

CBHFA Violence Prevention Indicators and Baseline Questions

Main learning points from educational tools	Baseline question	Coding		Indicator
Violence can be prevented: helping resources and laws exist.	Q1. To what extent do you agree with the following statement: "violence against women, men, girls and boys is preventable."	Agree	1	Agree
		Neither agree or disagree	2	
		Disagree	3	
		I don't know	9	
Hitting other people is harmful and unnecessary.	Q2. To what extent do you agree with the following statement: "there are certain situations in a family when it is okay to hit someone else."	Agree	1	Disagree
		Neither agree or disagree	2	
		Disagree	3	
		I don't know	9	
Sexual violence is cruel and degrading.	Q3. To what extent do you agree with the following statement: "a woman always has the right to refuse sexual contact."	Agree	1	Agree
		Neither agree or disagree	2	
		Disagree	3	
		I don't know	9	
Crushing a person's self-esteem is damaging and unhealthy.	Q4. To what extent do you agree with the following statement: "constantly insulting another person is a form of violence."	Agree	1	Agree
		Neither agree or disagree	2	
		Disagree	3	
		I don't know	9	
Everyone deserves to be safe from violence.	Q5. To what extent do you agree with the following statement: "people who see or hear violence occurring have an important role to stop the violence when it is safe to do so."	Agree	1	Agree
		Neither agree or disagree	2	
		Disagree	3	
		I don't know	9	
Hitting other people is harmful and unnecessary.	Q6. In your opinion, what are the safest ways to discipline children?	Separate yourself from the child	A	% of people that can identify at least two safe ways to discipline a child. Numerators: - Separating yourself from the child - Reasoning with the child
Crushing a person's self-esteem is damaging and unhealthy.	[Do not prompt respondents; respondents can provide more than one answer. Check all responses mentioned.]	Reason with the child	B	
		Take away a child's privileges for a limited time	C	
		Model the behaviour you want	D	

		your child to follow			- Taking away a child's privileges for a limited time
		Other (specify)	X		- Modelling the behaviour you want your child to follow
		I don't know	Y		
Everyone deserves to be safe from violence.	Q7. What are some of the human impacts of violence? [Do not prompt respondents. Let them know they can provide more than one answer. Circle all that are mentioned]	Physical injuries	A	% of people who can identify two impacts of violence. Numerators: - Physical injuries - Emotional injuries (Lower self-esteem; shame; powerlessness; betrayal; guilt) - Loss of trust - Disease/illness	
		Emotional injuries	B		
		Diseases/illness	C		
		Loss of trust	D		
		Other (specify)	X		
		I don't know	Y		
Sexual violence is cruel and degrading.	Q8. If you saw or heard someone being sexually violent against another person, what immediate action could you take? [Do not prompt respondents. Let them know they can provide more than one answer. Circle all that are mentioned]	Get the person being hurt to safety	A	% of people that can list two actions to respond to sexual violence: - Get the person being hurt to safety - Get help immediately - Speak up to bring attention to the violence - Make it clear tot he inflictor that violence is unacceptable and must stop immediately - Talk to someone else in the home or community who can help	
		Get help immediately	B		
		Speak up to bring attention to the violence	C		
		Make it clear to the inflictor that violence is unacceptable and must stop immediately	D		
		Talk to someone else in the home or community who can help	E		
		Other (specify)	X		
		I don't know	Y		
Violence can be prevented; helping resources and laws exist.	Q9. What practical actions can you take to prevent violence in a disaster? [Do not prompt respondents. Let them know they can provide more than one answer. Circle all that are mentioned]	Do not act out violently from anger or fear	A	% of people that can list two practical actions to prevent violence in disasters. Numerators: - Not acting out of anger - Manage stress - Not rely on harmful coping strategies - Make a plan so you and your family know how and where to go to be safe - Build violence prevention into disaster planning	
		Manage your stress levels (by staying busy, meditating, helping others, taking time for yourself)	B		
		Do not rely on harmful coping strategies like alcohol or drugs	C		
		Make a plan so you and your family know how and where to go to be safe; plan how your family can communicate and re-connect after a disaster	D		
		Work with your community to	E		

		build prevention into disaster planning		
		Other (specify)	X	
		I don't know	Y	
Violence can be prevented; helping resources and laws exist.	Q10. If a person tells you they are being hurt by violence what can you do to help the person? [Do not prompt respondents. Let them know they can provide more than one answer. Circle all that are mentioned]	Listen to the person and show empathy	A	% of people that can list two actions to take if a person discloses violence. Numerators: - Listen to the person and show empathy - Comfort the person - Take the person to a safe place - Know the community resources and support systems - If it involves a child, report the violence immediately to a helping resource in the community
		Comfort the person	B	
		Take the person to a safe place	C	
		Know the community resources and support systems	D	
		If it involves a child, report the violence immediately to a helping resource in the community	E	
		Other (specify)	X	
		I don't know	Y	