							
		Montserrado		Grand Bassa		Maryland		Grand Cape Mount	
		N	%	N	%	N	%	N	%
Number of wives you have?	1	123	53.25%	40	17.32%	30	12.99%	22	9.52%
	2	3	1.30%	2	0.87%	3	1.30%	6	2.60%
	3	1	0.43%	0	0.00%	0	0.00%	1	0.43%

		County							
		Montserrado		Grand Bassa		Maryland		Grand Cape Mount	
		N	%	N	%	N	%	N	%
Did any of them have children before they turned 18?	Yes	60	16.71%	15	4.18%	6	1.67%	10	2.79%
	No	146	40.67%	46	12.81%	43	11.98%	33	9.19%



		County							
		Montserrado		Grand Bassa		Maryland		Grand Cape Mount	
		N	%	N	%	N	%	N	%
Any person living in your house under 18 & pregnant?	Yes	77	13.97%	24	4.36%	10	1.81%	16	2.90%
	No	138	25.05%	91	16.52%	116	21.05%	79	14.34%

		County							
		Montserrado		Grand Bassa		Maryland		Grand Cape Mount	
		N	%	N	%	N	%	N	%
If the child is doing man and woman business	Strongly Disagree	38	6.25%	38	6.25%	10	1.64%	7	1.15%
	Disagree	115	18.91%	39	6.41%	82	13.49%	63	10.36%
	Agree	59	9.70%	26	4.28%	30	4.93%	29	4.77%
	Strongly Agree	25	4.11%	16	2.63%	8	1.32%	23	3.78%

		County							
		Montserrado		Grand Bassa		Maryland		Grand Cape Mount	
		N	%	N	%	N	%	N	%
Teenage pregnancy	Yes	206	35.15%	103	17.58%	125	21.33%	93	15.87%
	No	32	5.46%	9	1.54%	5	0.85%	13	2.22%

		County							
		Montserrado		Grand Bassa		Maryland		Grand Cape Mount	
		N	%	N	%	N	%	N	%
Abuse and exploitation of children	Yes	190	38.23%	37	7.44%	114	22.94%	24	4.83%
	No	47	9.46%	12	2.41%	15	3.02%	58	11.67%

		County							
		Montserrado		Grand Bassa		Maryland		Grand Cape Mount	
		N	%	N	%	N	%	N	%
Teenage pregnancy or pregnancy of young girls.	Never	26	4.26%	11	1.80%	6	0.98%	7	1.15%
	Sometime	113	18.52%	40	6.56%	25	4.10%	28	4.59%
	A lot	99	16.23%	68	11.15%	99	16.23%	88	14.43%

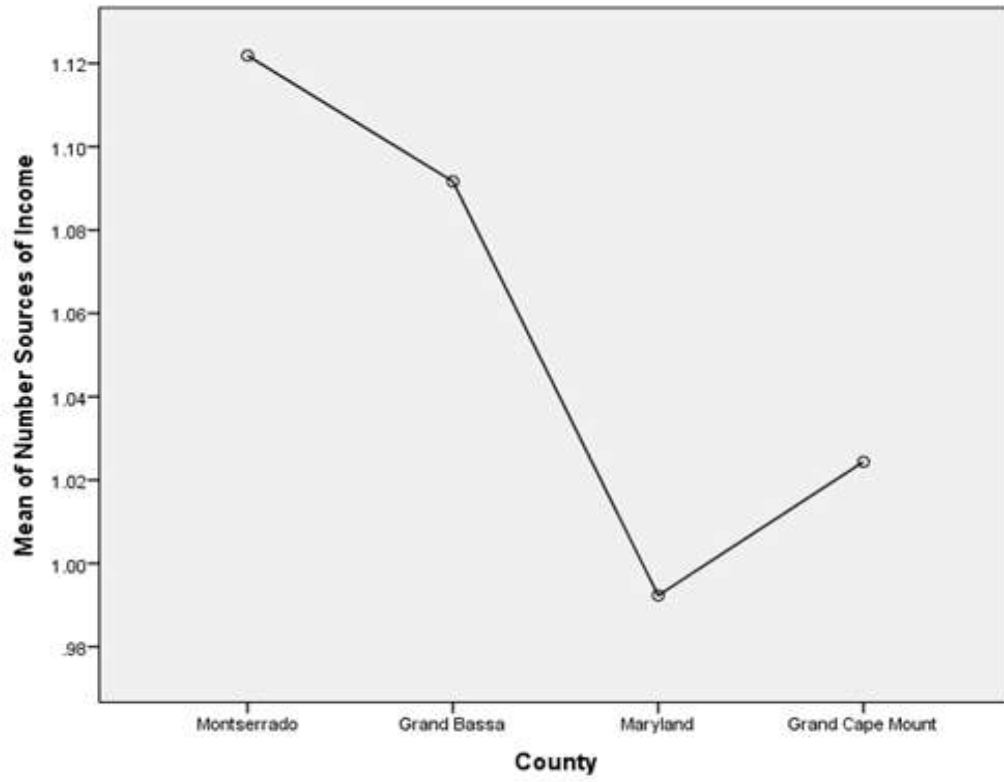
		County							
		Montserrado		Grand Bassa		Maryland		Grand Cape Mount	
		N	%	N	%	N	%	N	Table N %
Physical or sexual abuse at home	Never	51	8.39%	54	8.88%	63	10.36%	53	8.72%
	Sometime	138	22.70%	55	9.05%	61	10.03%	47	7.73%
	A lot	49	8.06%	9	1.48%	6	0.99%	22	3.62%

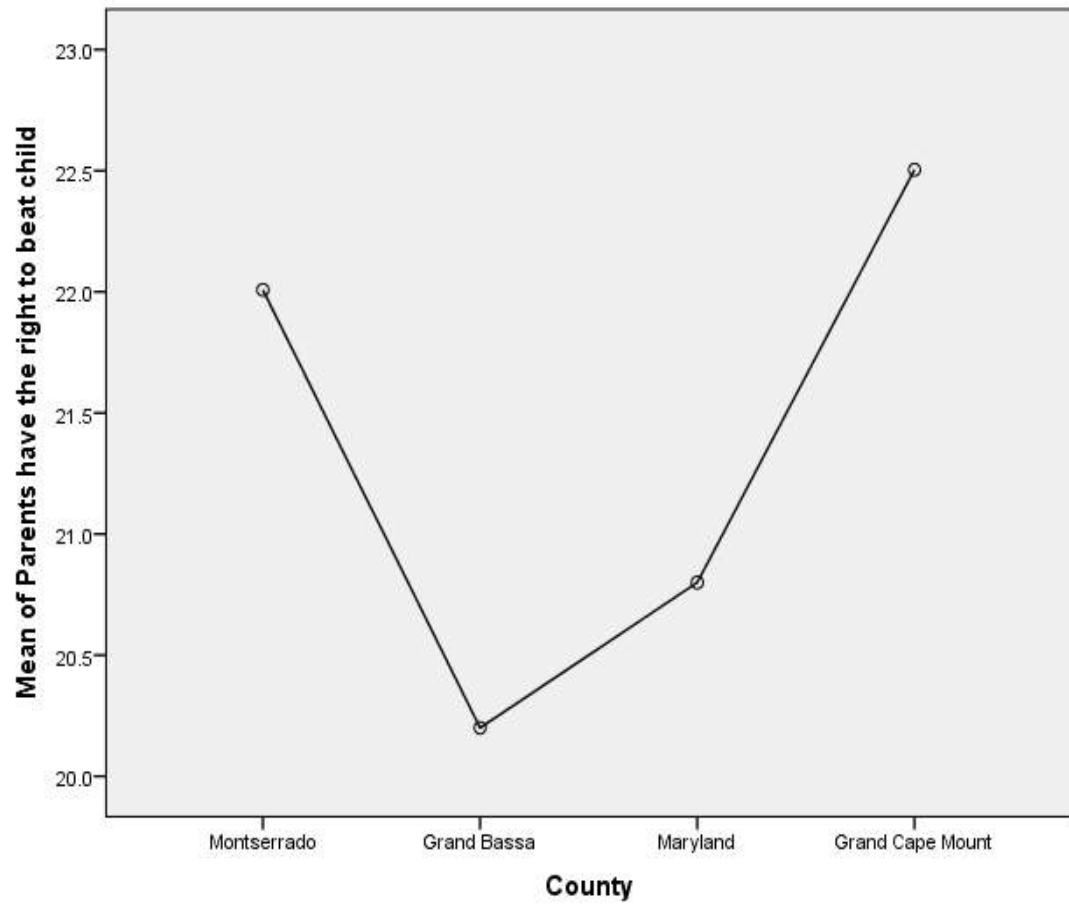
		County							
		Montserrado		Grand Bassa		Maryland		Grand Cape Mount	
		N	%	N	%	N	%	N	%
Children are forced to love to teachers	Never	74	12.27%	82	13.60%	59	9.78%	79	13.10%
	Sometime	115	19.07%	32	5.31%	52	8.62%	27	4.48%
	A lot	48	7.96%	3	0.50%	17	2.82%	15	2.49%

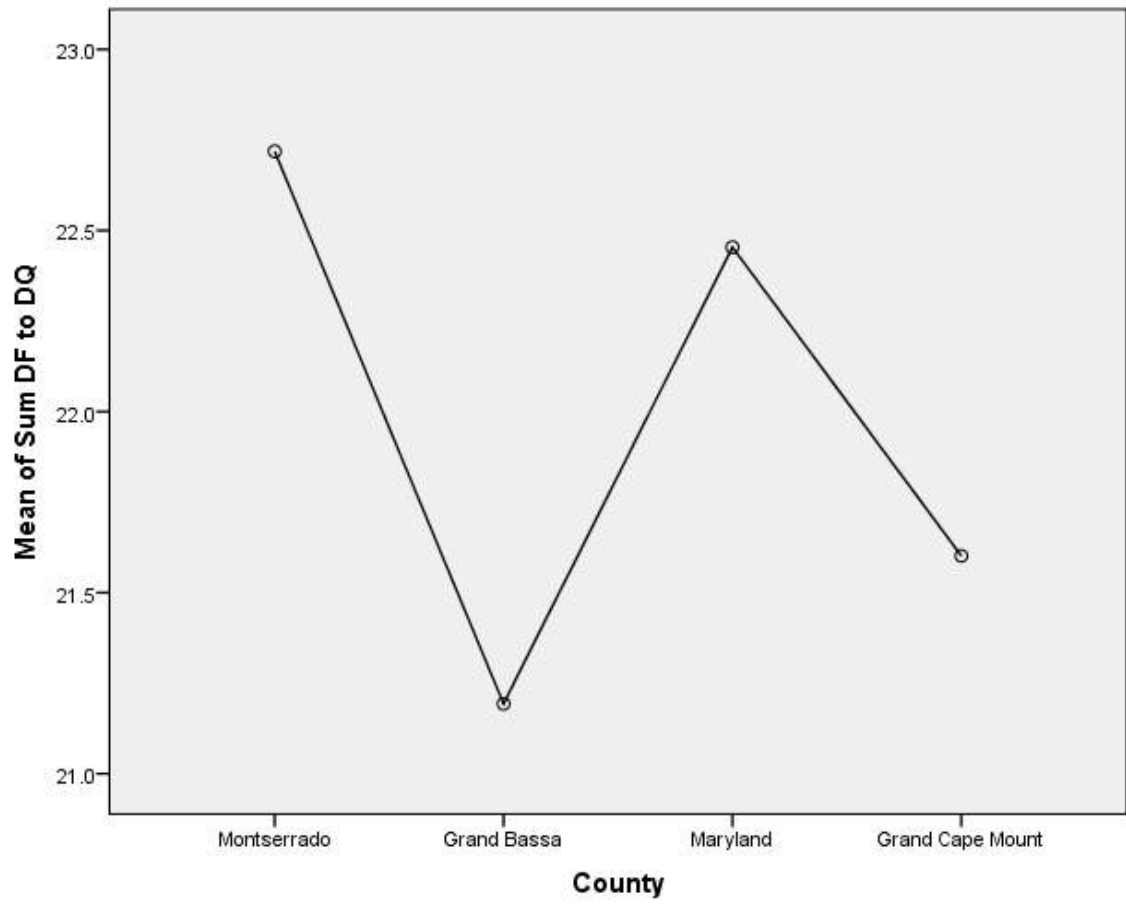
Scales by County – Analysis of Variance (ANOVA)						
		N	Mean	SD	Minimum	Maximum
Number Sources of Income	Montserrado	238	1.12	.988	0	13
	Grand Bassa	120	1.09	.343	0	3
	Maryland	130	.99	.152	0	2
	Grand Cape Mount	123	1.02	.271	0	3
	Total	611	1.07	.652	0	13
Parents have the right to beat child *	Montserrado	238	22.01	5.334	6	36
	Grand Bassa	120	20.20	5.241	9	30
	Maryland	130	20.80	3.640	9	35
	Grand Cape Mount	123	22.50	5.472	9	36
	Total	611	21.50	5.093	6	36
Issues Children Face *	Montserrado	238	22.72	5.184	12	36
	Grand Bassa	119	21.19	5.002	9	33
	Maryland	130	22.45	3.969	12	32
	Grand Cape Mount	123	21.60	4.252	13	34
	Total	610	22.14	4.759	9	36
Issues Children Face When They are Not Living w/Parents	Montserrado	231	19.89	4.501	11	33
	Grand Bassa	117	19.42	4.115	12	29
	Maryland	130	18.92	3.017	11	26
	Grand Cape Mount	122	19.22	3.774	5	30
	Total	600	19.45	4.005	5	33
Risk *	Montserrado	238	13.4076	4.58739	.00	20.00
	Grand Bassa	120	8.4500	4.26999	.00	20.00
	Maryland	130	13.7154	2.92340	3.00	18.00
	Grand Cape Mount	123	6.2846	4.67382	.00	17.00
	Total	611	11.0655	5.24410	.00	20.00

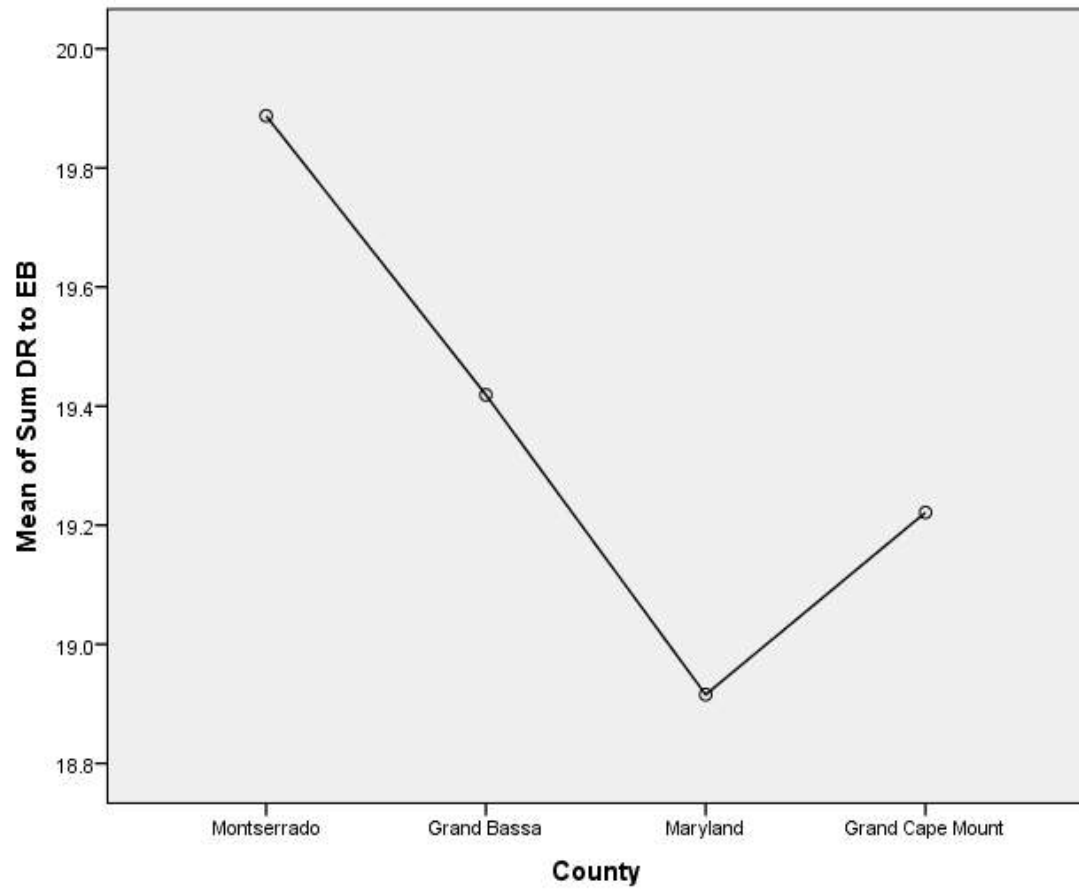
P < .05 (Significant Differences)

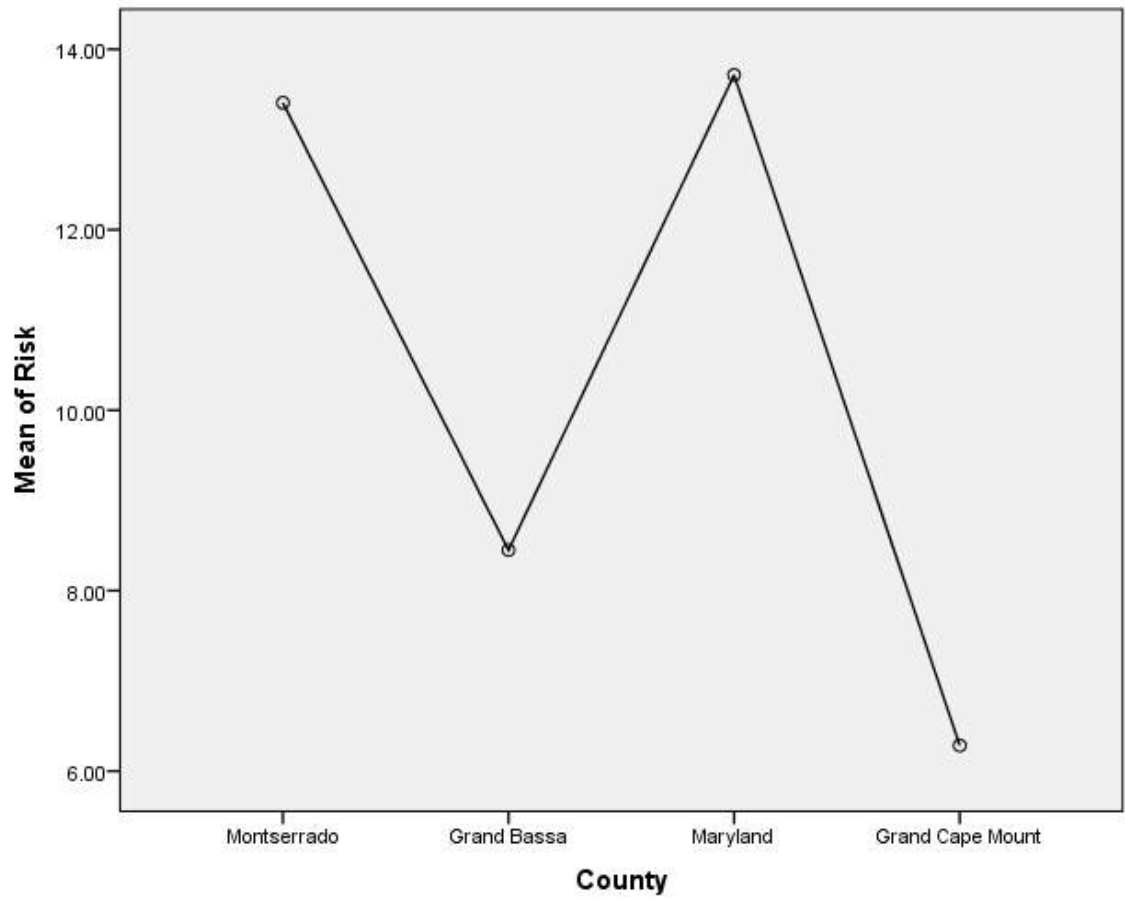
I













## B.6 Focus Groups, Key Informants & Survey Participants

Group					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Participants	611	68.2	68.2	68.2
	KI	14	1.6	1.6	69.8
	Focus Group	271	30.2	30.2	100.0
	Total	896	100.0	100.0	

		Group					
		Participants		KI		Focus Group	
		n	%	n	%	n	%
County	Montserrado	238	26.6%	3	0.3%	53	5.9%
	Grand Bassa	120	13.4%	4	0.4%	39	4.4%
	Maryland	130	14.5%	4	0.4%	86	9.6%
	Grand Cape Mount	123	13.7%	3	0.3%	92	10.3%

		Group					
		Participants		KI		Focus Group	
		n	%	n	%	n	%
Gender	Female	315	35.2%	7	0.8%	130	14.5%
	Male	296	33.0%	7	0.8%	141	15.7%

		Group					
		Participants		KI		Focus Group	
		n	%	n	%	n	%
Age_Recode	18-35 years	344	38.7%	3	0.3%	126	14.2%
	36+ years	266	29.9%	11	1.2%	139	15.6%

		Group					
		Participants		KI		Focus Group	
		n	%	n	%	n	%
Religion_Recode	Christian	468	58.0%	0	0.0%	0	0.0%
	Muslim	123	15.2%	14	1.7%	186	23.0%
	Other	16	2.0%	0	0.0%	0	0.0%

		Group					
		Participants		KI		Focus Group	
		n	%	n	%	n	%
School	No formal schooling	181	20.2%	0	0.0%	84	9.4%
	Informal school online / Koranic schooling	14	1.6%	0	0.0%	8	0.9%
	Some primary schooling	101	11.3%	1	0.1%	80	8.9%
	Primary schooling completed	52	5.8%	2	0.2%	89	9.9%
	Some secondary school / high school	135	15.1%	11	1.2%	10	1.1%
	Secondary / high school completed	80	8.9%	0	0.0%	0	0.0%
	Post-secondary qualifications other than university	9	1.0%	0	0.0%	0	0.0%
	Some university	30	3.3%	0	0.0%	0	0.0%
	University completed	6	0.7%	0	0.0%	0	0.0%
	Post graduate	3	0.3%	0	0.0%	0	0.0%

		Group					
		Participants		KI		Focus Group	
		n	%	n	%	n	%
Petty sales	Yes	147	63.9%	12	5.2%	59	25.7%
	No	12	5.2%	0	0.0%	0	0.0%

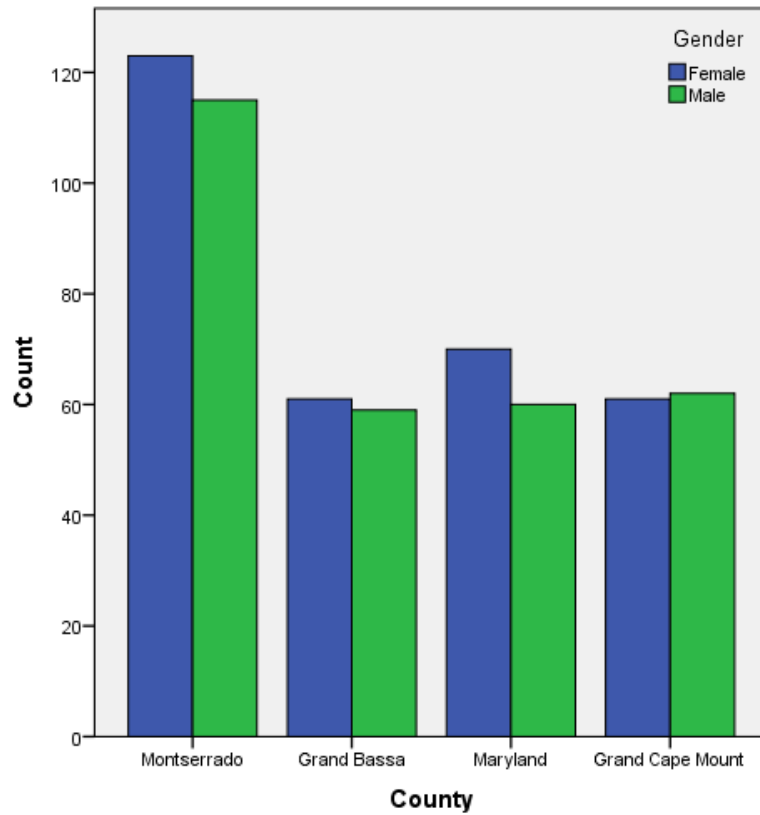
		Group					
		Participants		KI		Focus Group	
		n	%	n	%	n	%
Other	Yes	111	12.4%	2	0.2%	206	23.0%
	No	13	1.5%	0	0.0%	0	0.0%
	99	487	54.4%	12	1.3%	65	7.3%

		Group					
		Participants		KI		Focus Group	
		n	%	n	%	n	%
What is your marital status?	Single	190	21.3%	0	0.0%	35	3.9%
	Married	200	22.4%	13	1.5%	117	13.1%
	Living together as if married	149	16.7%	1	0.1%	44	4.9%
	Divorced	13	1.5%	0	0.0%	71	8.0%
	Widowed	28	3.1%	0	0.0%	0	0.0%
	Separated	24	2.7%	0	0.0%	0	0.0%
	Not Sure	7	0.8%	0	0.0%	0	0.0%

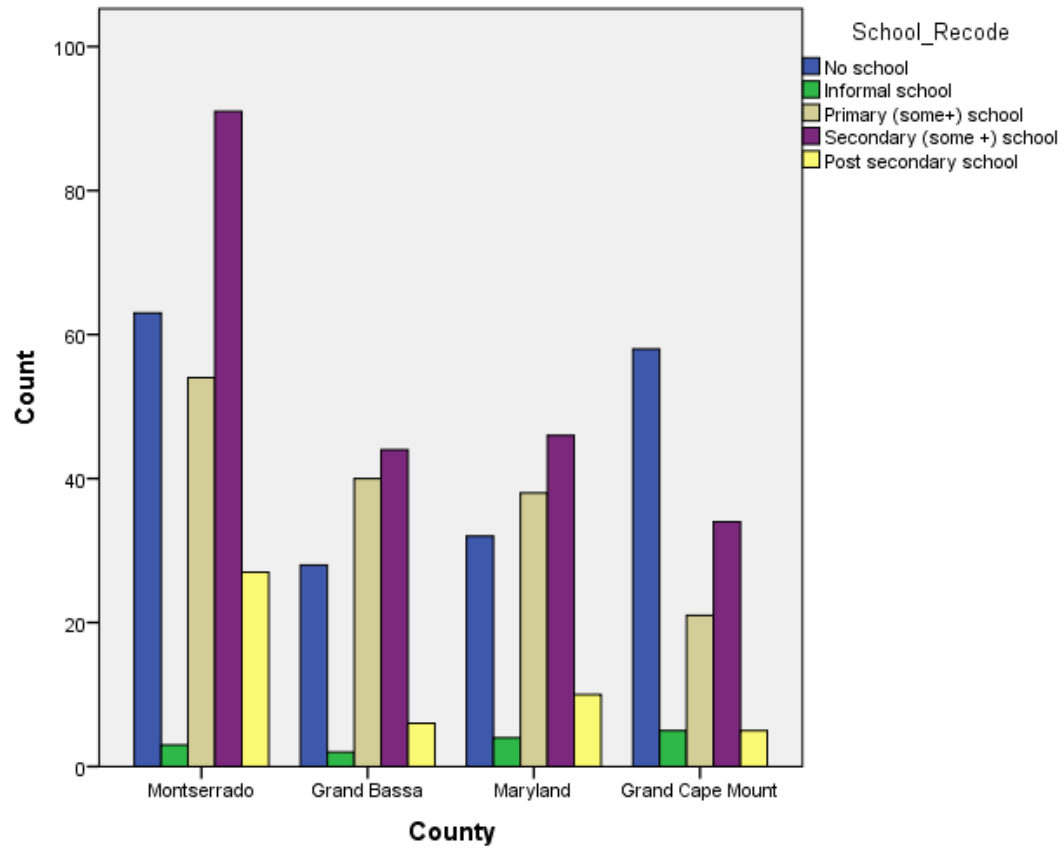
		Group					
		Participants		KI		Focus Group	
		n	%	n	%	n	%
Number of wives you have?	1	215	88.5%	0	0.0%	0	0.0%
	2	14	5.8%	0	0.0%	11	4.5%
	3	2	0.8%	0	0.0%	1	0.4%

## B.7 Selected Graphs

County by Gender

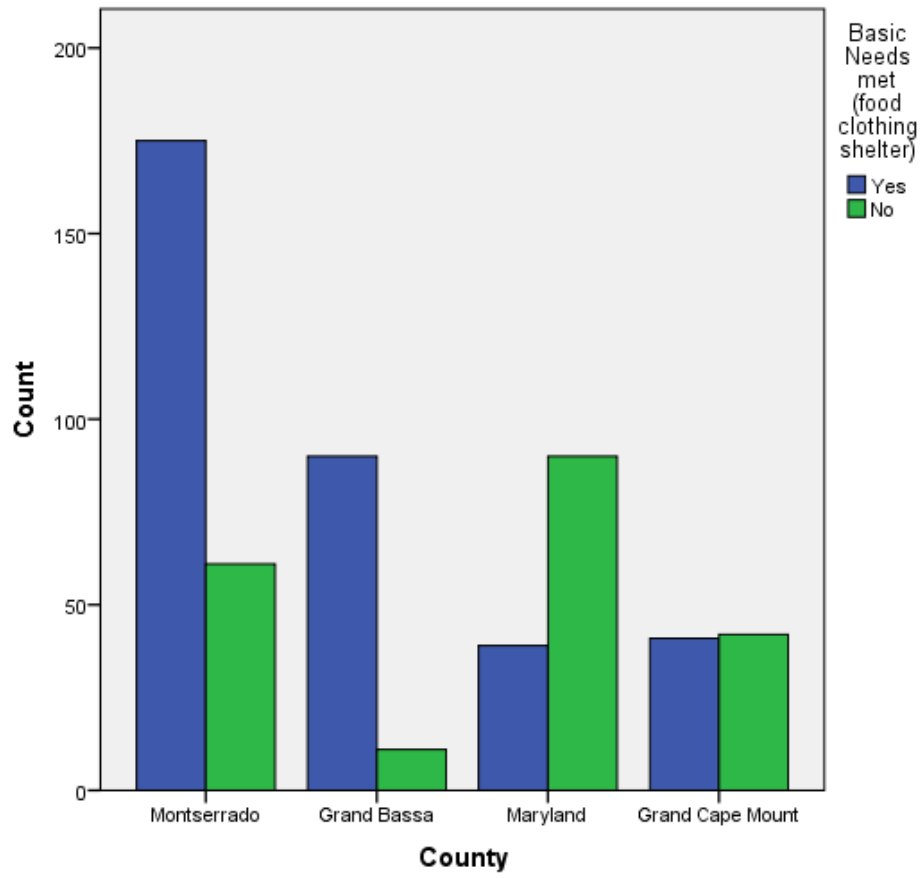


School by County

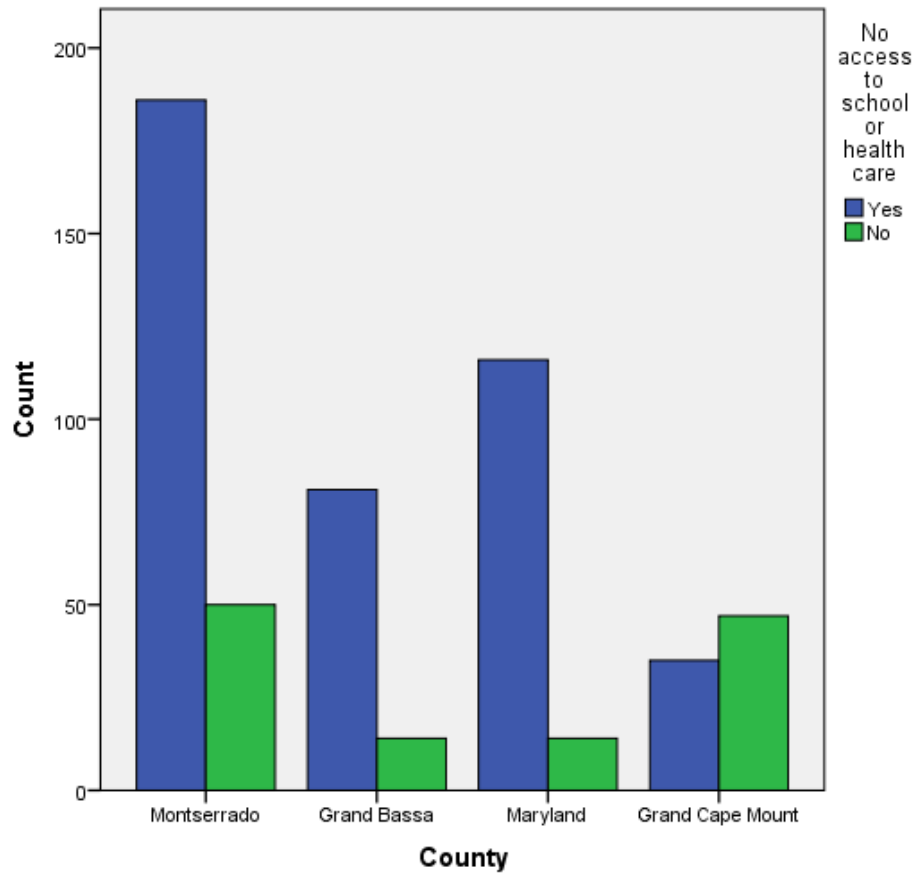


## RISK SITUATIONS

County BY CL.

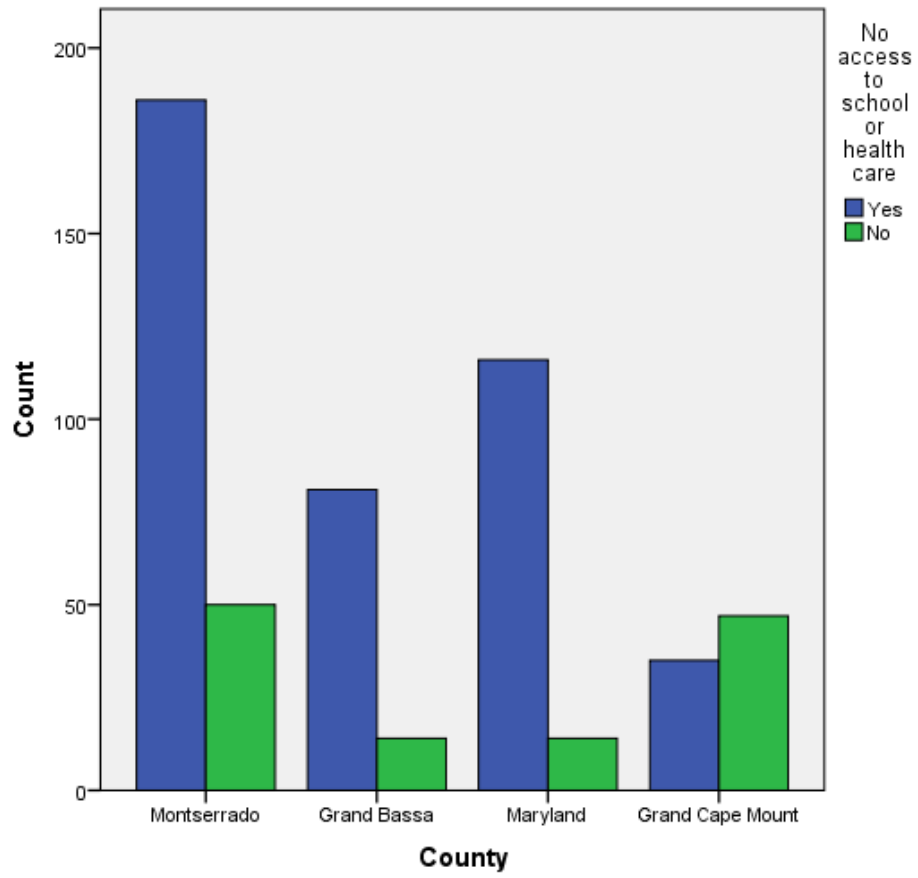


County BY CM.

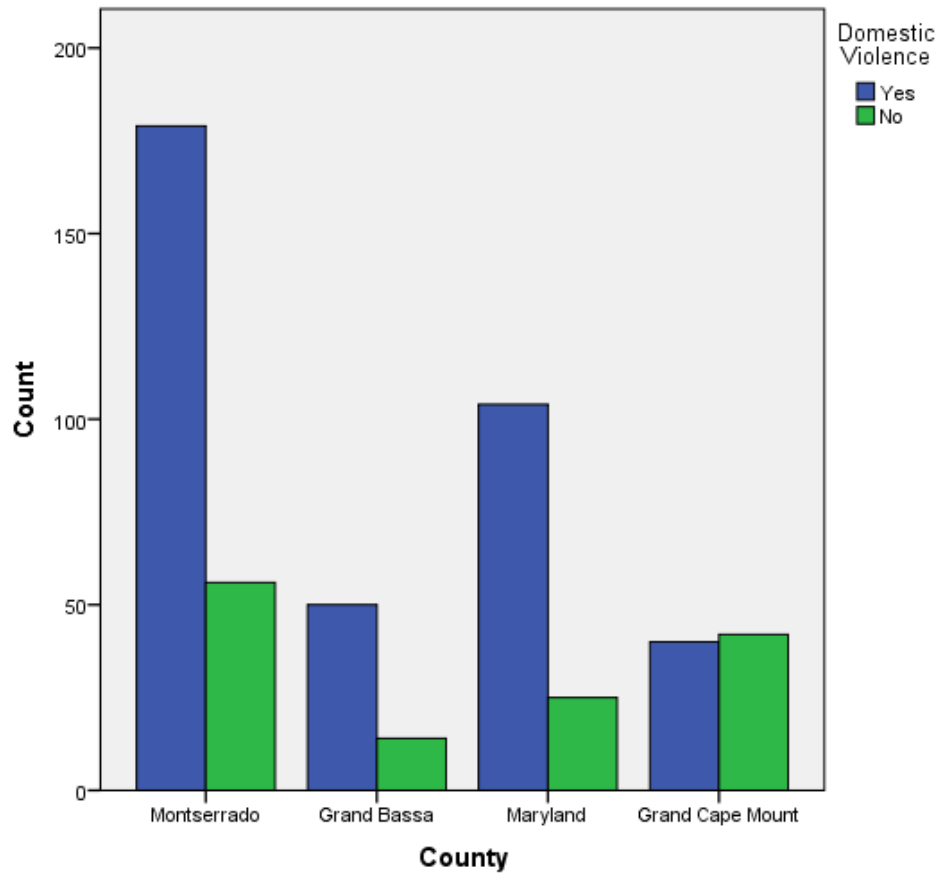


County BY CM.

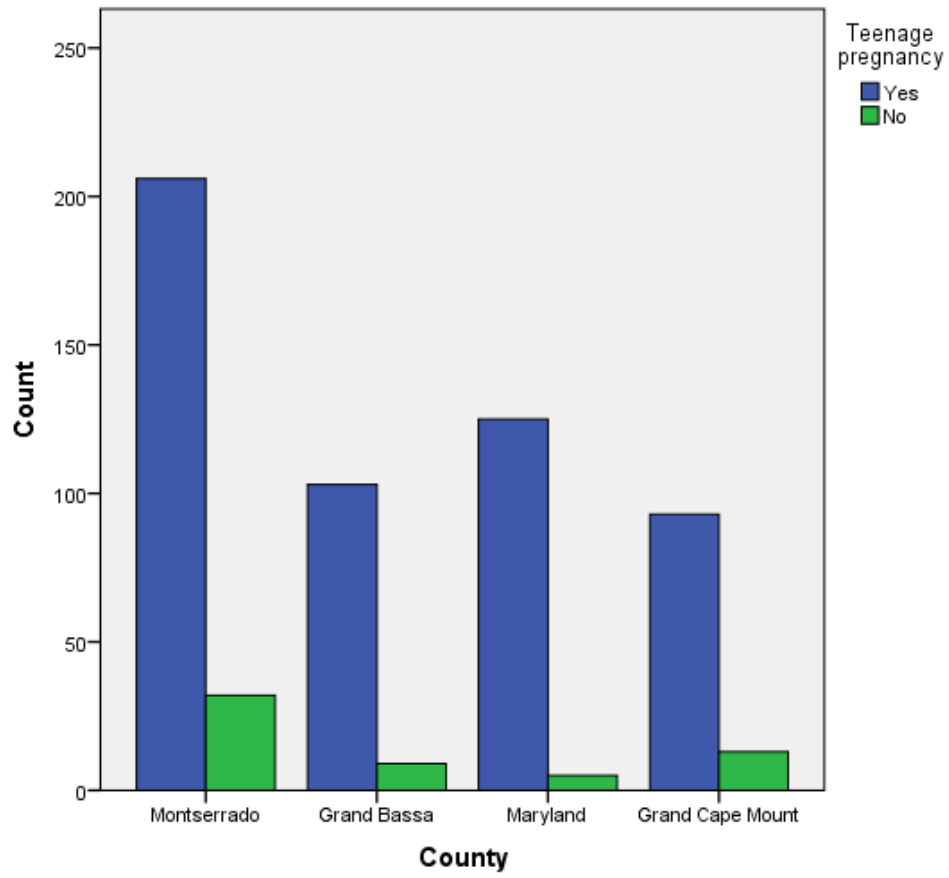




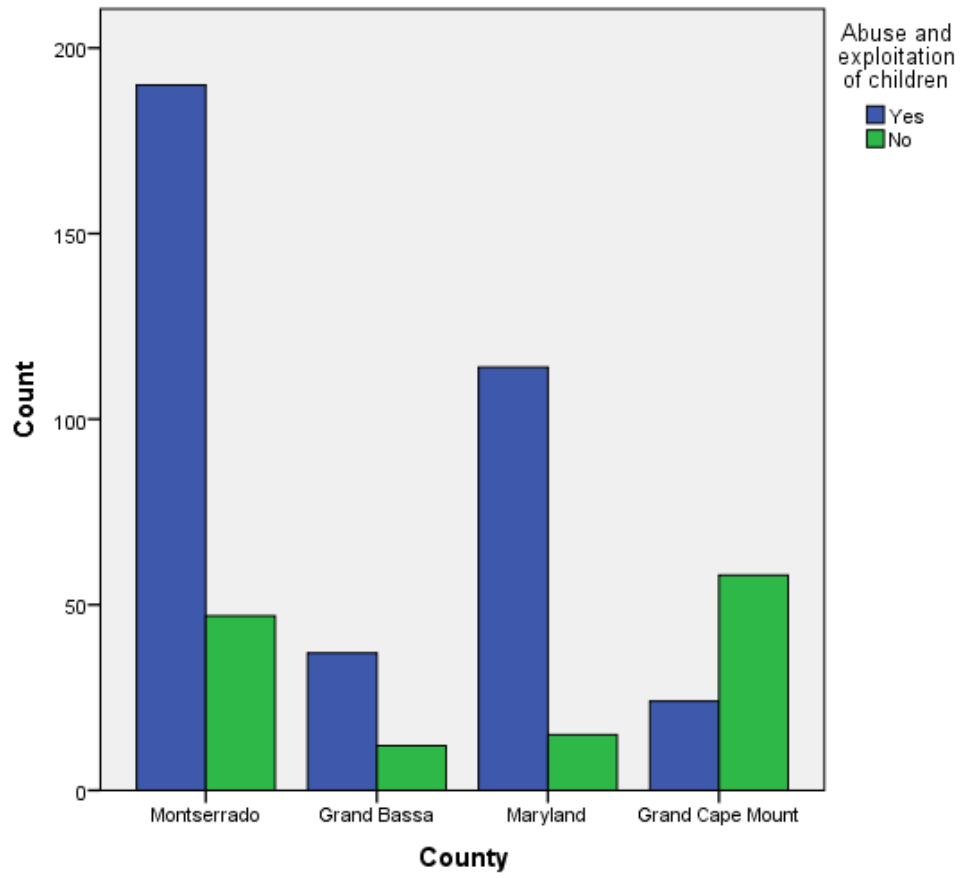
County BY CN.



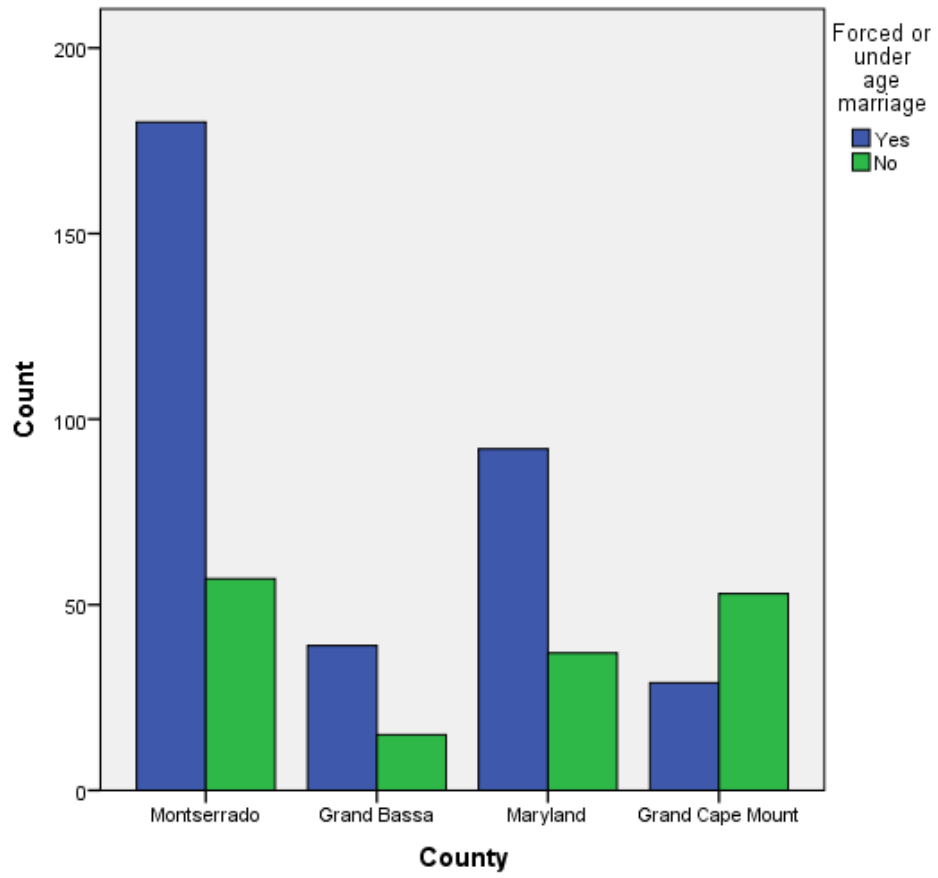
County BY CO.



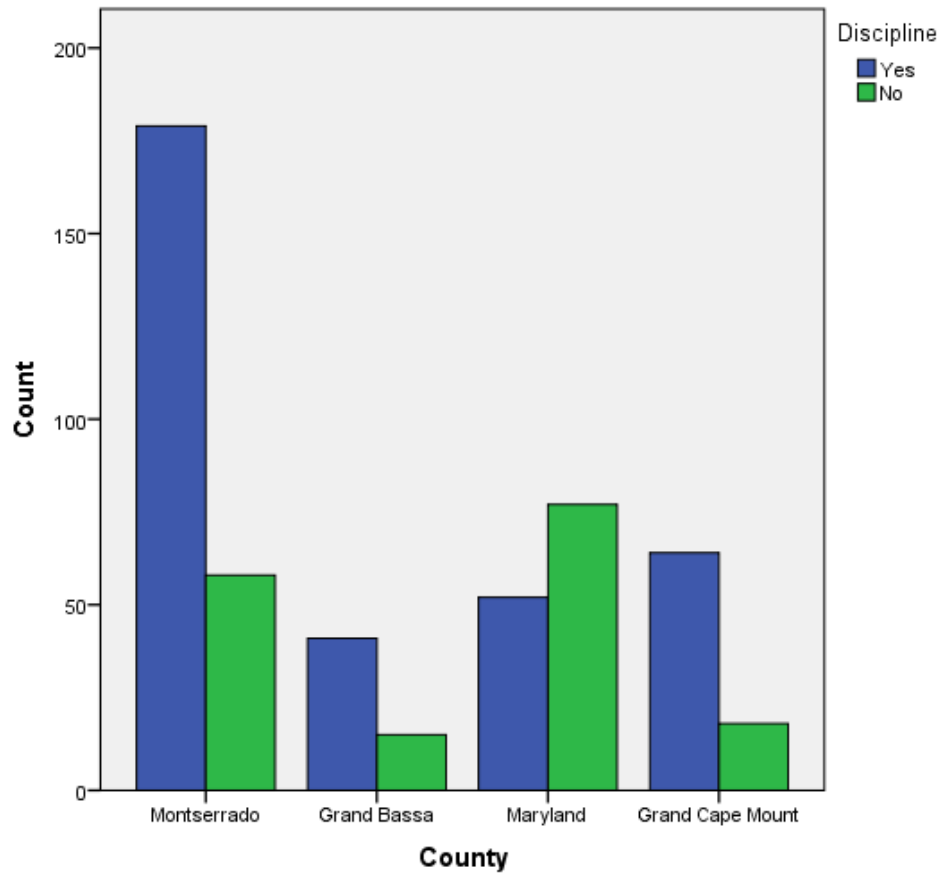
County BY CP.



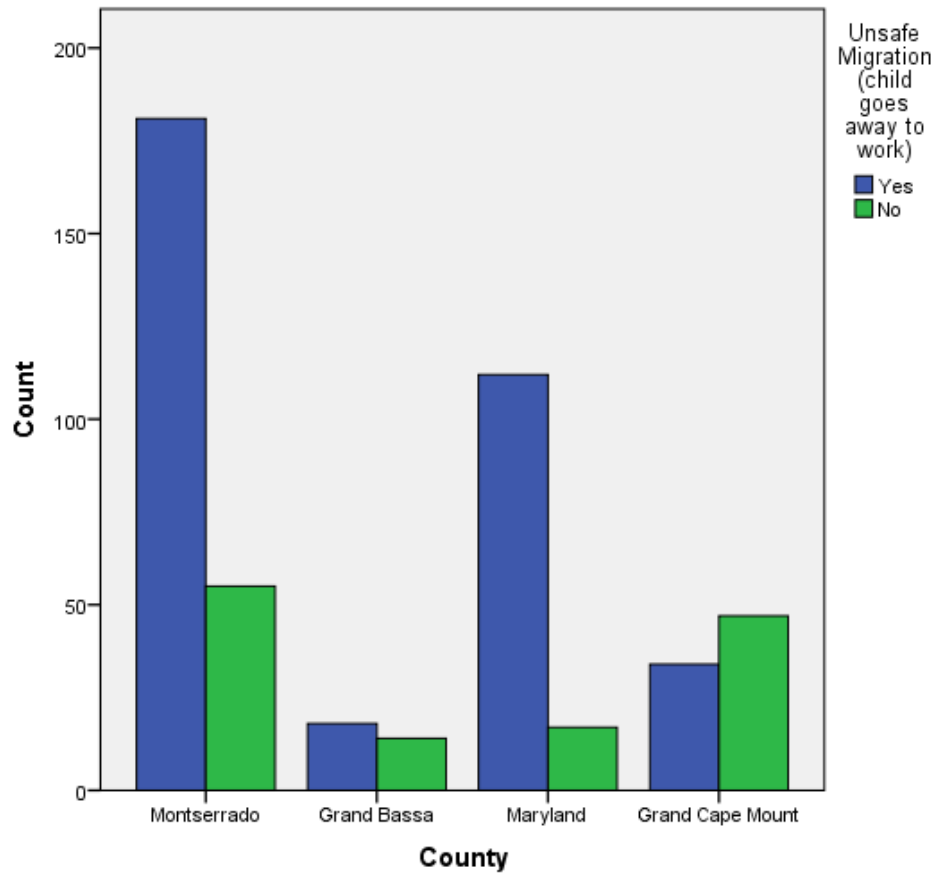
County BY CQ.



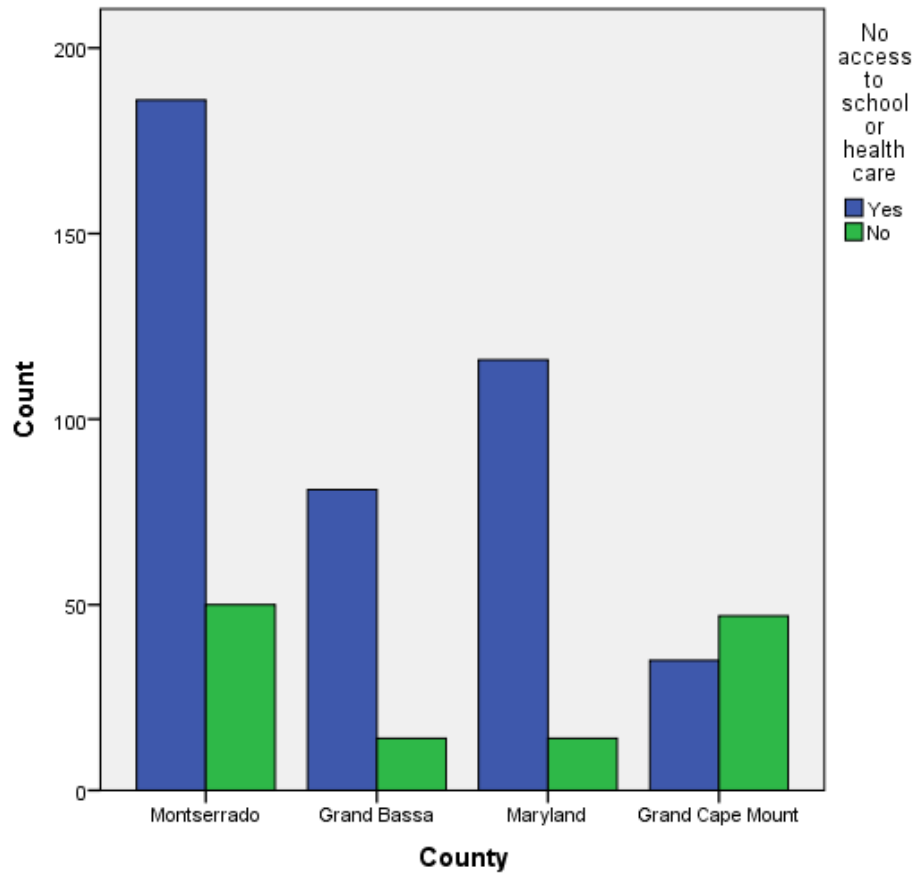
County BY CR.



County BY CS.

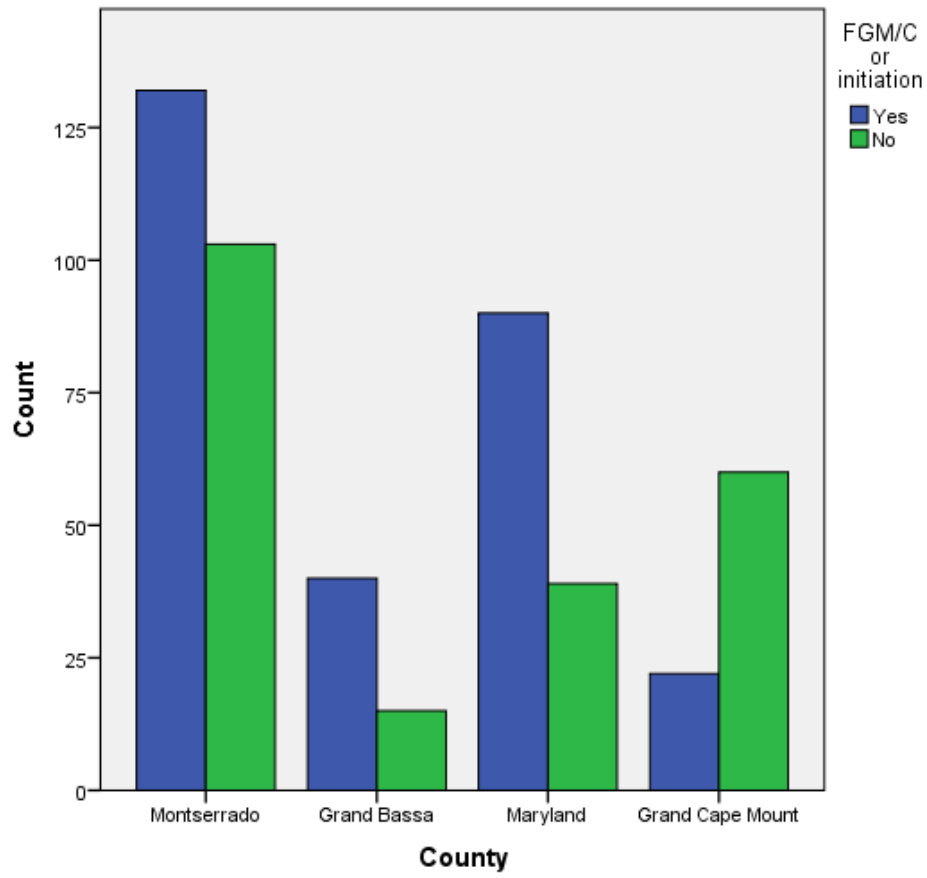


County BY CM.

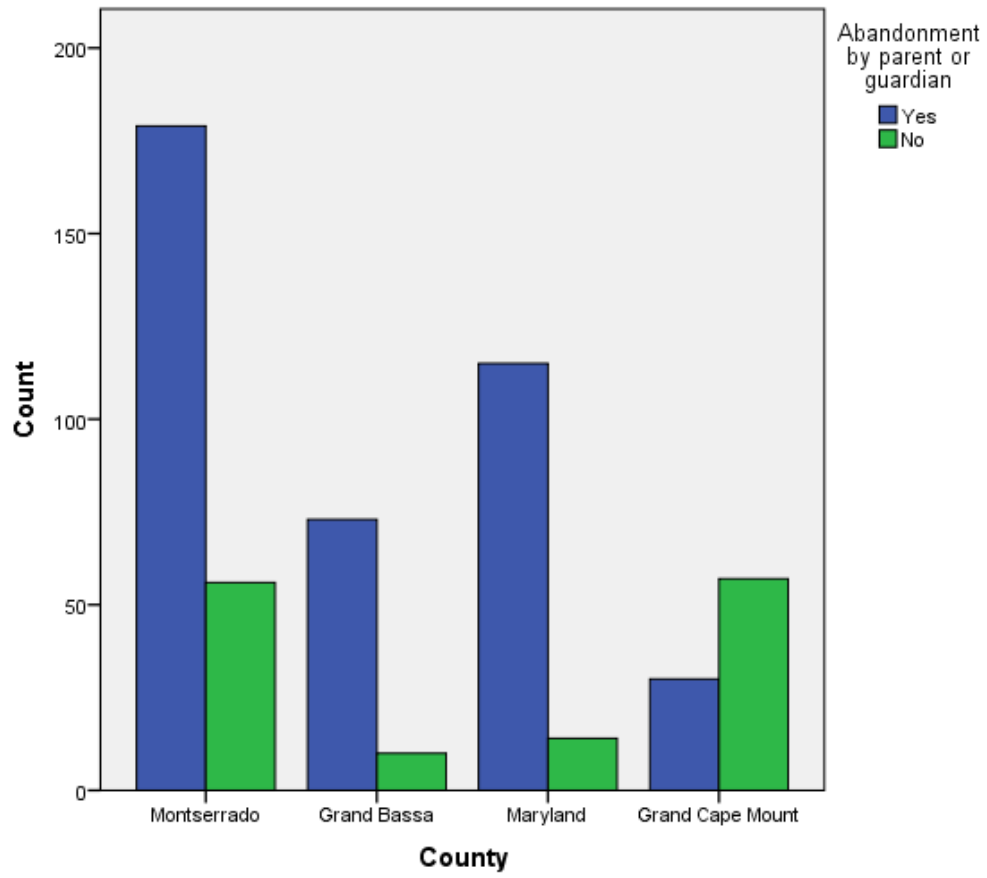


County BY CT.

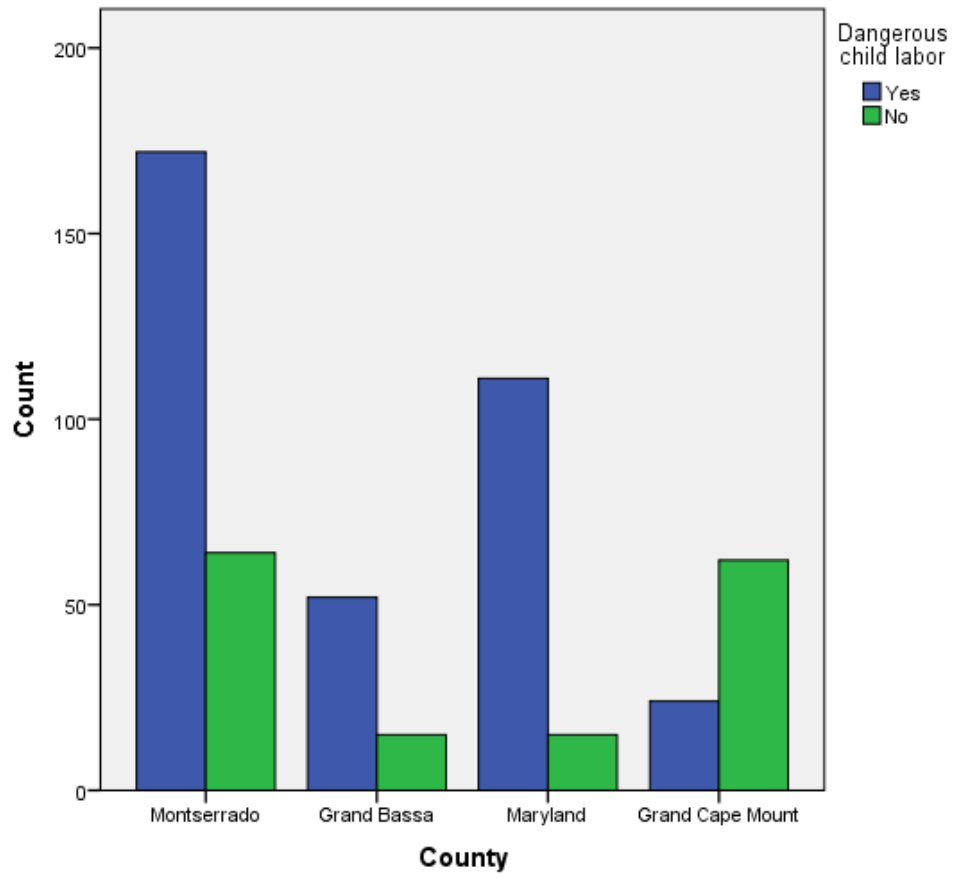




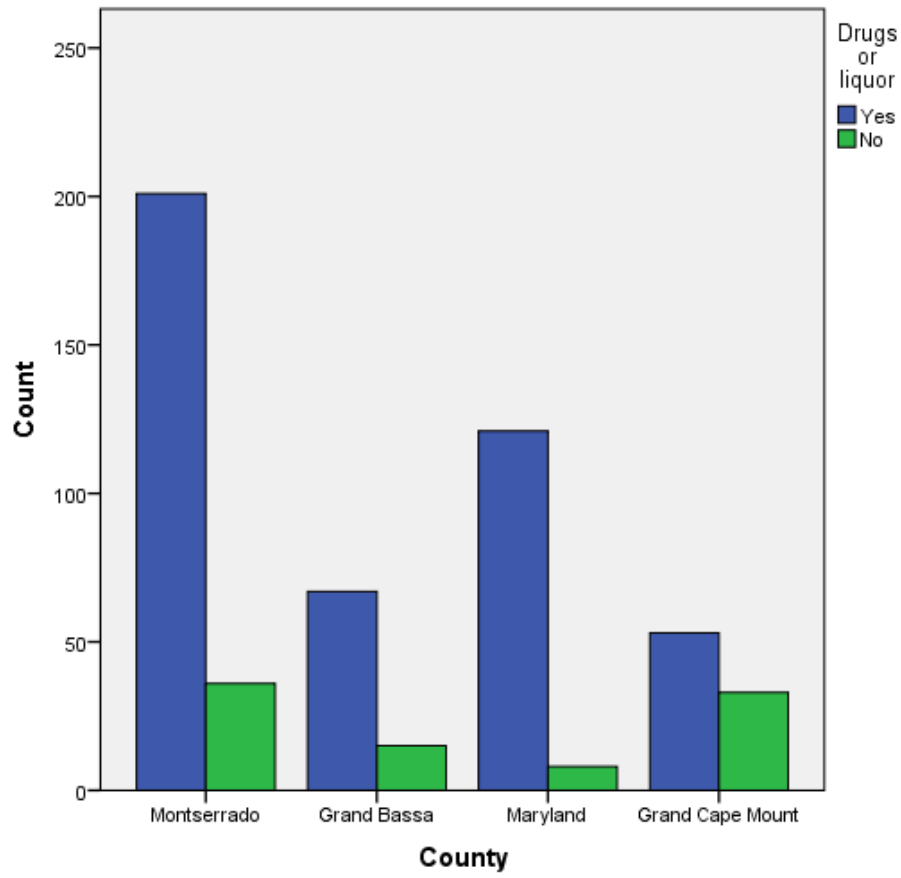
County BY CU.



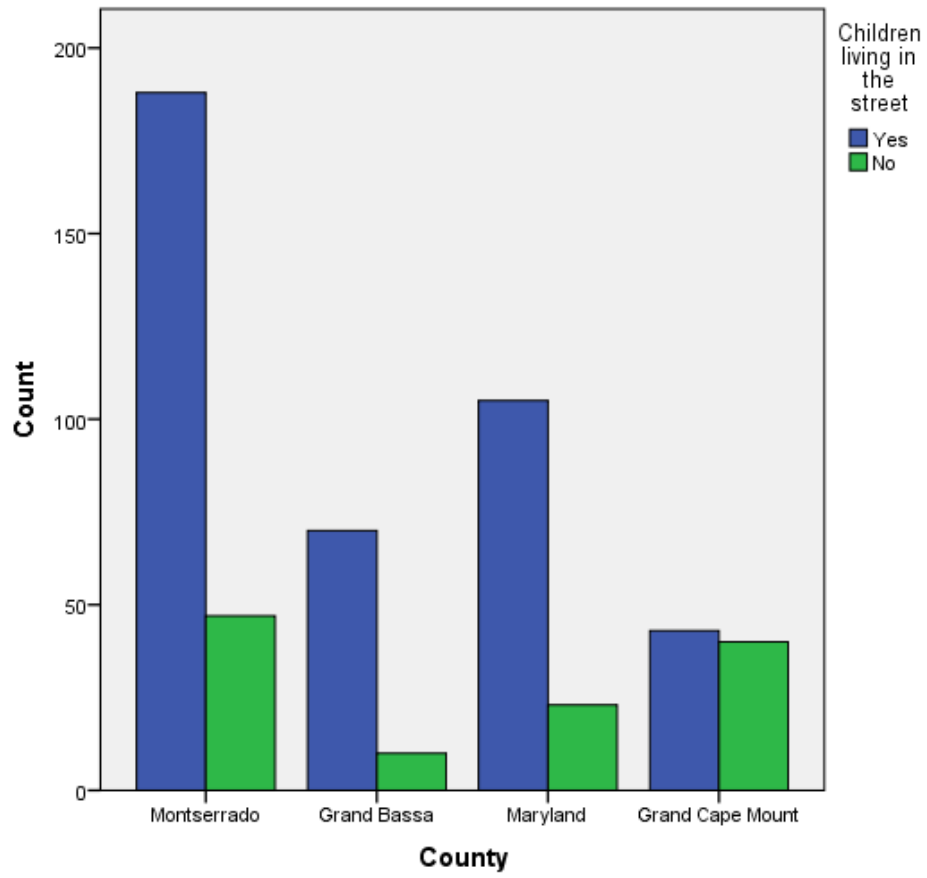
County BY CV.



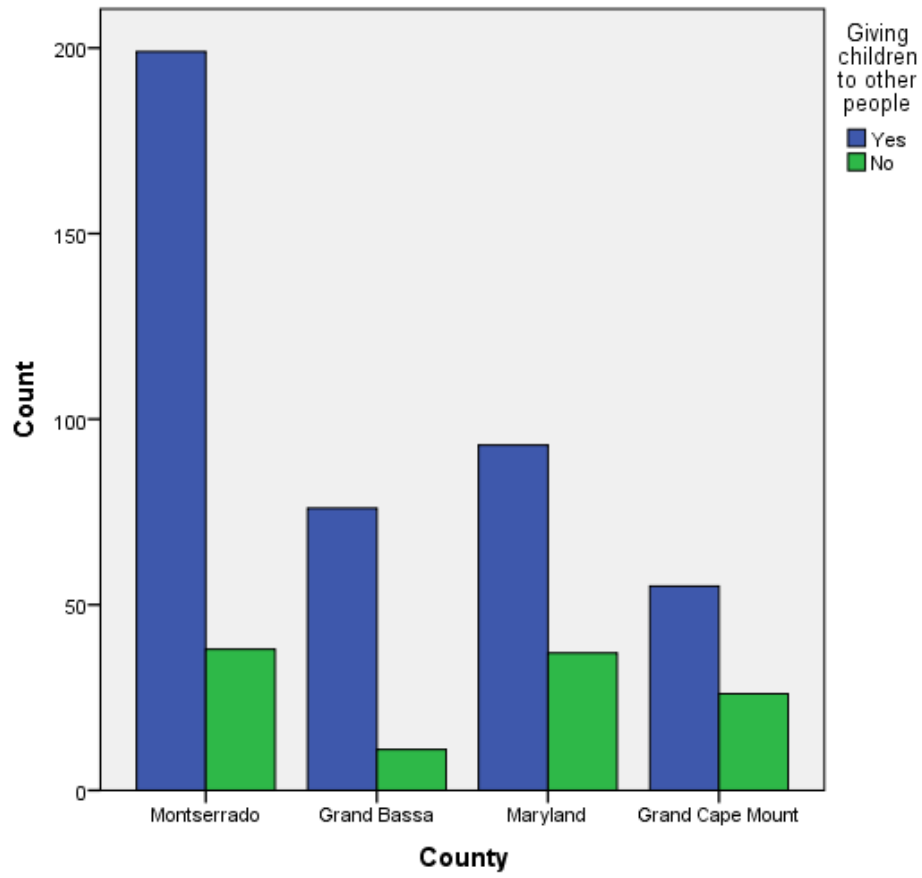
County BY CW.



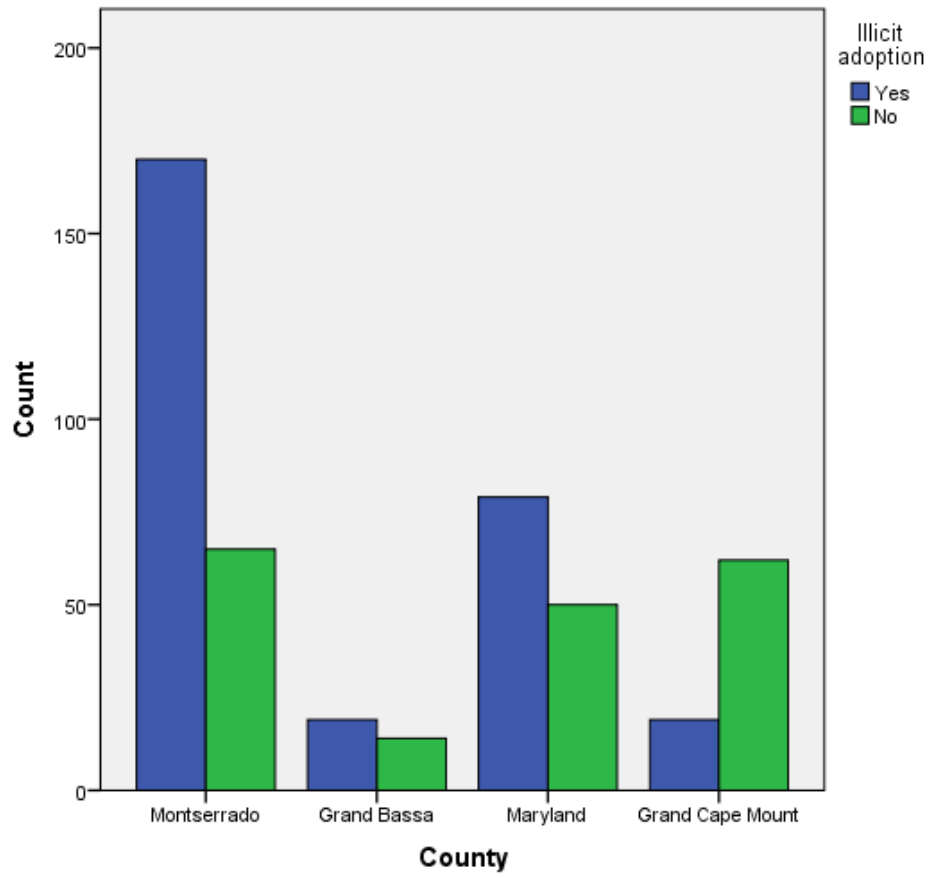
County BY CX.



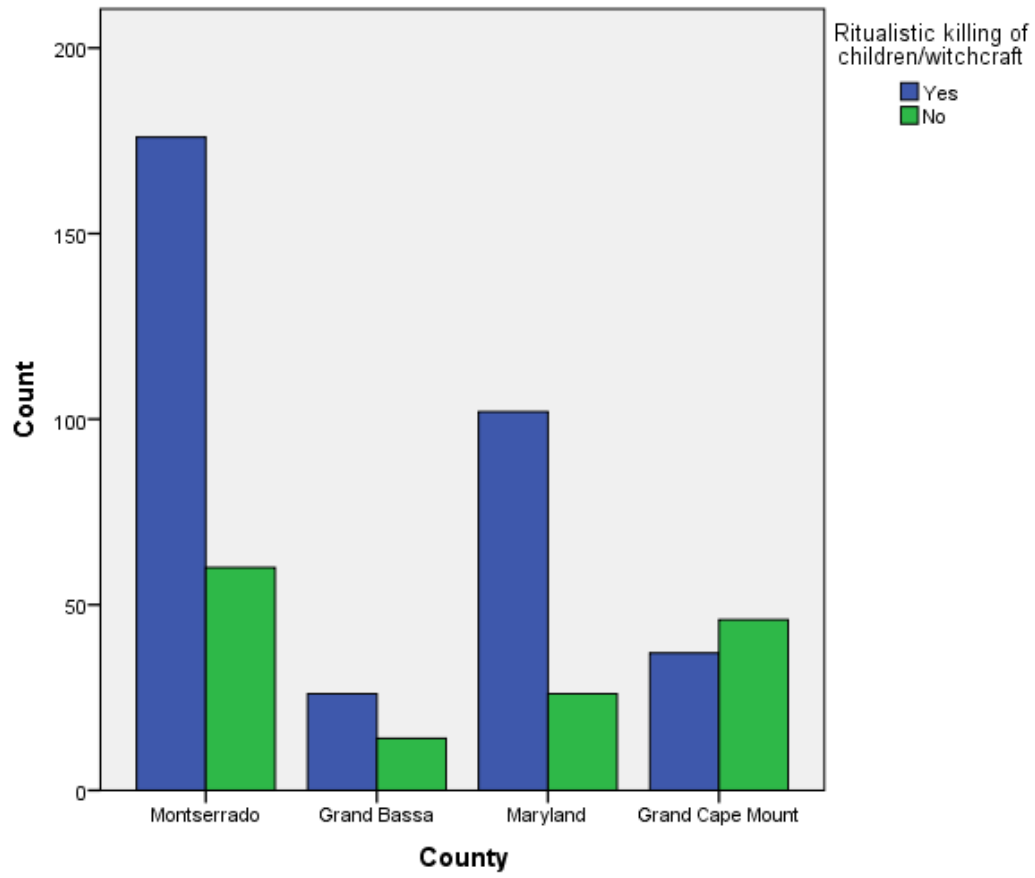
County BY CY.



County BY CZ.

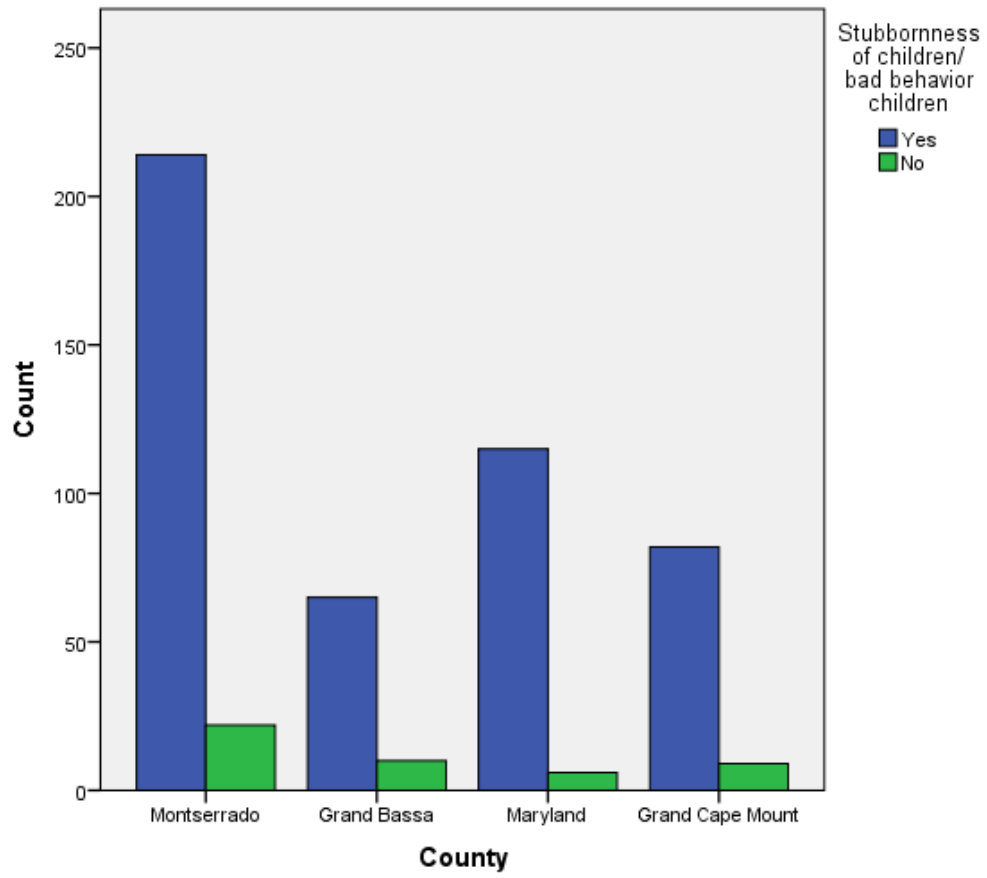


County BY DA.

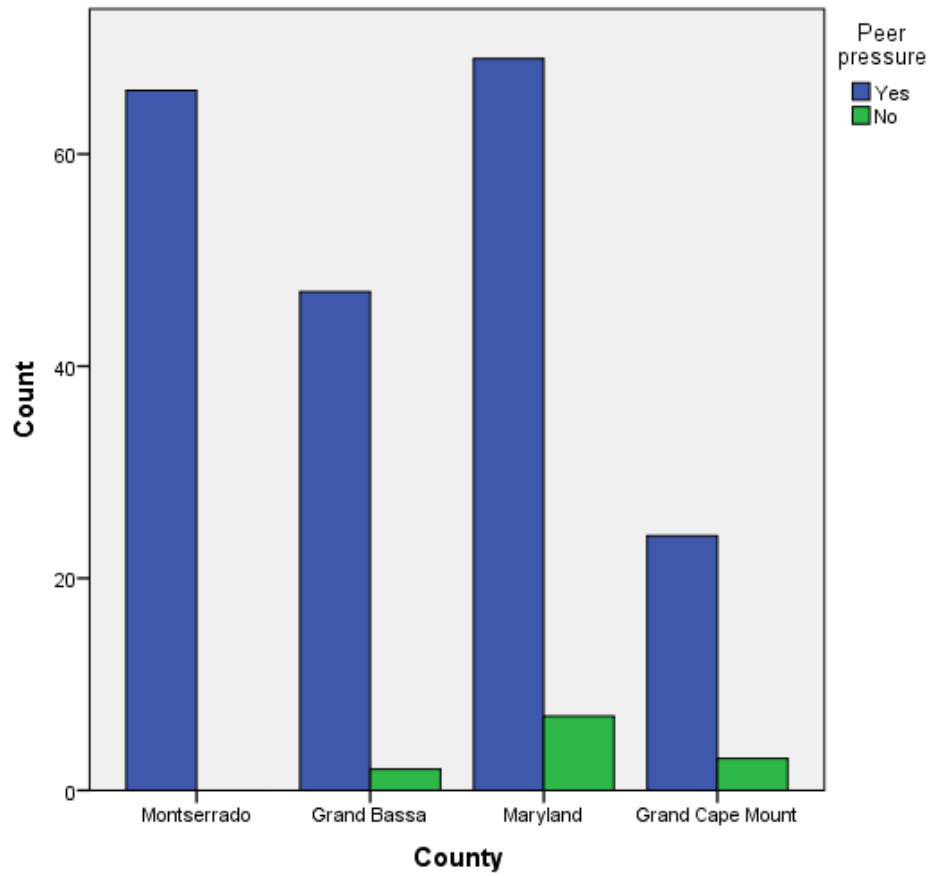


County BY DB.

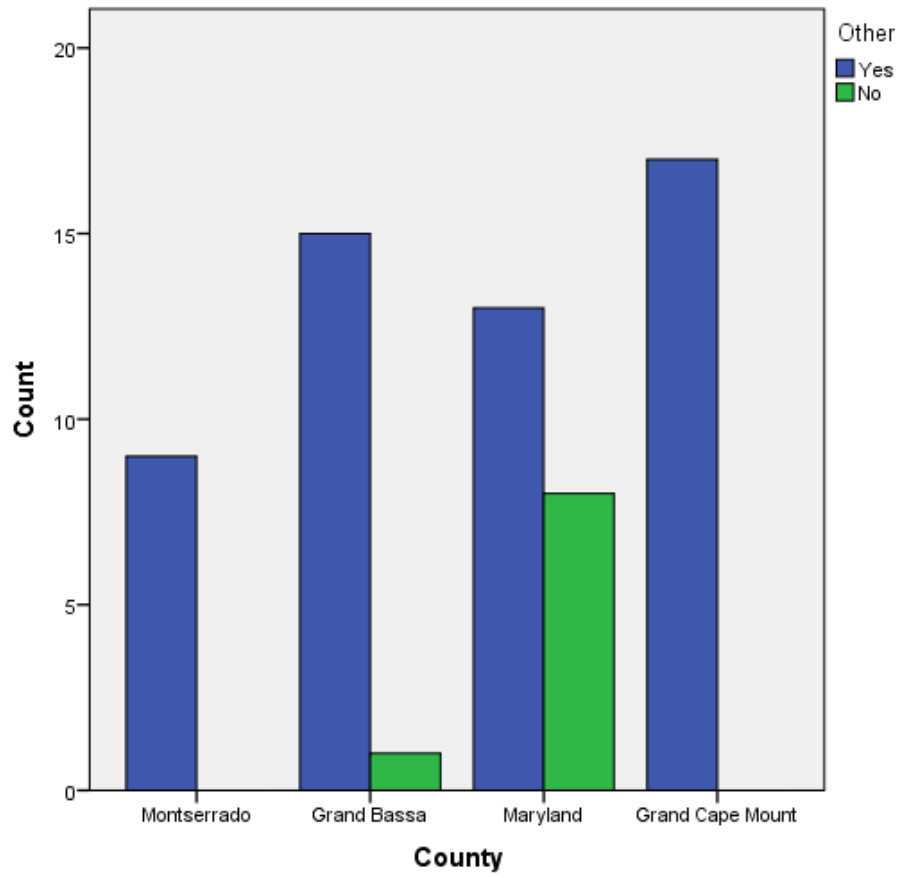




County BY DC.

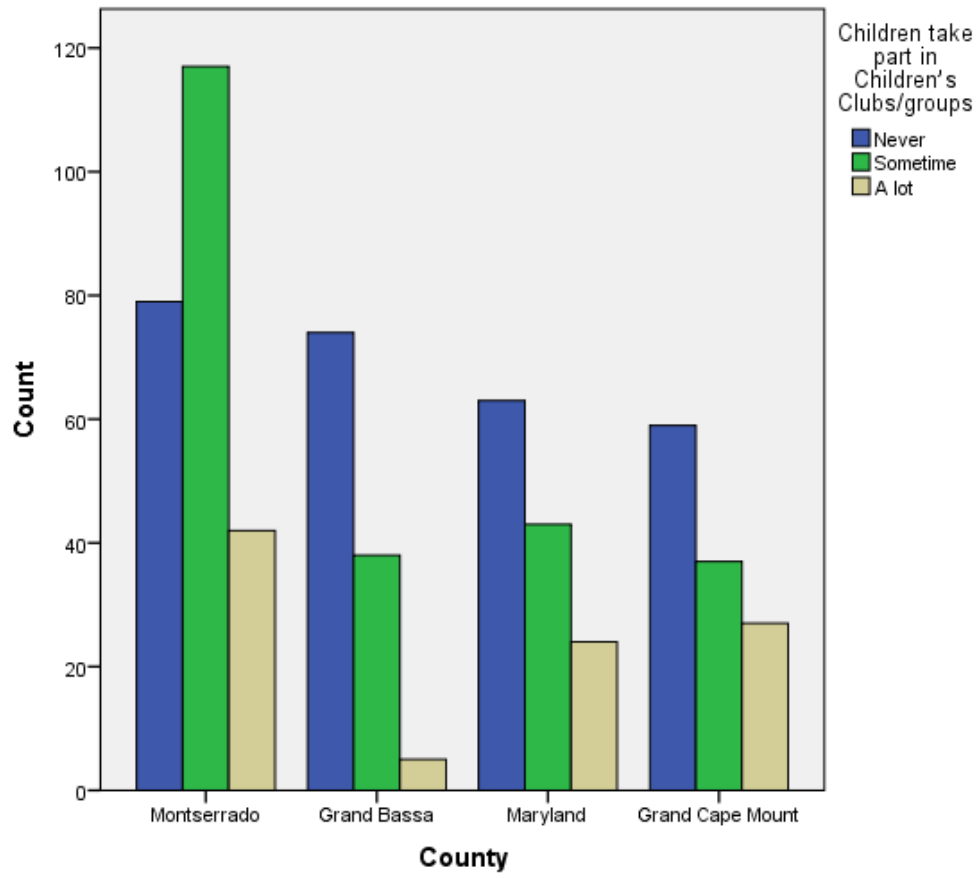


County BY DE.

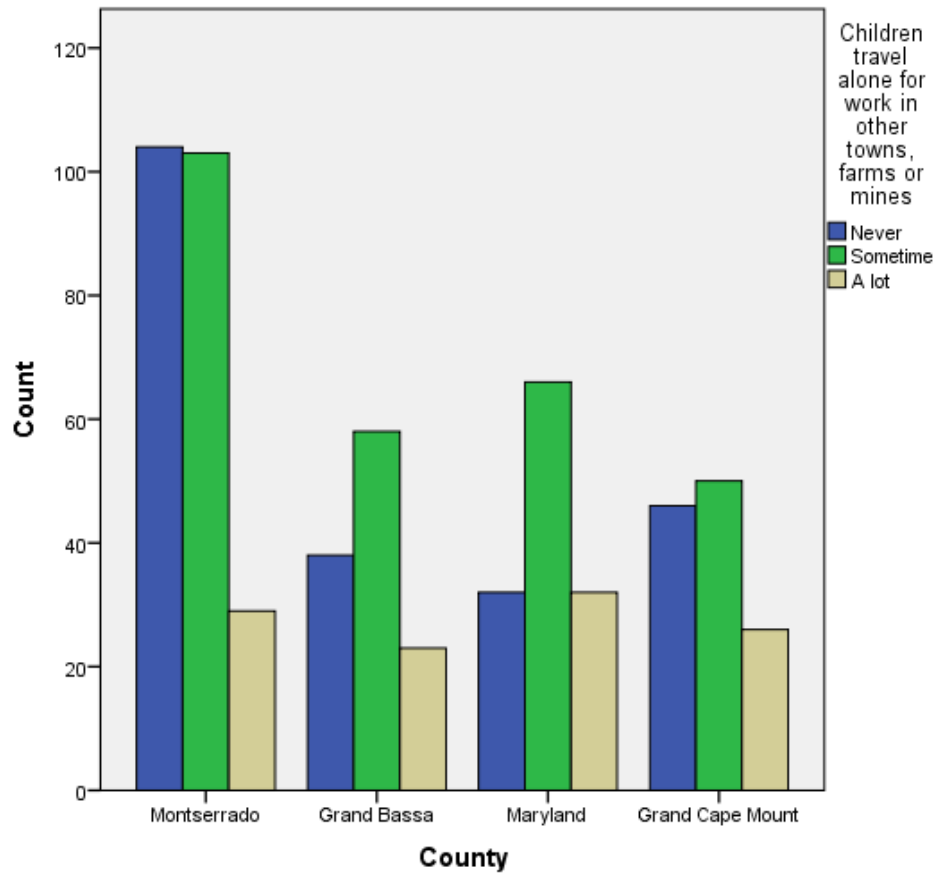


## ISSUES CHILDREN FACE

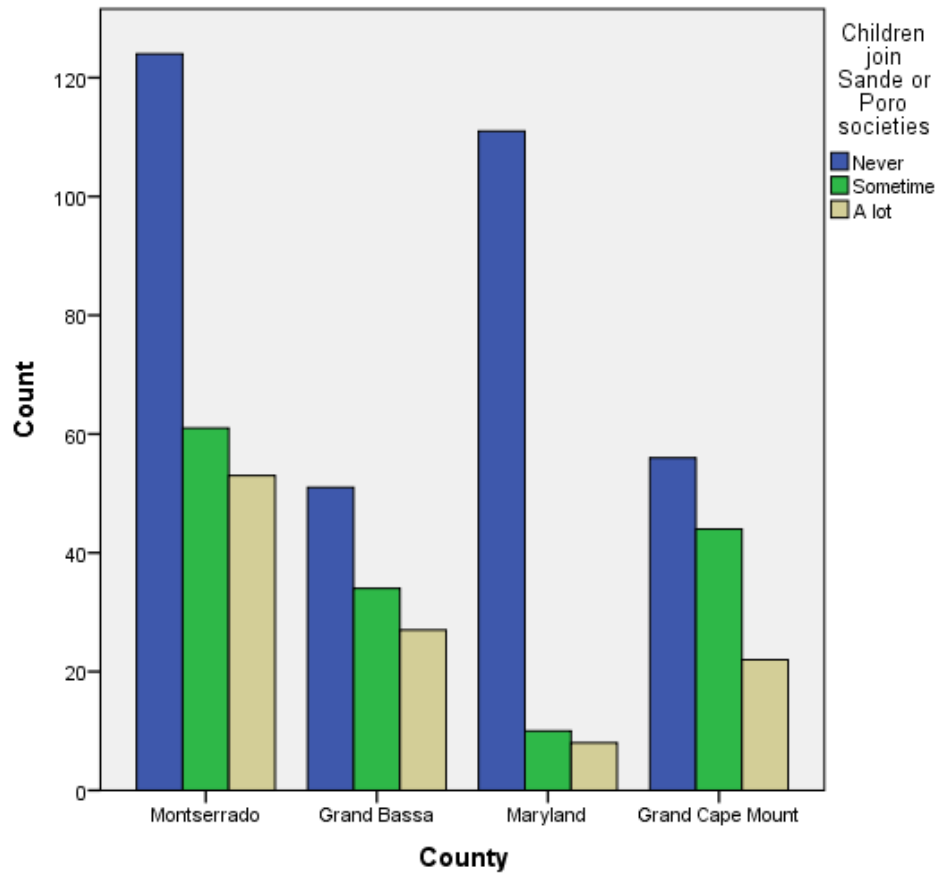
County BY DF.



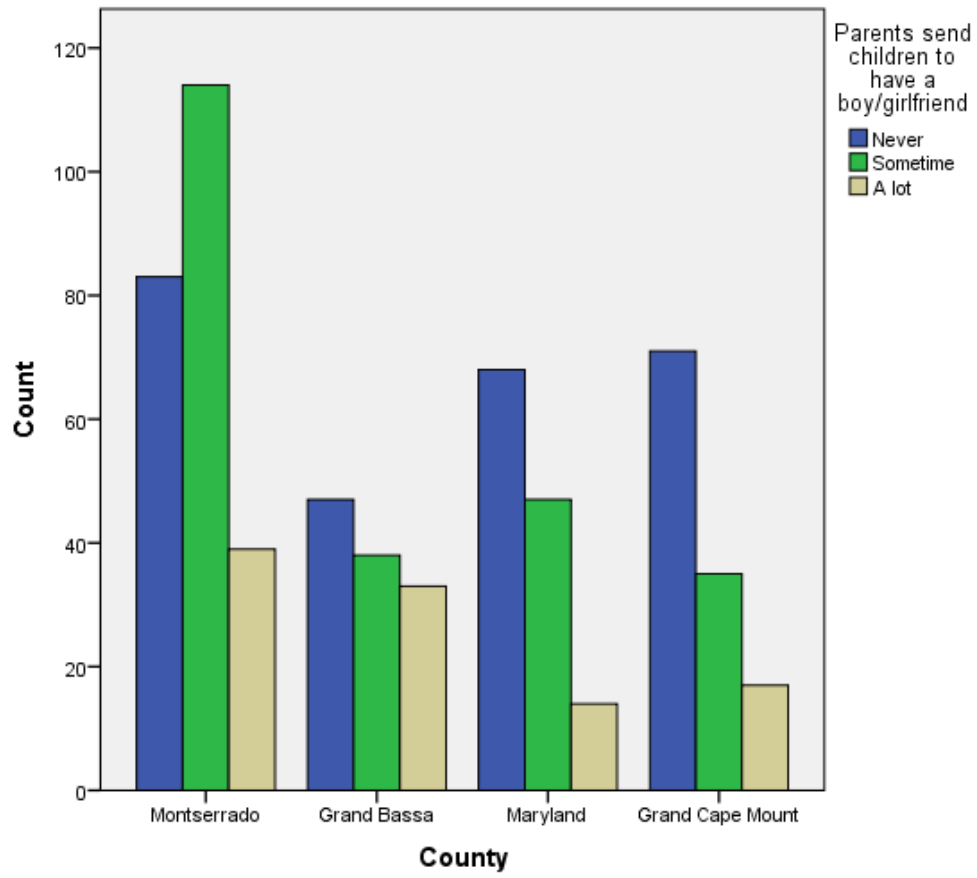
County BY DG.



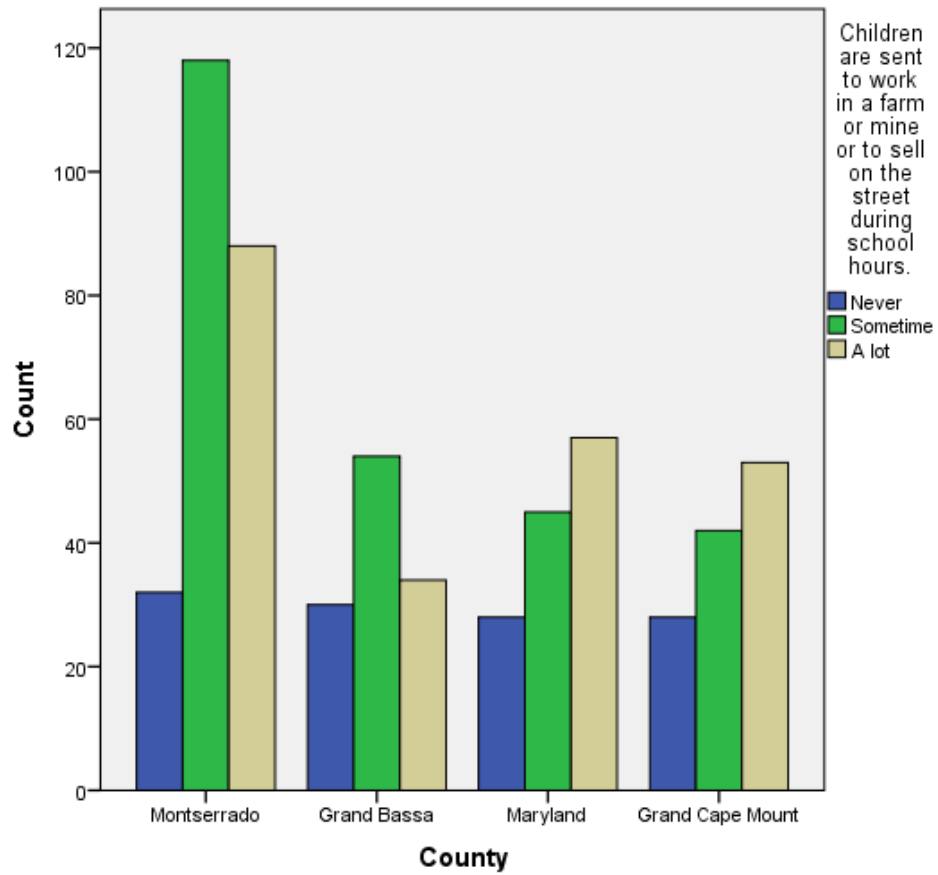
County BY DH.



County BY DI.

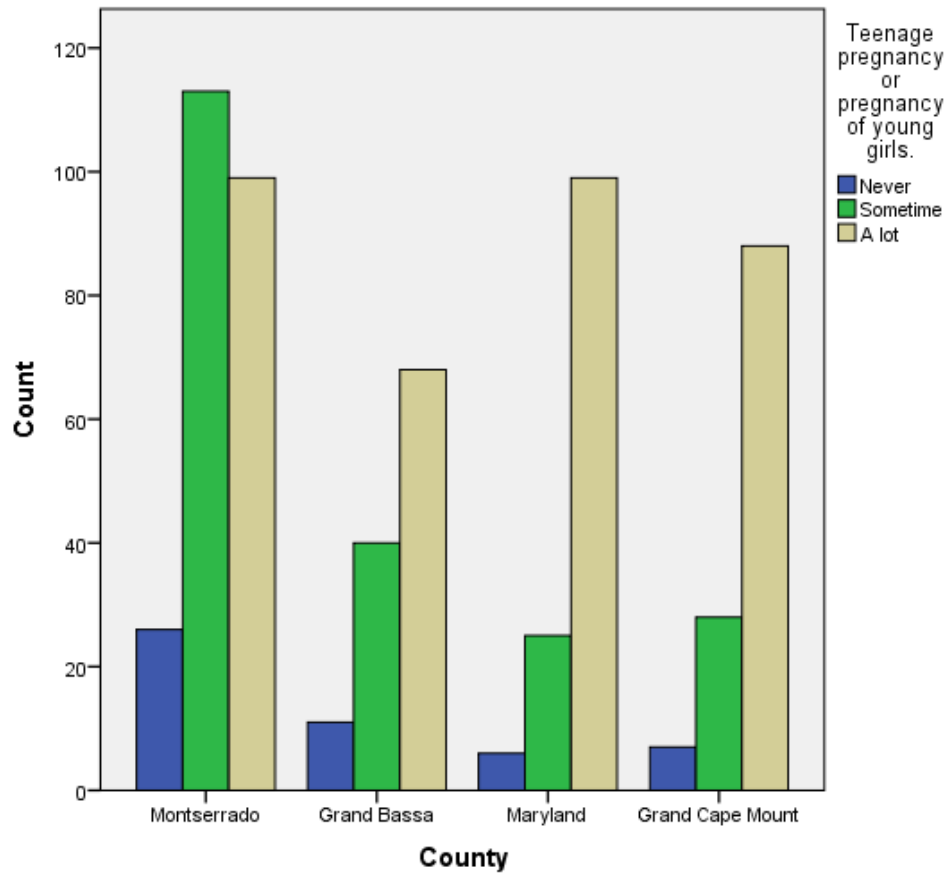


County BY DK.

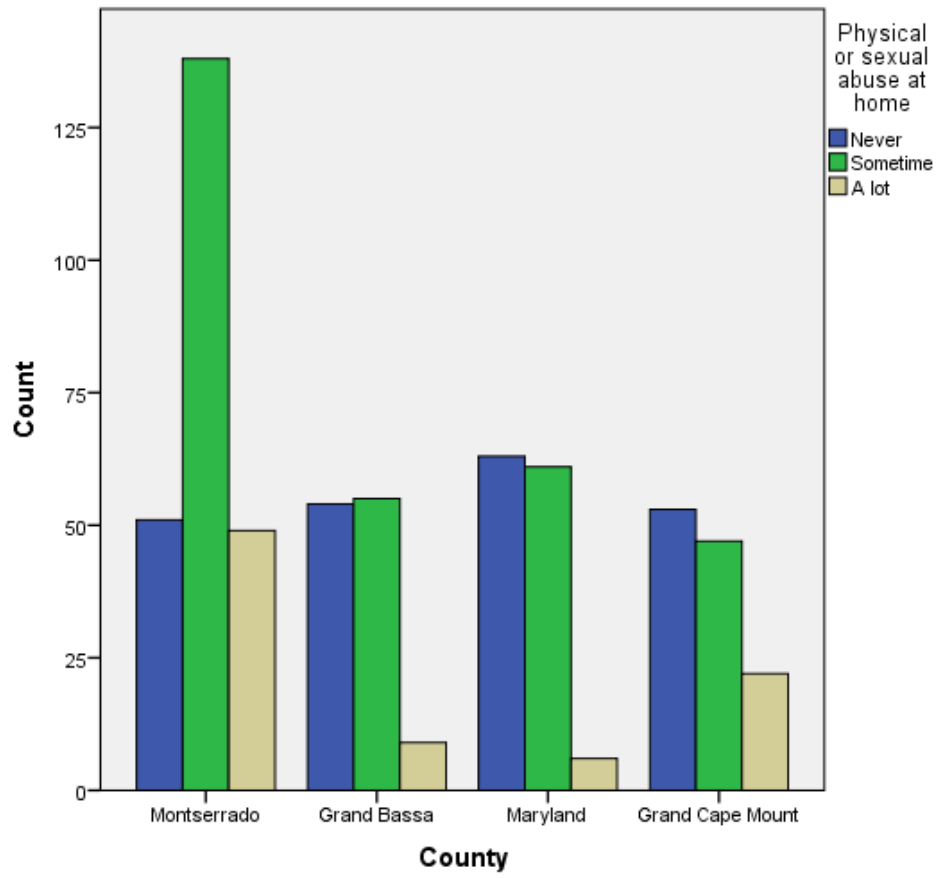


County BY DL.

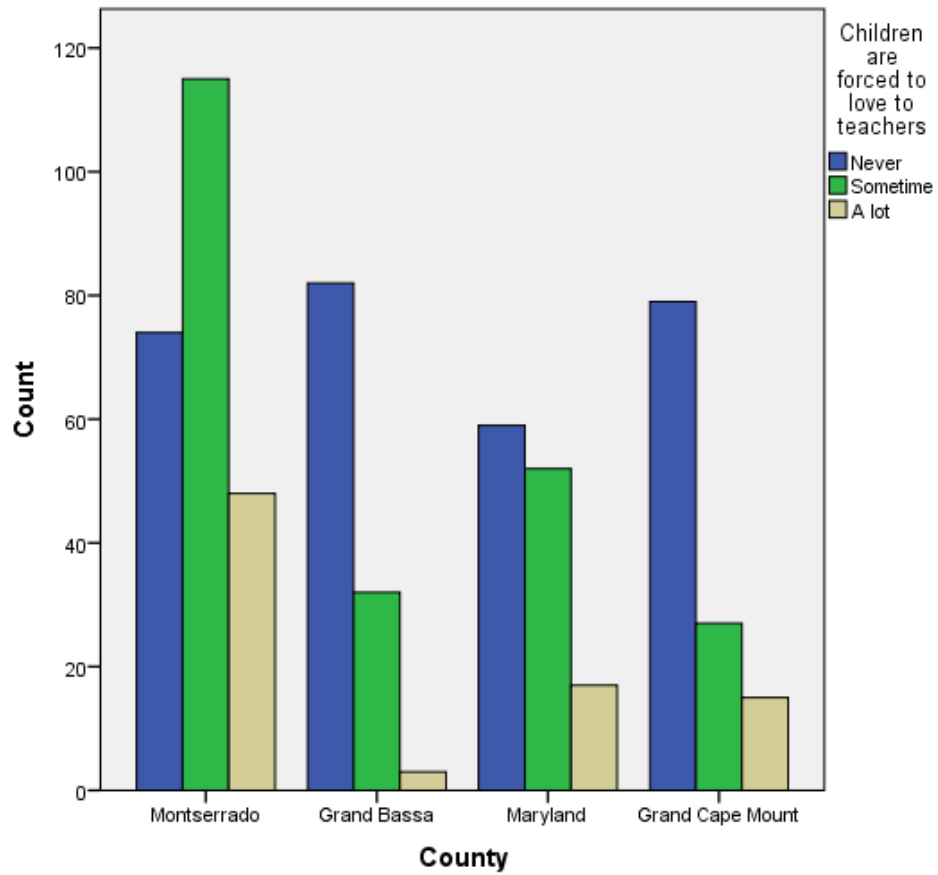




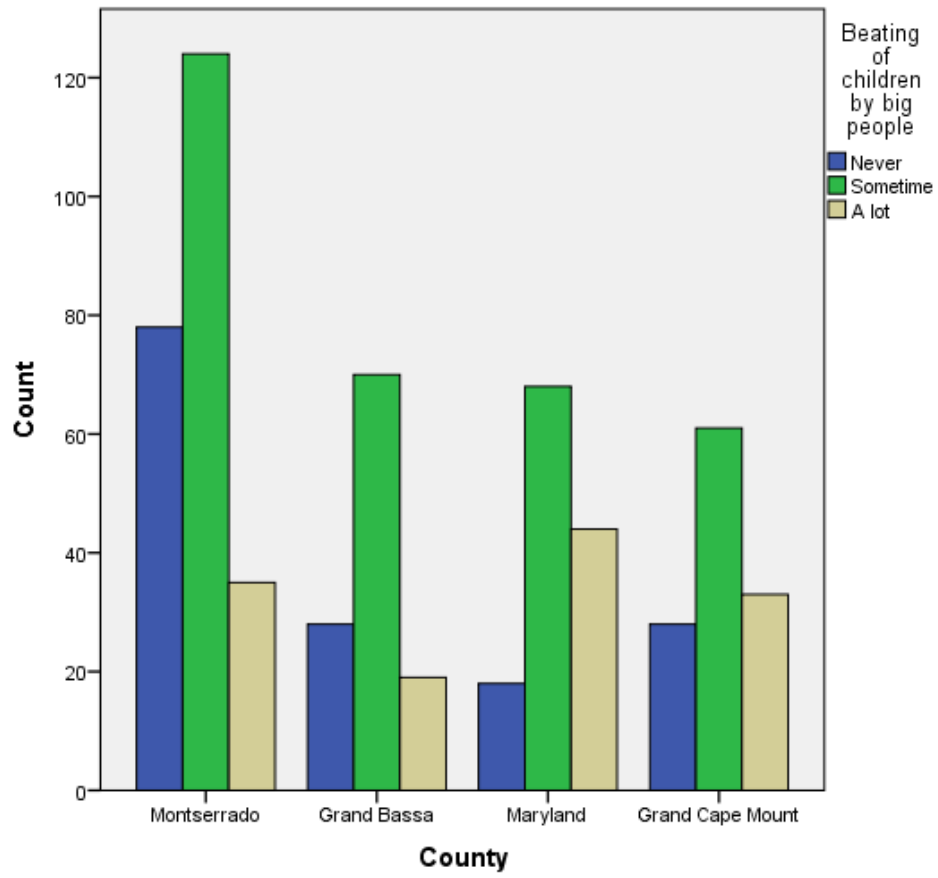
County BY DM.



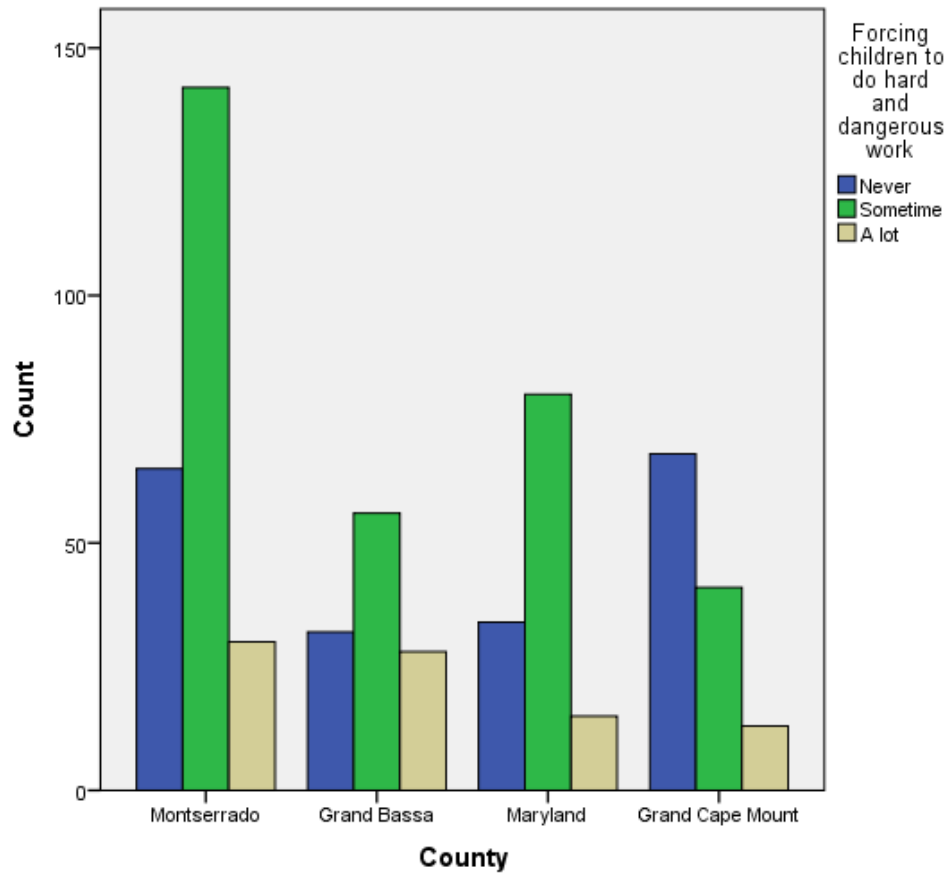
County BY DN.



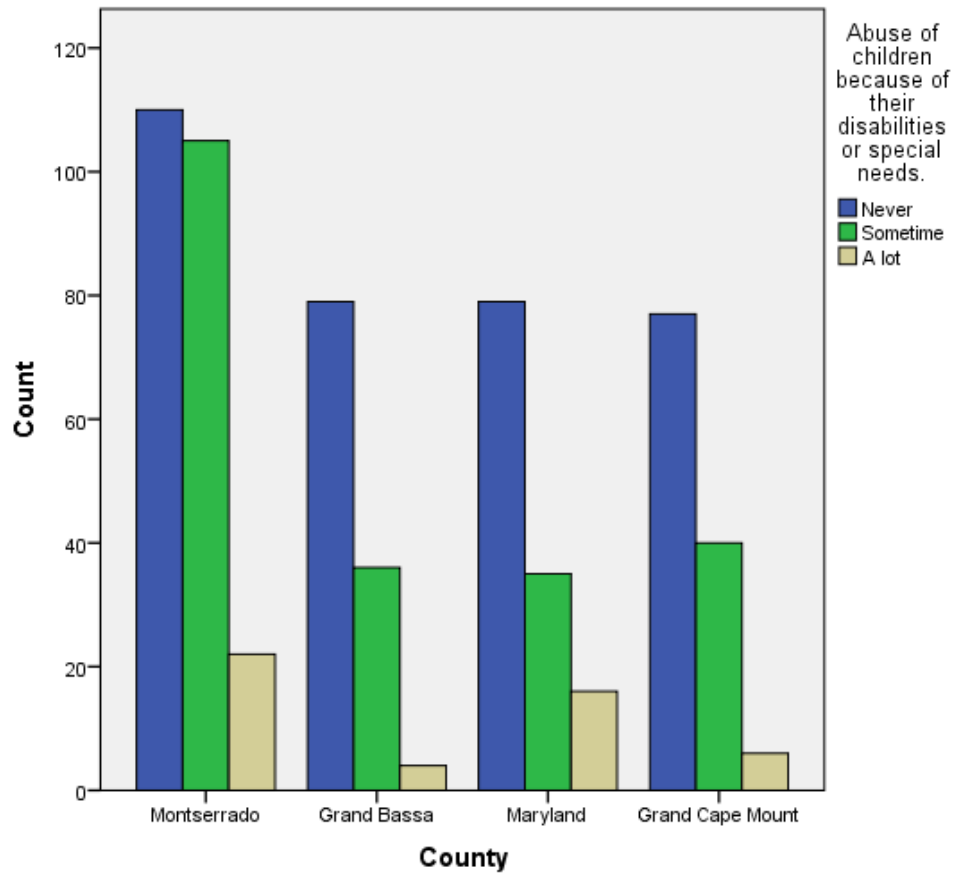
County BY DO.



County BY DP.

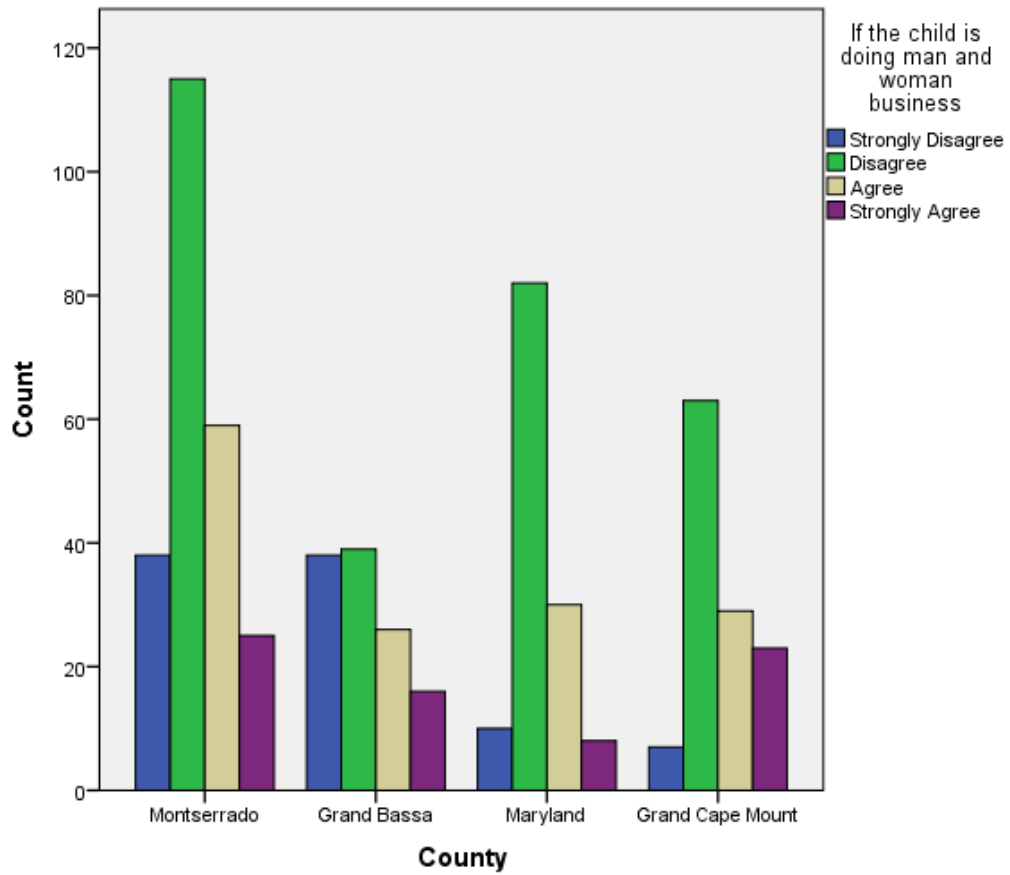


County BY DQ.



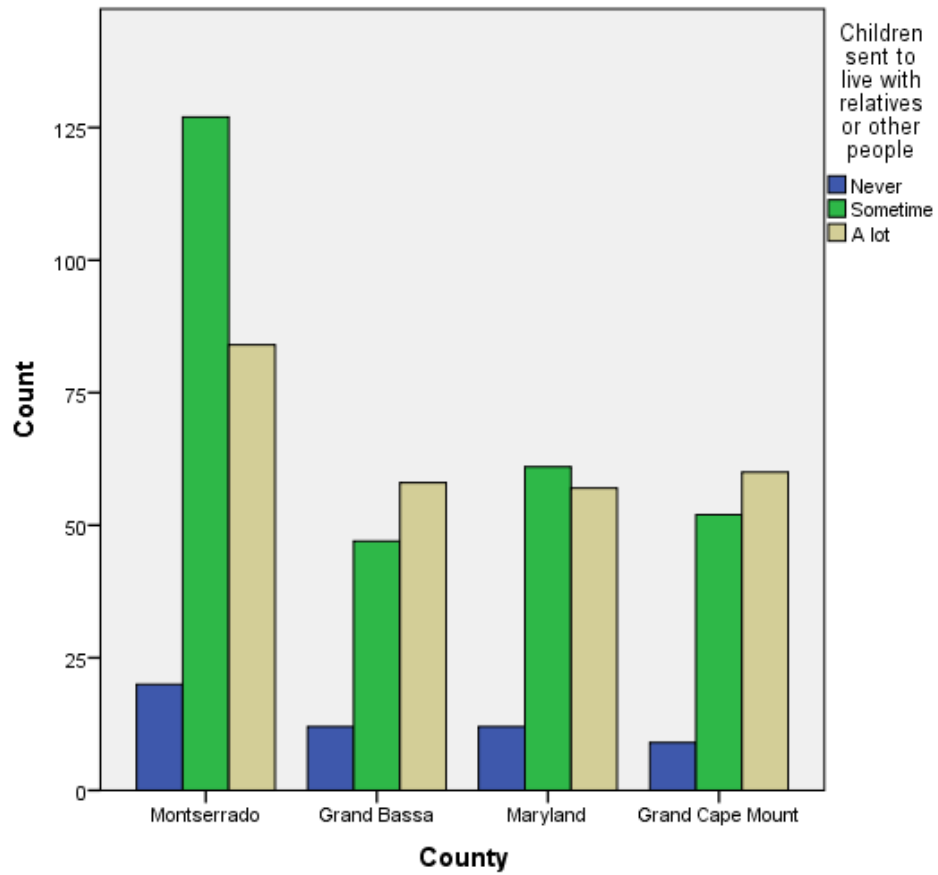
## CHILDREN DISOPEDIENT

County BY CH.



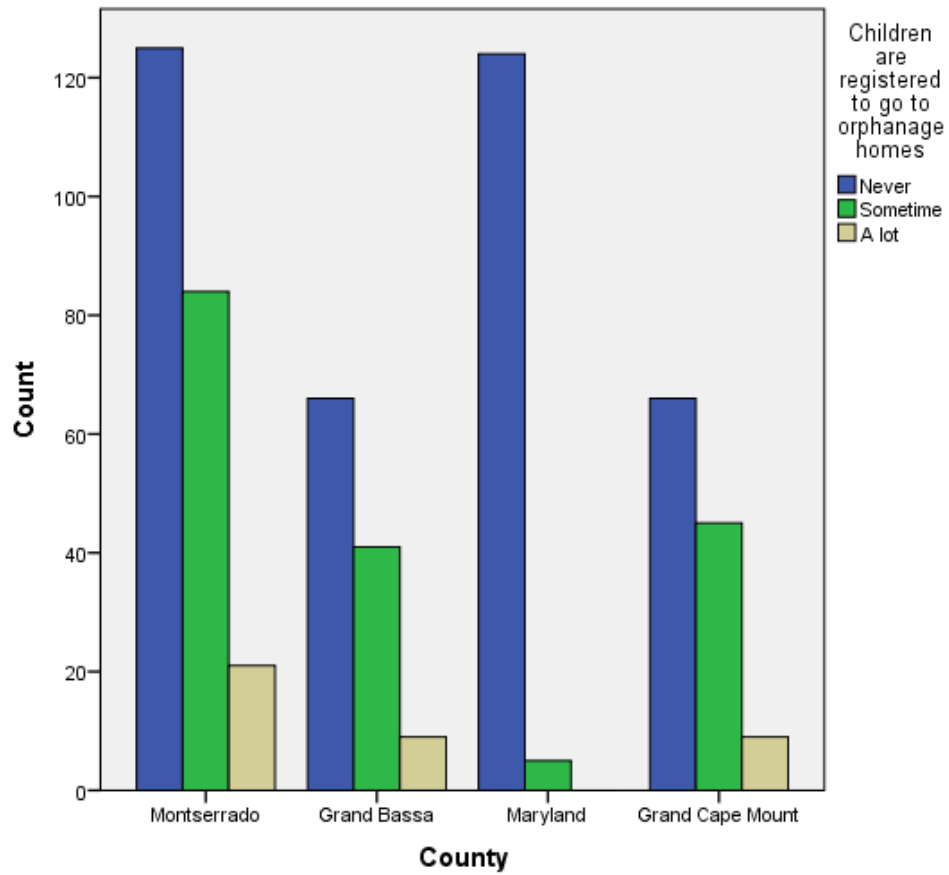
### ISSUES CHILDREN FACE IN CHILDREN NOT LIVING WITH PARENTS

County BY DR.

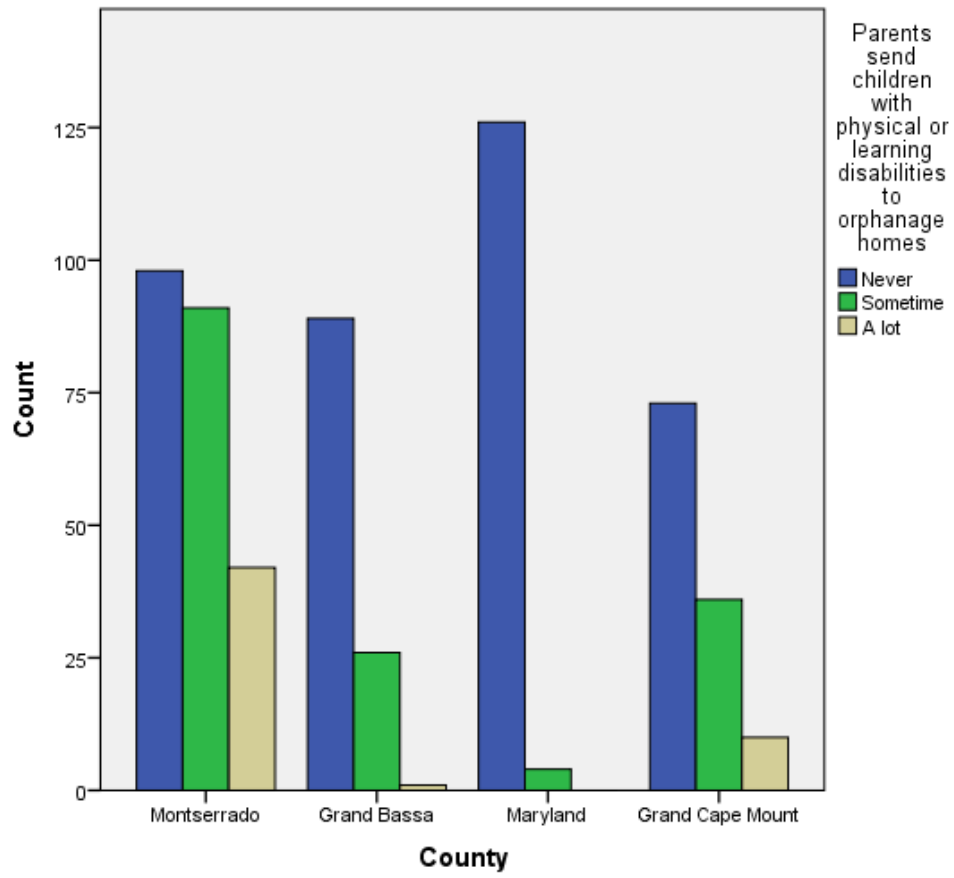


County BY DS.

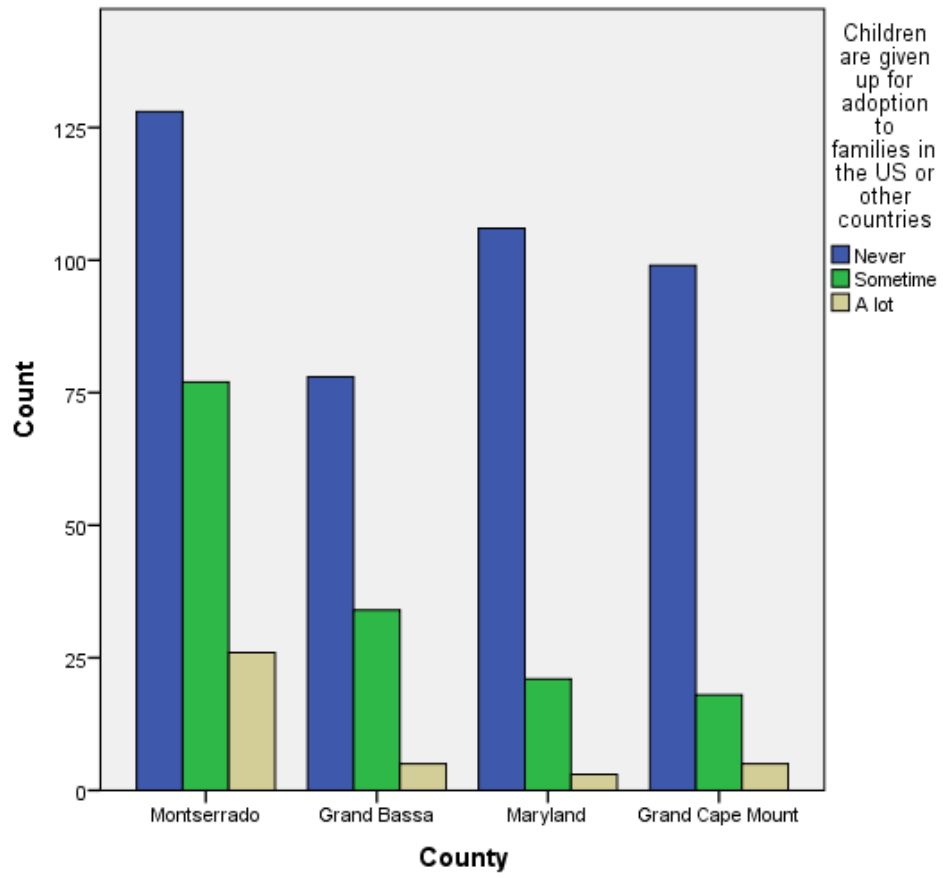




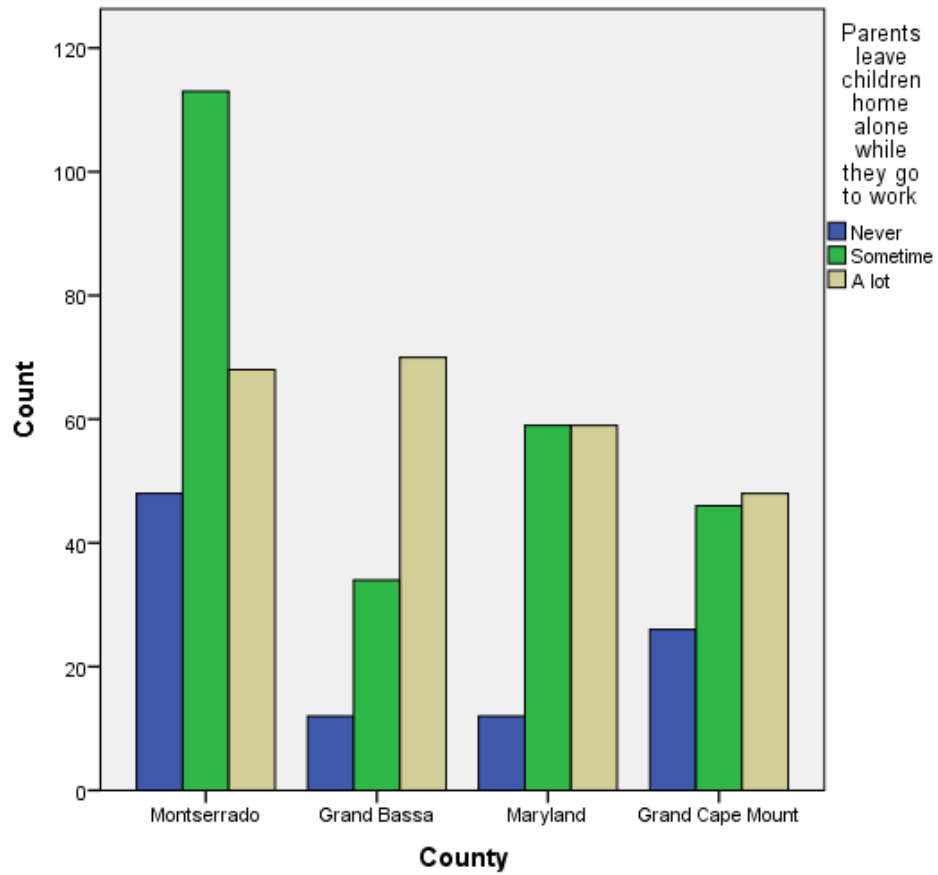
County BY DT.



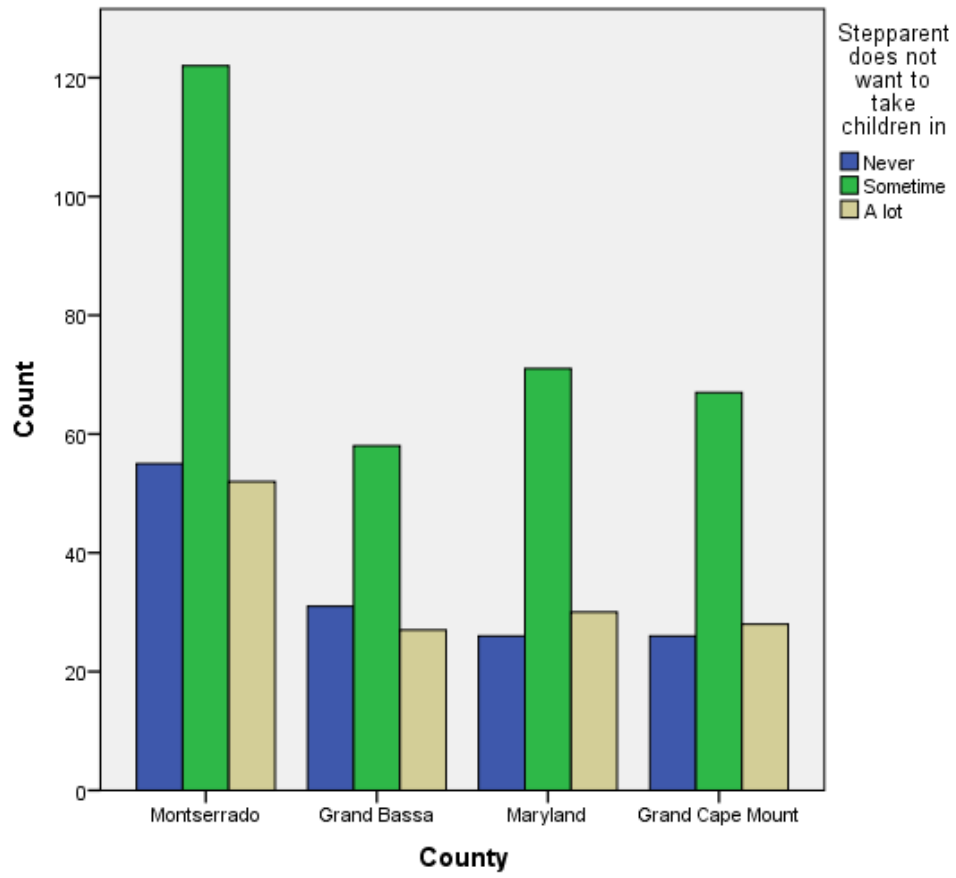
County BY DU.



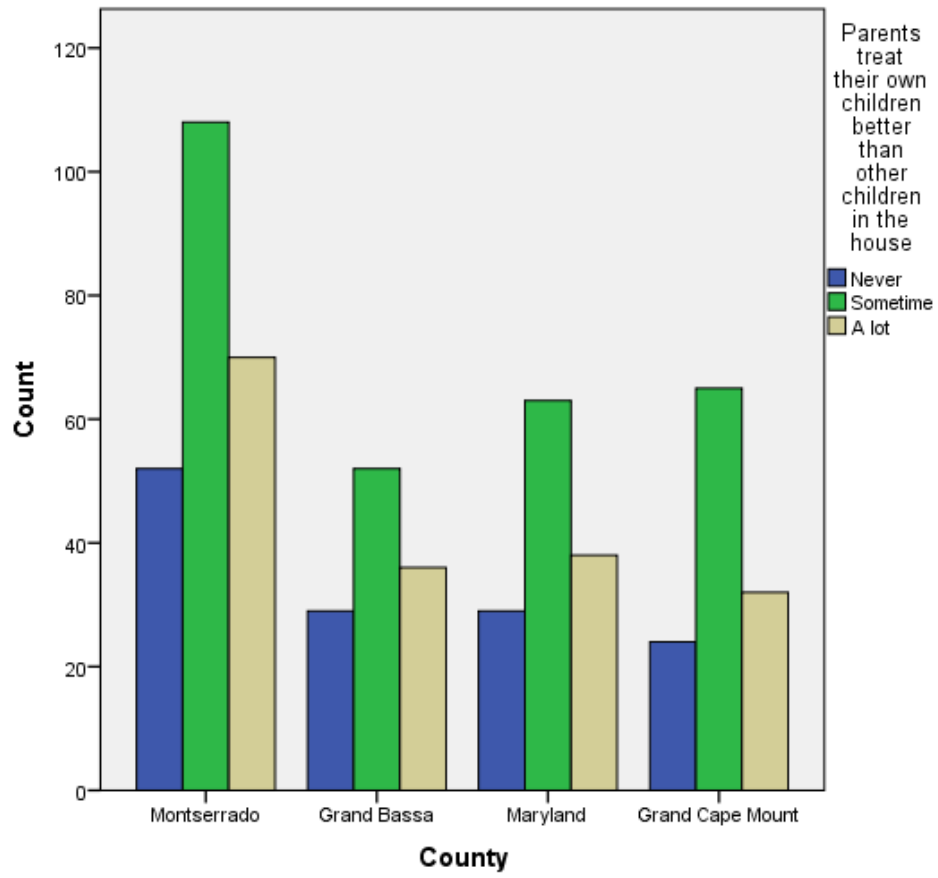
County BY DV.



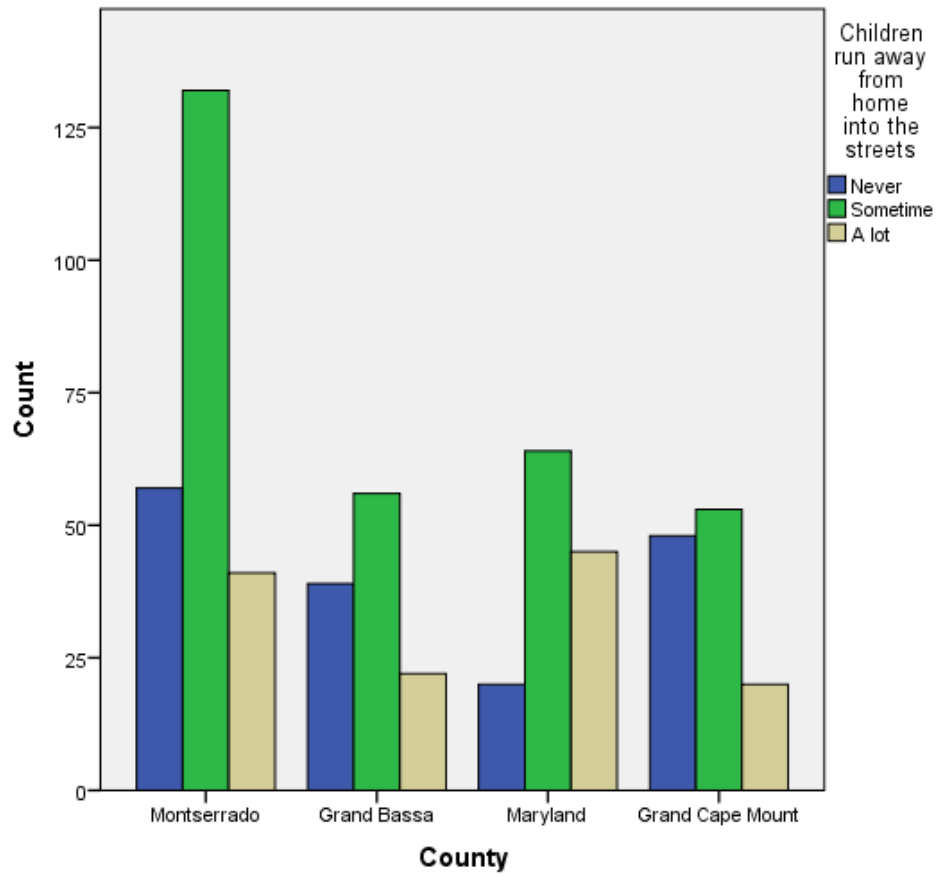
County BY DW.



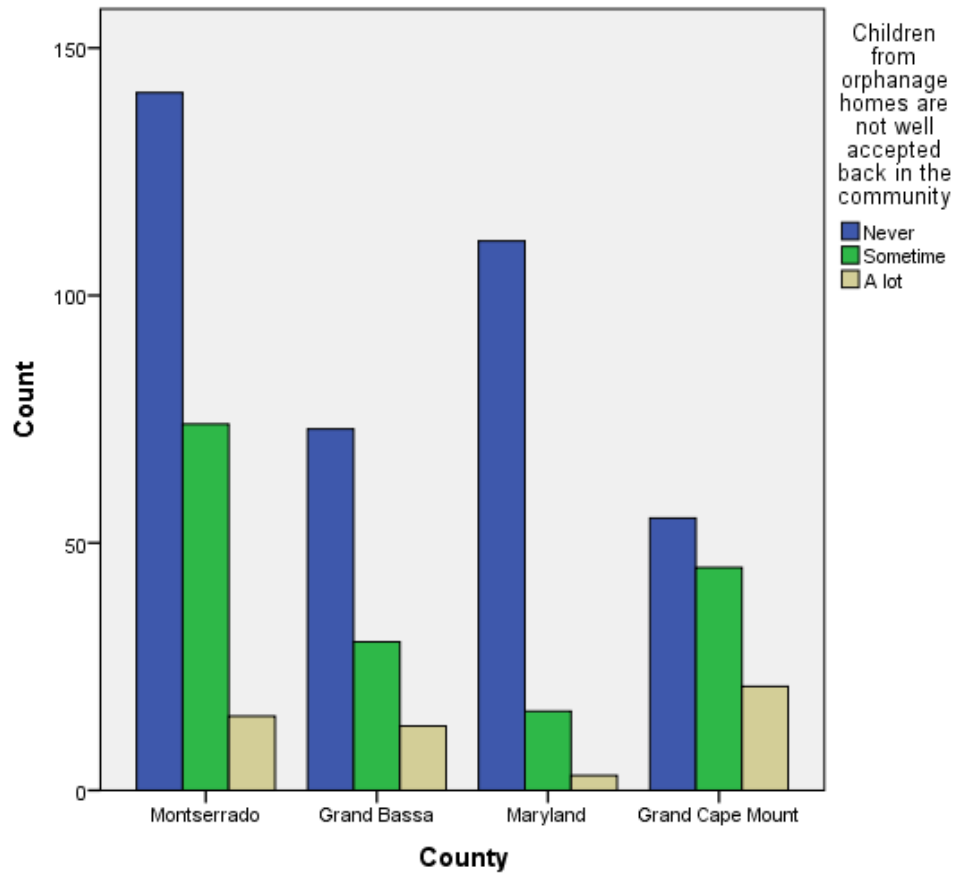
County BY DX.



County BY DY.

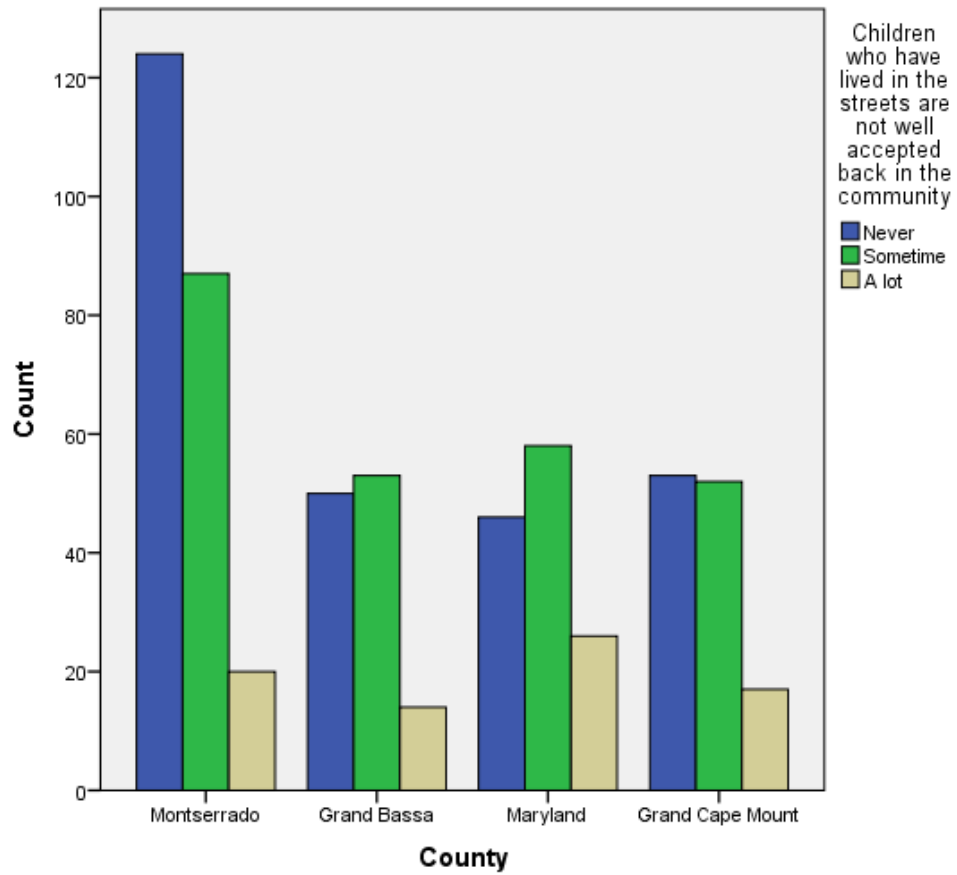


County BY DZ.

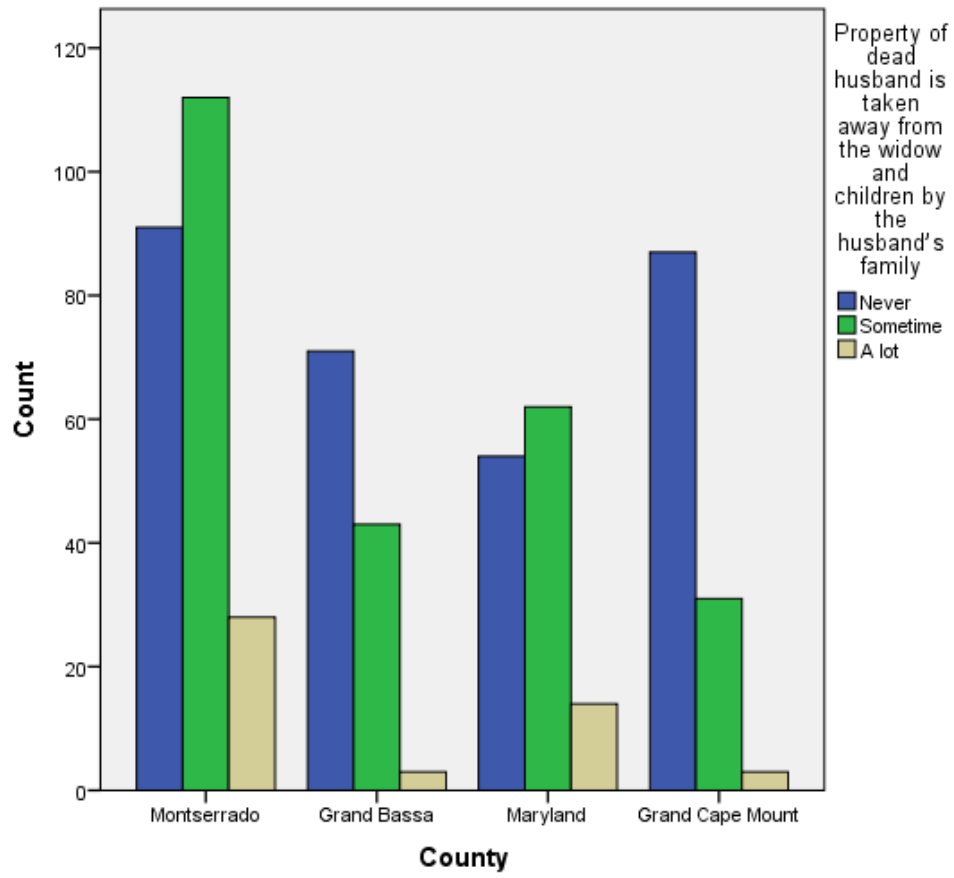


County BY EA.





County BY EB.



## C.1 Original Needs Groups and Definitions

<p><b>Group A: Orphans and Vulnerable Children:</b></p> <p><b>A1:</b> Living in “floating” population (0-14 yrs old)</p> <p><b>A2:</b> Child head of households (5-14 yrs old)</p> <p><b>A3:</b> Living in orphanage</p> <p><b>A4:</b> Employment/self-employed (5-9 yrs old)</p> <p><b>A5:</b> Children doing hard and dangerous work</p> <p><b>A6:</b> Juvenile in conflict with the law</p> <p><b>A7:</b> Juvenile in contact with the law</p> <p><b>A8:</b> With physical disabilities (0-14)</p> <p><b>A9:</b> Unsupervised children (need safe daycare)</p> <p><b>A10:</b> Children with severe developmental delays.</p> <p><b>A11:</b> Children who are victims of child abuse or are living in at-risk situations.</p> <p><b>A12:</b> Child victims of sexual violence</p> <p><b>A13:</b> Children in extreme poverty/nutritional needs not being met</p> <p><b>A14:</b> Children/Families in need of psycho-social support/therapy</p> <p><b>A15:</b> Youth who need vocational/skills training</p> <p><b>A16:</b> Children who need a safe place to play</p> <p><b>A17:</b> Children who need an opportunity to attend school</p> <p><b>A18:</b> Parents who need education on using appropriate discipline</p> <p><b>A19:</b> Forced or underage marriage</p> <p><b>A20:</b> Teenage pregnancy</p> <p><b>A21:</b> FGM/C or initiation</p> <p><b>A22:</b> Children without appropriate care (CWAC)</p>	<p><b>Group B: Elderly</b></p> <p><b>B1:</b> Living without appropriate care</p> <p><b>B2:</b> Living in “floating” population</p> <p><b>B3:</b> Living in facility</p> <p><b>B4:</b> Living without basic needs met</p> <p><b>B5:</b> Heads of households (65 yrs+)</p> <p><b>B6:</b> With little or no family support</p> <p><b>Group C: Prisoners</b></p> <p><b>C1:</b> Male</p> <p><b>C2:</b> Female</p> <p><b>C3:</b> Juvenile</p> <p><b>C4:</b> Juveniles with adult detainees or convicts</p> <p><b>C5:</b> Convicts held with pretrial detainees</p> <p><b>C6:</b> Prisoners with unmet medical need</p> <p><b>C7:</b> Prisoners with unmet mental health needs</p>
<p><b>Group D: Substance Abuse</b></p> <p><b>D1:</b> Substance use disorder (drugs and alcohol)</p> <p>Substance Abusers (Alcohol)</p> <p>Substance Abusers (Drugs)</p>	<p><b>Group E: Disaster prone communities</b></p> <p><b>E1:</b> Refugee-impacted counties</p> <p><b>E2:</b> At Risk communities</p>
<p><b>Group F: Vulnerable adults</b></p> <p><b>F1:</b> Domestic Violence</p> <p><b>F2:</b> Returnees</p> <p><b>F3:</b> Victims of Sexual Assault</p>	<p><b>Group G: Adults /Juveniles with Physical and Mental Disabilities</b></p> <p><b>G1:</b> With physical/sensory disability (15 yrs old and above)</p>

<b>F4:</b> Adults living in “floating” population <b>F5:</b> Combat Trauma/PTSD <b>F6:</b> Single Parents <b>F7:</b> Vulnerable mothers with multiple birth	<b>G2:</b> With developmental disability
--	--

## DEFINITIONS

### **Group A: Orphans and Vulnerable Children:**

- **Orphan:** A child whose parent(s) are dead.
  - **Vulnerable Children** - children who are not able to protect themselves and are most likely to be dependent on others for sustenance and protection.
- A1: Living in “floating” population (0-14 yrs old)** – 0-14 years old who reside in a given population for a certain amount of time and for various reasons, but are not generally considered part of the official census count for that population.
- A2: Child head of households (5-14 yrs old)** – children 5-14 years old who are providing for a household and/or looking after themselves and other dependents.
- A3: Living in orphanage** – orphans (children) who live in a residential institution that provide care and education for them, or claims to do so. Additionally, children who have one or more living parent, but have been placed in an institution because of caregiver’s lack of resources or hopes for better opportunities.
- A4: Employment/self-employed (5-9 yrs old)** – 5 to 9-yr-olds who work for someone else and get paid for it or who work for themselves
- A5: Children doing hard and dangerous work** – children working in conditions that are deplorable or hazardous, and where workers are prone to accidents. This work occurs in an environment that:
- Threatens children’s physical, mental, or emotional well-being
  - Involves intolerable abuse, such as child slavery, child trafficking, debt bondage, forced labor, or illicit activities
  - Prevents children from going to school
  - Uses children to undermine labor standards
- A6: Juvenile in conflict with the law** – a juvenile (a child or youth that has not attained the age of 18) who has been found guilty of violating a law.
- A7: Juvenile in contact with the law** - a juvenile (a child or youth that has not attained the age of eighteen) who has an interaction with law enforcement over alleged violations of the law or criminal statute or through referral by parents or school authorities where there is potential for a warning, detention, or arrest.
- A8: With physical disabilities (0-14):** Children 0-14 years who have a physical impairment, which could be from birth or may have developed or occurred during their lifetime, that substantially limits their mobility or daily living/activities. This could include, but is not limited to:
- Sensory disabilities, such as vision or hearing impairment

- Mobility limitations, such as an inability to walk, use their hands well or have an amputation or missing part of their body from birth
  - Or other physical impairments such as chronic pain or seizures (epilepsy).
- A9: Unsupervised children (need safe daycare):** Children who are left home alone but should be in school or in daycare, while the parents or guardians or caretaker are working or not available to take care of them.
- A10: Children with severe developmental delays:** Children who develop their mental and physical capacities very slowly compared with the normal development for children in their age group and may need intervention such as services and therapies to improve their cognitive skills, communication, social skills and emotional skills functioning, behavior, and fine and gross motor skills.
- A11: Children who are victims of child abuse or are living in at-risk situations:** Children living in or out of a home setting who have been hurt physically or emotionally, or children who are in situations/environments where they could be harmed, either at home, work, school or in their community.
- A12: Child victims of sexual violence:** Either a sexual act or an attempt to obtain a sexual act by violence or coercion. This could include, but is not limited to: trafficking, rape or other unwanted sexual contact, unwanted sexual comments or advances, murder during sexual contact or as a result of honor killings after sexual contact.
- A13: Children in extreme poverty/nutritional needs not being met:** A condition characterized by severe deprivation of basic human needs, including food, safe drinking water, sanitation facilities, health, shelter, education and information. It depends not only on income but also on access to services. (quoted from UN)
- A14: Children/Families in need of psycho-social support/therapy:** Children or families who have suffered trauma and need counseling from trained professionals. Trauma could include loss of family members, physical or sexual violence, trauma from war or from seeing violent acts, experiencing disease or existing mental health conditions, becoming a refugee or from socioeconomic status, or any other incident that could cause a sense of loss and suffering by a child or family.
- A15: Youth who need vocational/skills training –** youths who need training in job skills or in a particular trade in order to work or get a better job.
- A16: Children who need a safe place to play:** Children whose neighborhood or environment does not present conditions in which they can play safely and without risk of physical or emotional harm from others or from the environment.
- A17: Children who need an opportunity to attend school:** Children who are not able to attend school because of:
- Financial constraints, such as school fees or because they themselves are wage earners
  - Access issues, such as schools without resources for children with disabilities OR schools that are within walking distance OR schools that children can get to safely

- A18: Parents who need education on using appropriate discipline:** Parents who want to teach their children right from wrong but need education on how to appropriately discipline their children in a safe manner that will not cause physical or emotional harm, but will increase desirable behaviors and decrease undesirable behaviors in children.
- A19: Forced or underage marriage:** A marriage in which a person or child is entered into without their full and free consent. It is usually a marriage that entraps young girls and women in relationships that deprive them of their basic human rights.
- A20: Teenage pregnancy:** Pregnancy (the act of carrying a child from conception to birth) of a teenage girl, usually within the ages of 13-19, who has not reached legal adulthood, has few or no marketable skills, is financially dependent upon her parents and/or continues to live at home and is mentally immature.
- A21: FGM/C or initiation:** Female genital mutilation (FGM), or female genital cutting (FGC) is a procedure that involves partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons.
- A22: Children Living Without Appropriate Care (CWAC):** Children who are living without the loving, nurturing care that allows them to be safe and grow up enjoying their childhood. Children who are neglected, abandoned or separated from their families as a result of chronic poverty, parental illness, stigma or discrimination, migration, war or displacement.  
Source: Save the Children

## **Group B: Elderly**

- **Elderly** – a person who reaches the age of 65 or a person who reaches an age where they begin to receive pension benefits or an advance age at which they need assistance with activities of daily living.
- B1: Living without appropriate care:** Elderly who need but do not receive supervision or assistance with activities of daily living (ADLs) or coordination of services by outside health care providers to help ensure their health, safety, and well-being.
- B2: Living in “floating” population:** Elderly people who reside in a given population for a certain amount of time and for various reasons, but are not generally considered part of the official census count for that population.
- B3: Living in facility:** Elderly people who live in a residential institution that provides care for them.
- B4: Living without basic needs met:** Elder who lives in situations in which their need for food, water, clothing, and shelter are not being met.
- B5: Heads of households (65 yrs+):** Elderly who are providing for a household and/or looking after themselves and other dependents.

- B6: With little or no family support:** Elderly who are existing with little or no assistance from family members.

### **Group C: Prisoners**

- C1: Male Prisoners:** Men living in official prisons
- C2: Female Prisoners:** Women living in official prisons
- C3: Juvenile Prisoners:** Individuals younger than age 18 living in official prisons or correctional facilities, and could include juveniles for whom another living arrangement is not available and prison is not an appropriate or necessary setting.
- C4: Juveniles with adult detainees or convicts:** Prisoners who are younger than 18, but who are in cells with convicted or pre-trial prisoners over age 18. This is considered an unsafe setting for juveniles.
- C5: Convicts held with pretrial detainees:** People who are convicted of a crime who are held in the same containment area with people who have not yet been tried/convicted. This is a considered an unsafe setting for individuals who may have not committed any crime.
- C6: Prisoners with unmet medical need:** Prisoners who are suffering from disease or illness without access to medical care.
- C7: Prisoners with unmet mental health needs:** Prisoners suffering from mental health conditions or from trauma without access to professional mental health services.

### **Group D: Substance Abuse**

- D1: Substance use disorder (drugs and alcohol):** Individuals use drugs or alcohol, and for whom that use negatively affects their personal relationships, ability to function, physical safety/health, mental health and the welfare of others.

### **Group E: Disaster prone communities**

- E1: Refugee-impacted counties:** People living in counties where war, disaster or other crisis has led to people leaving or coming into communities.
- E2: At Risk communities:** People who are living in communities that are at risk of harm or hardship due to environmental/natural dangers or from other people.

### **Group F: Vulnerable adults**

- F1: Domestic Violence:** Adults who have suffered physical or emotional harm from someone inside the home, or are at risk of future harm. Either a man or a woman can be the victim or the abuser.

- F2: Returnees:** People who return to a place where they used to live after being displaced, most often in Liberia because of war or violence, but also because of natural disaster or other circumstances.
- F3: Victims of Sexual Assault/Violence** Either a sexual act or an attempt to obtain a sexual act by violence or coercion. This could include, but is not limited to: trafficking, rape or other unwanted sexual contact, unwanted sexual comments or advances, murder during sexual contact or as a result of honor killings after sexual contact.
- F4: Adults living in “floating” population:** Adults who reside in a given population for a certain amount of time and for various reasons, but are not generally considered part of the official census count for that population.
- F5: Combat Trauma/PTSD:** Adults living with the effects of trauma due to seeing or experiencing physical harm during war or combat. Post-traumatic stress disorder (PTSD) is a type of anxiety disorder. It can occur after you have gone through an extreme emotional trauma that involved the threat of injury or death.
- F6: Single Parents:** Parents or adult caregivers who are raising children without the support of a partner or second parent.
- F7: Vulnerable mothers with multiple births:** Mother who give birth to more than one child (e.g. twins or triplets) and are vulnerable due to difficulties raising multiple children young children, partner status and a lack of financial resources or family support.

## **Group G: Adults /Juveniles with Physical and Mental Disabilities**

- G1: With physical/sensory disability (15yrs old and above):** Adults who have a physical impairment, which could be from birth or may have developed or occurred during their lifetime, that substantially limits their mobility or daily living/activities. This could include, but is not limited to:
- Sensory disabilities, such as vision or hearing impairment
  - Mobility limitations, such as an inability to walk, use their hands well or have an amputation or missing part of their body from birth
  - Or other physical impairments such as chronic pain or seizures (epilepsy).
- G2: With developmental disability:** Adults with mental, and sometimes physical, capabilities that are lower than average adults, and that may affect their cognitive skills, communication/language, social skills and emotional skills functioning, behavior, and fine and gross motor skills. These disabilities often make it difficult for individuals to live or support themselves independently.