



Follow-up Survey on Parents' and Caregivers' Knowledge, Attitudes, Practices & Social Norms Associated with Violence Against Children

REPORT

**FOLLOW-UP SURVEY ON PARENTS' AND CAREGIVERS'
KNOWLEDGE, ATTITUDES, PRACTICES & SOCIAL NORMS
ASSOCIATED WITH VIOLENCE AGAINST CHILDREN**

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1 BACKGROUND AND SURVEY OBJECTIVE

The protection of children from violence is a fundamental right of every child. Unfortunately, violence remains a severe reality for millions of children around the world and leaves lifelong consequences on children's lives and development. Violence impedes children's development, learning abilities and school achievement; it constrains relationships, contributes to low self-esteem, emotional distress and depression, leads to risk taking, self-harm and aggressive behaviour. Additionally, violence conveys serious economic impact for society, reducing human capacity and compromising social capital (UNICEF, 2010).

In 2016 UNICEF commissioned a survey to assess parents' and caregivers' knowledge, attitudes, practices & social norms associated with violence against children. The survey results served as baseline data and contributed to designing communication for social change strategy and campaign titled "Parenting is also learned" that was launched on 5 November 2018. By opening discussion on child development and human flourishing, the campaign aimed to bring attention to the need to support parents in raising confident, respectful and successful children.

With the purpose of assessing the extent to which campaign activities to date have influenced knowledge, attitudes and practices; and a need for new [up-to-date] insight to inform future social change interventions, a nationwide 2019 follow-up survey was conducted among parents or caregivers of children aged 2-14 with the aim to answer the following research questions:

1. Knowledge: how people understand and define violent and alternative positive child discipline methods;
2. Attitudes: the extent to which people approve of different child rearing practices, in what circumstances they find them acceptable;
3. Beliefs: how people understand the effects and consequences of violence and positive child rearing practices, in what circumstances are practices believed to be justified; what the relative advantage would be of adopting positive parenting practices vs. violent methods;
4. Child rearing practices and child abuse and neglect: the extent and types of practices used to raise children; the preference to use certain forms of discipline depending on circumstances, age of the child, gender (parent's and child's gender);
5. Empirical and normative expectations: the extent to which social norms influence attitudes and practices towards physical and psychological punishment; what respondents think other parents in their community do to discipline their children; what respondents think other people (parents, family members, other community members, etc.) expect them to do in certain circumstances (when the child misbehaves);
6. What proportion (disaggregated by place of living, ethnicity, gender and age) of the target audience has seen or heard about the UNICEF supported campaign and through which channels?
7. Of those who have seen or heard about the campaign, to what extent the campaign affected their knowledge and attitudes?

1.1 SURVEY INSTRUMENT

To be able to compare data over time, the questionnaire used for the baseline survey was slightly adjusted for the follow-up survey to include key research questions. New section was added with the purpose of measuring the respondents' exposure to "Parenting is also learned" campaign.

2 KEY FINDINGS

Awareness and impact of the “Parenting is also learned” campaign

- Overall, 22% (17% spontaneous and 5% prompted) surveyed parents/caregivers have seen or heard about the “Parenting is also learned” campaign.
- Those who have seen or heard the campaign were able to identify the main aims of the campaign: about learning methods for positive development of a child (25%); words have an emotional effect on a child (20%), not to use physical and psychological violence against children (17%) and teaching parents to be more caring and dedicated (13%).
- Two thirds (67%) of those who have seen or heard the campaign self-assessed the campaign to be effective and confirmed it helped them learn something new.
- Key learnings include having greater tolerance/patience (20%), different positive methods for raising a child (15%), acting in a more loving way (13%), not using insults/abusive words (13%).
- Those who confirmed having seen or heard the campaign are generally more likely to be knowledgeable about benefits of positive parenting methods over violent child disciplining practices, compared to those who have not.

The following provides an overview of the key findings of the overall survey and highlights of the impact of the campaign.

Knowledge:

- While parents/caregivers are still more likely to associate violence with acts that can cause physical injury, rather than those that can cause emotional harm – overall, there is an **increase in the level of awareness of all the different forms of violence, including emotional abuse**. Worth noting is the increase in awareness that threatening to leave a child (77% in 2019 – 58% in 2016) and insulting “calling a child stupid, lazy or similar” (59% in 2019 – 44% in 2016) can cause emotional harm (form of violence).
- **Less parents/caregivers (40% in 2019 – 44% in 2016) consider physical violent discipline and less (26% in 2019 – 37% in 2016) consider psychological punishment are effective ways to correct a child’s behaviour.**

Parents/caregivers exposed to the “Parenting is also learned” campaign, find both physical (33%) and psychological punishment (17%) to be less effective in correcting a child’s behaviour than their peers who have not seen or heard the campaign (42% and 29%, respectively)

- Significantly more parents (34% in 2019 - 24% in 2016) understand that physical punishment and more parents (22% in 2019 - 16% in 2016) understand that psychological punishment only have short-term effects.
- Although it is still low, more parents/caregivers (13% in 2019 - 5% in 2016) reported being aware of programmes or materials available related to child discipline and parenting. “Parenting is also learned” was mentioned by 10% of respondents.

Parents/caregivers who were exposed to the “Parenting is also learned” campaign, are significantly more aware (35%) about education programmes or materials intended for parents, than those who had not seen or heard the campaign (7%).

Attitudes:

- An increased majority (74% in 2019 - 67% in 2016) of parents/caregivers continue to share a more traditional attitude that a child should not talk back to an adult and that children were more disciplined when they were children (70% in 2019 - 64% in 2016).

Parents/caregivers exposed to the “Parenting is also learned” campaign, are less likely (60%) to believe children were more disciplined when they were children, compared to their peers who have not seen or heard the campaign (72%).

- However, more parents/caregivers (64% in 2019 - 57% in 2016) disagree that minor physical punishment methods like slapping and spanking are effective methods of disciplining a child.
- Furthermore, the attitude that a child can learn to behave without being spanked and/or slapped remains unchanged with the same large proportion (78% in 2019 - 78% in 2016) sharing this attitude.
- There is a growing acceptance of positive parenting practices. For example, a larger portion of parents/caregivers (93% in 2019 - 85% in 2016) agree that encouraging children to talk to their parents develops stronger self-esteem in child.
- There is also a shift in gender related attitudes with considerably more (92% in 2019 – 85% in 2016) parents/caregivers agreeing that men and women should have equal responsibility for raising children and more parents/caregivers (79% in 2019 - 62% in 2016) disagreeing with the statement that hitting a girl is worse than slapping a boy.
- However, a larger majority (70% in 2019 – 63% in 2016) of parents/caregivers agree that a parent has the right to discipline their child in any way they believe is right and a larger portion (57% in 2019 - 45% in 2016) agree that no one has the right to tell a parent how to raise the child.

Parents/caregivers exposed to the “Parenting is also learned” campaign, are less likely (60%) to agree that a parent has the right to discipline their child in any way they believe is right, compared to those who have not seen or heard the campaign (73%);

and less likely (48%) to agree that no one has the right to tell a parent how to raise the child, compared to those who have not seen or heard the campaign (60%).

- There is a slight shift in attitudes towards the extent to which upbringing of children is strict, lenient or inconsistent. Still, slightly more parents/caregivers (57% in 2019 – 52% in 2016) consider the upbringing in the country to be “lenient” and a significant number (46% in 2019 - 42% in 2016) consider “it should be stricter”.

Parents/caregivers who were exposed to the “Parenting is also Learned” are considerably less likely (27%) to hold the opinion that the upbringing of children should be stricter than those who have seen or heard the campaign (51%); and are more likely (52%) to hold the opinion that it should be more consistent than those who have not been exposed.

Beliefs:

- The follow-up survey data show a shift in beliefs. For example **an increased majority (66% in 2019 – 60% in 2016) do not believe that beating a child is an effective way to stop him/her from repeating unwanted behaviour**; a slightly larger proportion (60% in 2019 - 58% in 2016) do not believe that if a child is not spanked, he/she will grow spoiled and considerably less (32% in 2019 - 42% in 2016) believe that although physical punishment of the child is not good, it is sometimes inevitable.
- Similarly, beliefs related to emotional abuse have also shifted. **An increased majority (87% in 2019 – 84% in 2016) of parents/caregivers believe that children are affected when parents shout or argue in their presence**, while more (65% in 2019 - 60% in 2016) disagree that shouting/screaming make the child more obedient.
- There is a notable shift in what parents/caregivers describe a “good” parent and a “good” child. More mentions of qualities of a “good parent” (i.e. love, tolerance, fulfilling needs, respectful of the child, calm, consistency) suggest that - while still significantly low in proportion - parents/caregivers are increasingly believing in the essence of positive parenting and nurturing child rearing. Similarly, while more parents/caregivers mention qualities of a “good child” (i.e. “responsible”, “honest”, “smart”, “independent”) associated with holistic child development - still, the majority give more emphasis to qualities associated with “obedience”.

- **Despite the overall positive shifts, still a slightly larger proportion of the parents/caregivers (59% in 2019 – 57% in 2016) continue to believe that it is justified for a parent to hit a child in at least one of the given circumstances.**

Parents/caregivers who were exposed to the “Parenting is also learned” campaign, are more likely (47%) to believe that it is not justified to hit a child compared to those who have not seen or heard the campaign (30%).

Practices:

- The 2019 survey included new questions to gather proxy data on emotional neglect through the extent to which parents pro-actively build a strong emotional bond with their child (3.4.1); the extent to which parents know what their child is doing and feeling (3.4.2); and the extent to which adults in the household look out for one another (3.4.12). The data show that a **significant majority of parents/caregivers practice acts to show love, affection and emotional closeness with their child** - as many as 86% confirm frequently hugging and kissing their child on the cheek; 78% did or said something with the intention to make sure their child knows they are important and special; and 72% talked openly and honestly with their child to understand their problems, worries and or/fears and concerns. **Only 7% stated they do not know what their child is doing, and 9% stated they do not know how their child is feeling about him/herself.** A large majority (74%) believe the adults in their family look out for each other and the children, that they are open and feel close to each other and support each other to great extent, **while one fourth (23%) believe this is the case in their families to some extent and 2% believe not at all.**
- **While a large majority of parents/caregivers use positive parenting practices and non-violent practices, the data show that they do not do so exclusively. An increased majority (84% in 2019 – 79% in 2016) reported using at least one violent method (i.e. psychological aggression; minor or severe physical punishment).**
- However, although still very low, the latest survey data show a **significantly increased use of only positive parenting practices (7% in 2019 - 4% in 2016), in other words, the proportion of parents/caregivers who never use other methods.**
- Although not exclusively, the latest survey data show more parents/caregivers (68% in 2019 – 63% in 2016) “explaining to a child why his/her behaviour was incorrect” and having “praised their child for good behaviour” (70% in 2019 - 61% in 2016). **More parents/caregivers also report never “sending a child to his/her room, to the corner or to sit somewhere alone” (64% in 2019 – 58% in 2016) – which, although is a non-violent method, if used frequently or in a hostile manner can cause emotional harm.**
- **More parents are however using psychological aggression. Those who report to use at least one psychological aggression method has increased (79% in 2019 – 72% in 2018).** Looking at specific forms, 48% in 2019 (35% in 2016) report sometimes yelling and screaming at their child and 58% in 2019 (47% in 2016) report sometimes threatening the child that he/she would be punished.

Parents/caregivers who were exposed to the “Parenting is also learned” campaign, are slightly less likely (77%) to use at least one psychological aggression method than those who have not seen or heard the campaign (80%).

- While minor physical punishment is used less frequently than psychological aggression, still, the same proportion of parents/caregivers report using at least one minor physical punishment method (55% in 2019 and 2016). Looking at specific methods, with the exception of hitting or spanking a child on the hand, arm or leg, compared to 2016, there is a slight increase in the use of these practices.

Parents/caregivers who were exposed to the “Parenting is also learned” campaign, are slightly less likely (51%) to use at least one minor physical punishment method than those who had not seen or heard the campaign (57%).

- Severe physical punishment is among the least frequently used child disciplining methods and proportion of parents/caregivers who report using severe physical punishment has marginally decreased (13% in 2019 – 14% in 2016).

Parents/caregivers exposed to the "Parenting is also learned" campaign, are significantly less likely (8%) to use at least one severe physical punishment method than those who have not seen or heard the campaign (14%).

- While a larger number of the respondents than in 2016 said they never used expressions that can belittle a child, such as: "You are stupid! You are lazy!" (79% in 2019 – 76% in 2016), "You unmannerly child/where are your manners" (70% in 2019 – 65% in 2016), still, in 2019, 21% and 30% respectively continue to use these expressions "sometimes" or "frequently".
- The follow-up survey data show more or less the same portion of parents reporting that their child sometimes witnessed domestic violence (7% in 2019 – 8% in 2016). On the surface, it appears that there is also a decrease in the proportion of parents reporting that their child sometimes witnessed violence outside of home (13% in 2019 – 18% in 2016). However, a larger proportion of parents/caregivers refused to answer or said that they did not know (18% in 2019 – 6% in 2016) suggesting that this may not be the case.
- The follow-up survey also introduced new questions to explore parent's own childhood experiences with emotional neglect. Around one fourth (23%) of the surveyed parents/caregivers felt their parents/guardians never understood their problems, worries and fears. Moreover, 30% sometimes felt they were not protected, 28% sometimes felt they were not loved, not important or special by family members, while 20% sometimes felt they were not loved by adults they lived with and 19% sometimes felt their family didn't look after each other, didn't feel close to each other or didn't support each other. **Those who reported sometimes or frequently feeling that they were not protected are more likely (35%) to use at least one violent method (i.e. psychological aggression; minor or severe physical punishment), than (22%) only positive parenting or non-violent methods.** Furthermore, they are less likely to confidently (know well) what their child is doing (28%) and how their child is feeling about themselves, their self-worth and own ability (28%), than those who always felt protected (71% & 72%, respectively). They are also less likely to believe that adults in their family (to a great extent) look out for each other and the children (27%) than those who always felt protected (73%). They are less likely to frequently openly and honestly talk with their child to understand their problems, worries and/or fears and concerns (31%), do something/say something with the intention to make sure their child knows they are important and special (31%) and less likely give their child hugs and kisses on the cheek (29%); than those who always felt protected (68% - 69% - frequently). **Similarly, those who reported sometimes or frequently feeling there were times when they didn't feel loved by adults they lived with are more likely (24%) to use at least one violent method (i.e. psychological aggression; minor or severe physical punishment), than (16%) to use only positive parenting or non-violent methods.** They are also less likely to confidently (know well) what their child is doing (19%), than those who always felt loved (80%); less likely to know how their child is feeling about themselves, their self-worth and own ability (19%), than those who always felt loved (80%); and less likely to believe that adults in their family (to a great extent) look out for each other and the children (17%) than those who always felt loved (82%). **Furthermore, they are less likely to openly and honestly talked with their child to understand their problems, worries and/or fears and concerns (20% frequently), than those who always felt loved (79% frequently); less likely to do something/say something with the intention to make sure their child knows they are important and special (20% frequently) than those who always felt loved (79% frequently); and less likely to give their child hugs and kisses on the cheek (19% frequently) than those who always felt loved (79% frequently).**
- In 2019, one fourth (24%) of parents/caregivers noted they experienced corporal punishment by their parents when they were a child. Among them, significantly less (43% in 2019 – 70% in 2016) believe their parents had the right to physically discipline them, while more (41% in 2019 – 22% in 2016) believe that their parents did not have the right. **Worth mentioning is that respondents who confirmed experiencing corporal punishment by their parents when they were children, reported using both minor and severe physical punishment methods to discipline their children slightly more than those who have not.** In addition, those who believe their parents had a right to physically punish them when they were children are more likely (73%) than those who do not (62%) to believe that children were more disciplined when they were children.
- There is little change in the proportion of parents/caregivers (27% in 2019 – 26% in 2016) noting they have witnessed a child experiencing violence in the community; and a small, but encouraging, increase in those who noted they reported the case (19% in 2019 – 15% in 2016). Also encouraging is that far fewer people

mention “not my right/not my right to interfere or report” (26% in 2019 - 5% in 2016) as a reason for not reporting witnessed violence against children.

Social norms or an understanding that the majority “do it” and that “it is not condemned” by peers

- **The follow-up survey data show a correlation between practices (what people do), empirical expectations (what people think others do) and normative expectations (what people think other people expect them do).** For example, respondents who only use positive practices believe 6 out of 10 other parents/caregivers do the same, compared to 5 out of 10 in 2016; while respondents who have used at least one severe form of physical punishment believe that 5 out of 10 parents (in 2016: 4 out of 10) use positive practices. Likewise, parents/caregivers who only used positive practices (56%); are more likely to believe that “other” would condemn the use of physical punishment, compared to parents/caregivers who used at least one violent method (44%).

Parents/caregivers exposed to the “Parenting is also learned” campaign believe that, on average, 6 out of 10 parents only use positive child disciplinary methods, while those not exposed to the campaign that only 5 out of 10 parents on average use these methods.

Parents/caregivers exposed to the campaign (54%) are more likely to believe that “others” would condemn the use of physical punishment, than parents/caregivers (43%) who were not exposed.

- **While additional analysis would be required, the overall responses related to empirical expectations (what people think others do) and normative expectations (what people think other people expect them do), suggest society may be at the very early beginning of establishing a new positive norm when it comes to practices used to raise children.** For example, in 2019 respondents believe that on average 6 out of 10 of their peers in the country primarily use only positive child disciplinary methods/practices of disciplining the children – a slight increase from 2016 when they believed 5 out of 10 of their peers use this practice. There is also a slight increase in the proportion of respondents (45% in 2019 – 43% in 2016) who think that the majority of parents would condemn the use of minor physical punishment and more respondents (77% in 2019 – 72% in 2016) believe the majority of their peers would condemn the use of more severe physical punishment. Considerably less (7% in 2019 – 11% in 2016) respondents think that others expect a parent to physically punish a child when he/she misbehaves. Significantly more (25% in 2019 – 16% in 2016) noted that their peers believe that a parent who does not use physical punishment is “strong”, and far less (16% in 2019 - 27% in 2016) believe that their peers would perceive parents who do not use violence as being “negligent”. The exception to this is the data showing less (40% in 2019 - 51% in 2016) believe their peers would condemn the use of psychological aggression methods such as yelling or screaming at a child, calling the child insulting names.

Parents/caregivers exposed to the “Parenting is also learned” campaign also believe that more people on average (3 out of 10) would call authorities (police, social assistant etc.) to report a case of violent discipline witnessed in their neighbourhood, compared to their peers not exposed who think it is 2 out of 10.

Knowledge about child development

- A majority of parents/caregivers understand that parents have the biggest influence in way an individual grows up to think (67%), feel (57%), behave (58%) and learn (57%).

Parents/caregivers exposed to the campaign are more likely to understand that parents have the most influence on the way an individual grows up to think (69%), feel (61%) and learn (60%) compared to those who have not been exposed (60%, 55% and 56%, respectively).

- There is some awareness that the early years are the most important for brain development - (27%) believe that 0-3 years are the most important and (32%) believe that 3 – 5 years are the most important for human brain development. While there is awareness of the development that occurs in the early childhood, still, parents/caregivers are more likely to associate the early years with language (61%), motor (61%), physical (58%), emotional (52%) and social development (50%). A smaller number (25%) associate cognitive development and psychological development (3%) with early childhood development.

Parents/caregivers exposed to the campaign show larger awareness of the different early child development domains, than those who have not - language (67% vs. 61%), motor (65% vs. 59%), physical (63% vs. 56%), emotional (59% vs. 50%) and social development (54% vs. 48%) and cognitive development (29% vs. 23%).

- There is some (28%) awareness of concept parenting is learned, the majority (70%) believe it to be something developed intuitively.

Parents/caregivers exposed to the campaign are significantly more likely (48%) to believe parenting is something that is learned compared to those who have not been exposed (23%).

- There is notable awareness that persistence (57%) is a characteristic a person needs to be successful and happy in life. Around one third also mention self-discipline (30%), self-awareness (29%), creativity (28%), and sense of purpose (27%) and (25%) mention independence.
- There is some (26%) awareness of “parenting styles” as a concept and some awareness (31%) of “emotional attachment”.

3 ANALYSIS AND RESULTS

The main target group for this follow-up survey were households with children aged 2-14 years, i.e. parents and/or primary caregivers or someone who spends the most time with these children. A total of 600 interviews were completed. The data was collected during the period from 4 – 22 October 2019.

The follow-up survey instrument, i.e. questionnaire was divided in the following 9 (nine) thematic sections:

- 1) A Section – Demography
- 2) B Section – Knowledge
- 3) C Section – Attitudes
- 4) D Section – Beliefs
- 5) E Section – Child Disciplining Practices and Child Abuse and Neglect
- 6) F Section – Empirical Expectations
- 7) G Section – Normative Expectations
- 8) H Section – Knowledge about Child Development
- 9) I Section – “Parenting is also learned” Campaign Awareness.

The sections from 3.1 to 3.8 of this Report include detailed analysis of follow-up survey data, comprising of analysis of statistically significant differences, and graphic presentation of question-by-question results in each thematic section, as well as comparison with 2016 baseline survey data. Statistically significant differences were analysed by the following demographic characteristics of the respondents:

- ethnicity,
- gender,
- place of living (urban/rural),
- relationship to a child,
- gender and age of child (for E Section - Child Disciplining Practices and Child Abuse and Neglect, where questions are asked related to a specific child at specific age selected on the basis of “*the first next birthday of a child*” rule in households with more than one child aged 2-14 years).

Demographic data from A Section - Demography of this survey are included at the end of the Report in *Section 4.1. Sample Structure*.

3.1 KNOWLEDGE

The first section of the questionnaire was designed to obtain information about the target population’s knowledge of issues related to violence, how they understand and define violent and alternative positive child discipline and child rearing methods. It also focused on parents and caregivers’ knowledge of effects of physical and psychological punishment over a child’s wellbeing.

3.1.1. Knowledge on different forms of violence – prompted

While parents/caregivers are still more likely to associate violence with acts that can cause physical injury, rather than those that can cause emotional harm, overall, there is an increase in the level of awareness of the different forms of violence, including emotional abuse. When compared to 2016, more parents/caregivers recognise (89% in 2019 – 81% in 2016) child sexual abuse as a form of violence against children (Chart 1). Likewise, more parents recognise that: beating a child with hand, belt, stick or other hard object (86% in 2019 – 80% in 2016); slapping a child’s face, head or ear (80% in 2019 – 69% in 2016); **threatening to leave a child (77% in 2019 – 58% in 2016)**; and shaking a child with hands (72%, 2019 – 62%, 2016) can cause harm (form of violence). Also, worth noting is the increase in awareness of **insulting a child “calling a child stupid, lazy or similar” as a form of violence (59% in 2019 – 44% in 2016).**

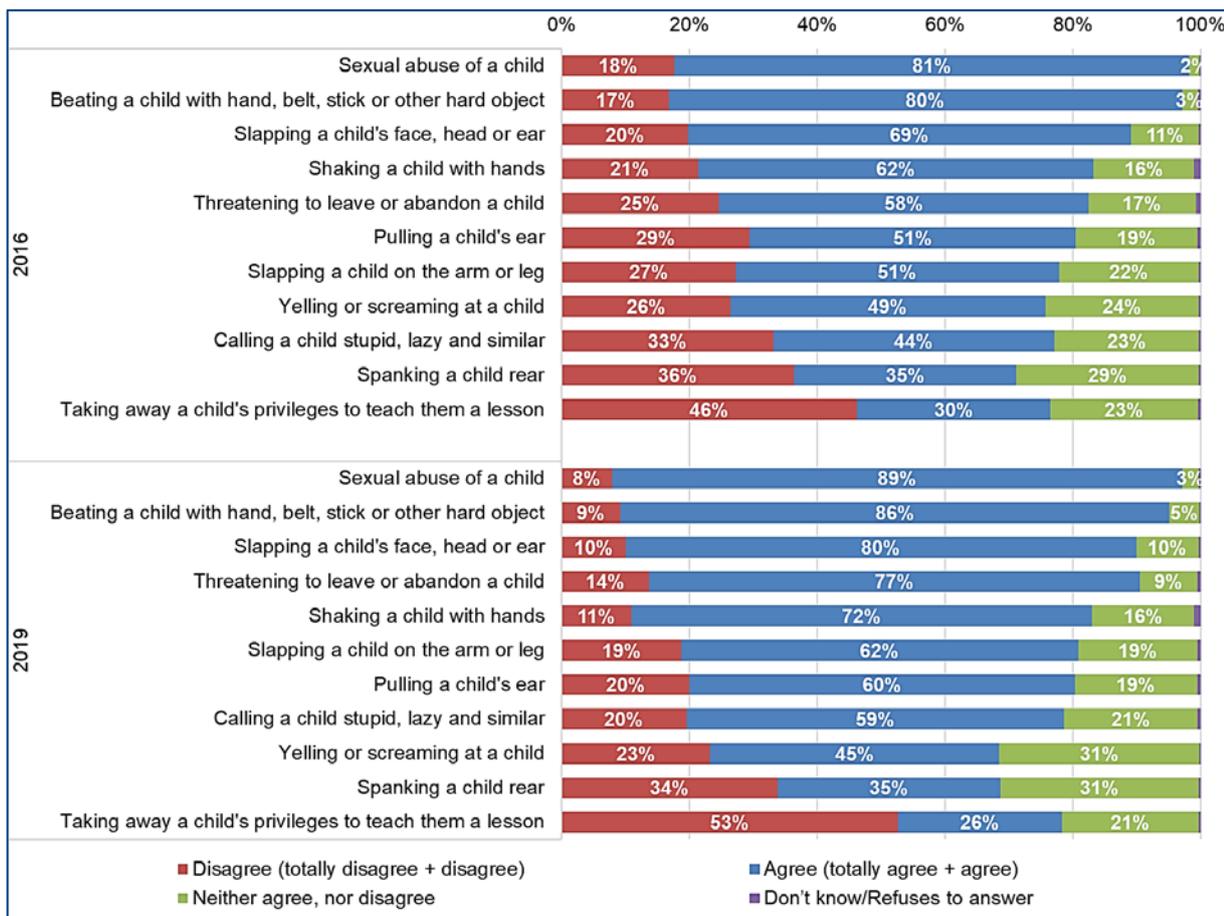


Chart 1 – Respondents' prompted knowledge on different forms of violence - %

Still, a significant number of respondents continue to disagree that methods such as spanking a child on the bottom (34%); yelling or screaming at a child (23%), pulling a child's ear (20%); slapping a child on the arm or leg (19%) are forms of violence.

When ranked by using mean values shown in Chart 2, there are improvements across all forms of violence. Child sexual abuse and beating a child with hand, belt, stick or other hard object, remain the top two recognised forms of violence. Interestingly, "threatening to leave or abandon" a child has moved up the scale and is now the third most recognised form of violence. Also, worth noting is that insulting a child – calling a child stupid lazy and similar – has moved up from being in the third least recognised form in 2016.

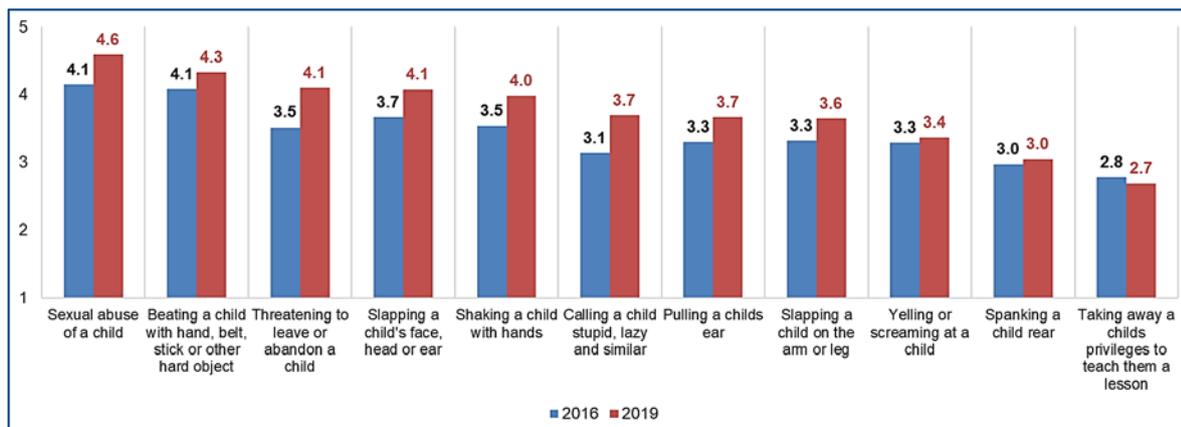


Chart 2 – Respondents' prompted knowledge on different forms of violence - mean values

3.1.2. Knowledge of the impact and consequences of physical violent discipline methods

Close to two thirds (64%) of respondents were able to identify at least one negative impact that physical violence has on children’s physical and emotional wellbeing (Table 1), which is less than in 2016 (72%). **Nevertheless, important to emphasize is that fewer respondents (40% in 2019 - 44% in 2016) consider physical violent discipline as an effective way to correct a child’s behaviour.**

	2016 %	2019 %
At least one negative impact that physical violence has on children’s physical and emotional wellbeing	72.2	64.2
Physical punishment is an effective way to correct the child’s behaviour	43.6	40.1

Table 1 - Knowledge of the impact and consequences of physical violent discipline methods

In 2019, those parents/caregivers more likely to understand that physical punishment is an effective way to correct child’s behaviour are Roma (62%) compared to other ethnicities (Albanian 41%, Macedonian 39%), but also grandparents (55%) compared to parents (38%).

Compared to 2016, significantly more parents (34%) than before (24%) understand that physical punishment has only short-term effects (Chart 3).

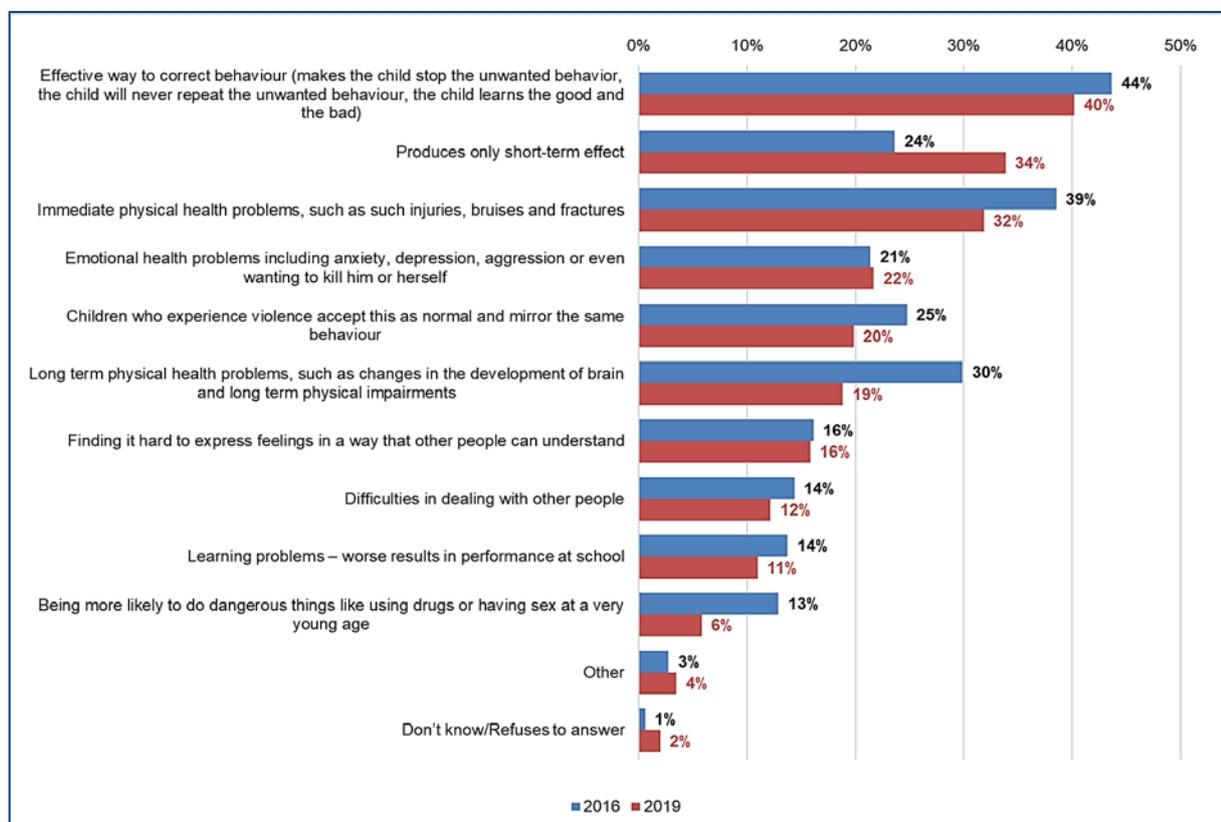


Chart 3 – Parents/caregivers’ knowledge of the impact and consequences of physical punishment

3.1.3. Knowledge of the impact and consequences of psychological aggression

When psychological punishment is in question, the same percentage (40%) of respondents as in 2016 (41%) think it causes emotional health problems including anxiety, depression, aggression or even suicidal urges/impulses. **As with physical punishment, compared to 2016, more parents (22% in 2019 - 16% in 2016) understand that psychological punishment has only short-term effects (Chart 4).**

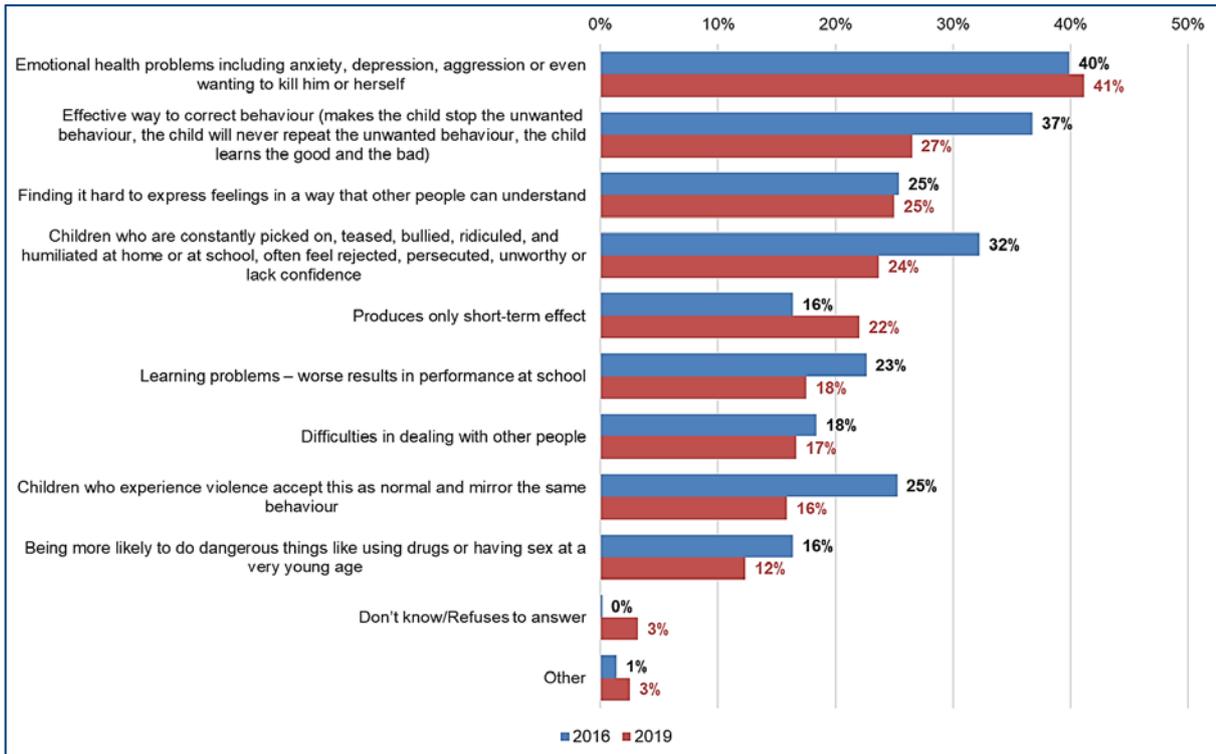


Chart 4 - Parents/caregivers' knowledge of the impact and consequences of psychological aggression

Two thirds of parents/caregivers (66% in 2019 – 67% in 2016) continue to be able to identify at least one negative consequence that psychological punishment has on children's emotional wellbeing (Table 2). More importantly, **considerably less (26% in 2019 - 37% in 2016) see it as an effective way to correct the child's behaviour.**

	2016 %	2019 %
At least one negative impact that psychological punishment has on children's emotional wellbeing	66.8	65.8
Psychological punishment is an effective way to correct the child's behaviour	36.8	26.5

Table 2 - Knowledge of the impact and consequences of psychological aggression

The 2019 follow-up survey data show improvements in parents' and caregivers' awareness of programmes or materials available related to child discipline and parenting methods compared to the baseline survey. **The same large majority (78% in 2019 – 79% in 2016) are not aware of them. However, a noticeably more parents/caregivers (13% in 2019 – 5% in 2016) reported being aware of such programs (Chart 5).**

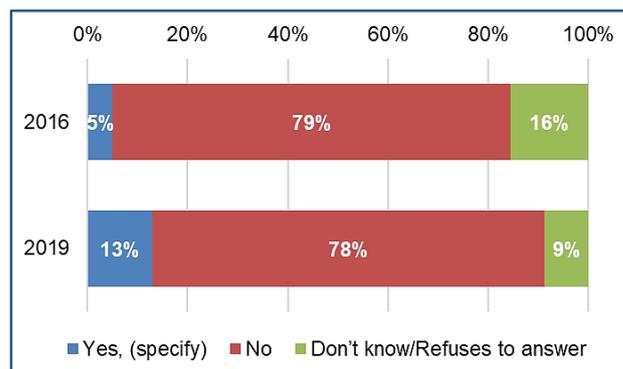


Chart 5 – Awareness about education programme or material on child discipline and/or parenting methods intended for parents

Materials on internet and social media, books for parents, school brochures/leaflets and NGO materials are what respondents mentioned as programmes or materials related to child discipline and parenting methods that are available (specific percentages are given in Chart 6). **“Parenting is also learned” is the only specific program**

that was mentioned by 10% of respondents. Understandably, it was not mentioned in 2016 as this was introduced in 2018.

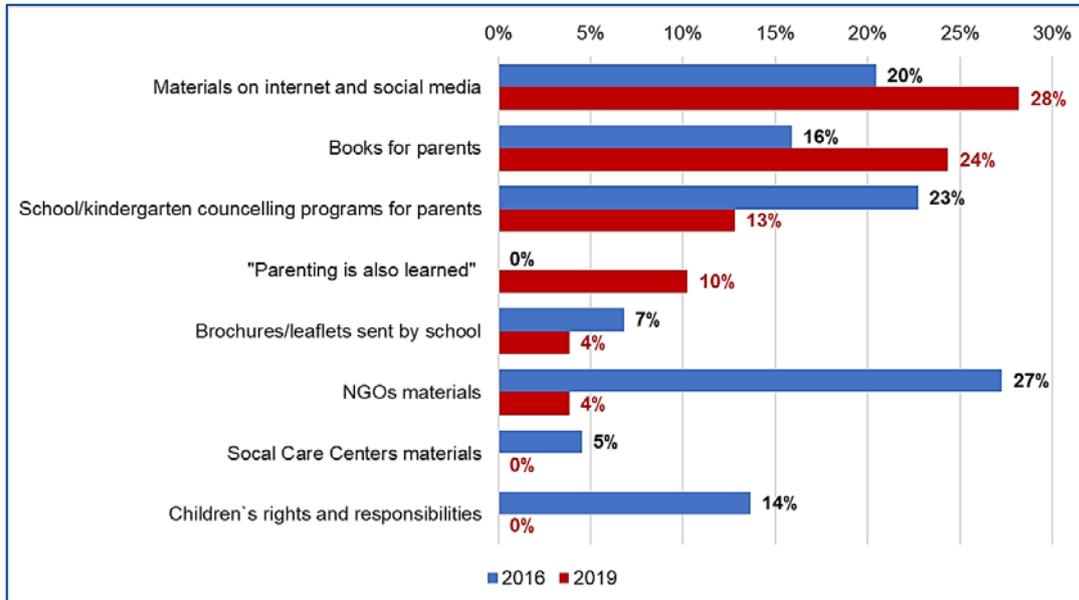


Chart 6 – Education programmes or material on child discipline and/or parenting methods intended for parents

3.2 ATTITUDES

The respondents' attitudes on the extent to which parents and caregivers approve different child discipline practices were the focus of this thematic section of the questionnaire.

Respondent's attitudes were evaluated by their agreement or disagreement with statements grouped in more general categories, including: 1) tradition-driven attitudes, 2) attitudes towards punishment in general and minor physical punishment methods, 3) attitudes towards positive parenting, 4) gender-related attitudes and 5) attitudes towards parents' rights.

3.2.1. Respondents' tradition-driven attitudes

Comparative data show that an increased majority (74% in 2019 - 67% in 2016) of parents/caregivers continue to share a more traditional attitude that a child should not talk back to an adult (Chart 7). There is also an increase (70% in 2019 - 64% in 2016) of those who believe (agree with the statement) that children were more disciplined when they were children.

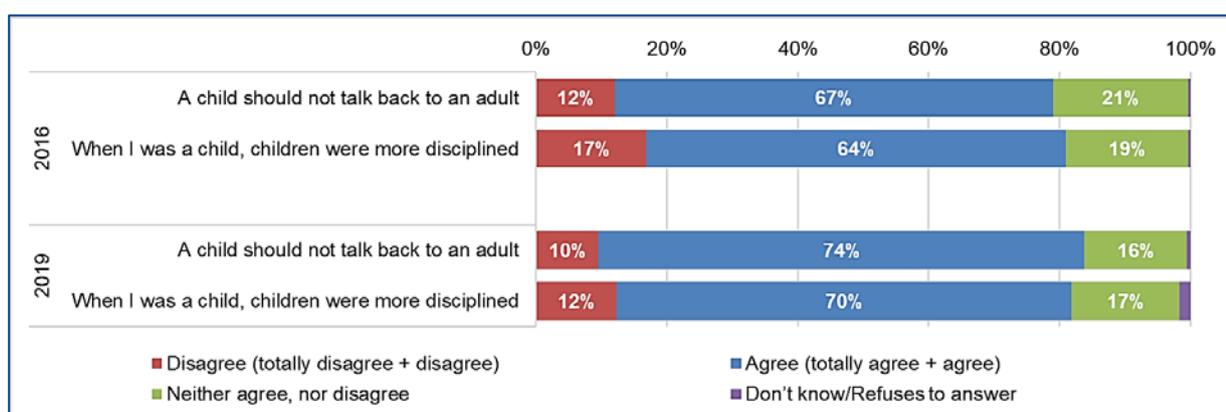


Chart 7 – Respondents' tradition-driven attitudes

Statistically significant differences related to 2019 respondents' views about these two (2) tradition-based attitudes (Table 3) are noted in the responses of:

Statement	Agree	Disagree
A child should not talk back to an adult	<ul style="list-style-type: none"> Macedonian (77%) compared to Albanian (59%) 	<ul style="list-style-type: none"> No statistically significant differences
When I was a child, children were more disciplined	<ul style="list-style-type: none"> Macedonian (74%) compared to Albanian (47%) Respondents living in urban (74%) compared to those living in rural areas (62%) Grandparents (85%) compared to parents (68%) 	<ul style="list-style-type: none"> Albanian (28%) compared to Macedonian (9%)

Table 3 – Disaggregated statistically significant differences related to respondents' tradition-driven attitudes (2019 data)

3.2.2. Respondents' attitudes towards punishment in general and minor physical punishment

More parents/caregivers (64% in 2019 - 57% in 2016) disagree that minor physical punishment methods like slapping and spanking are effective methods of disciplining a child (Chart 8). Those who are on the opposite end and still agree that these two methods are effective in changing a child's behaviour are far fewer (12% in 2019 - 19% in 2016).

The attitude that a child can learn to behave without being spanked and/or slapped remains unchanged with the same large proportion (78% in 2019 - 78% in 2016) in agreement.

Similarly, the attitude that a parent who does not punish their child when they misbehave is not a good parent, also remains unchanged. Half of the respondents (52% in 2019 – 51% in 2016) continue to disagree with this, while slightly fewer (22% in 2019 – 26% in 2016) agree.

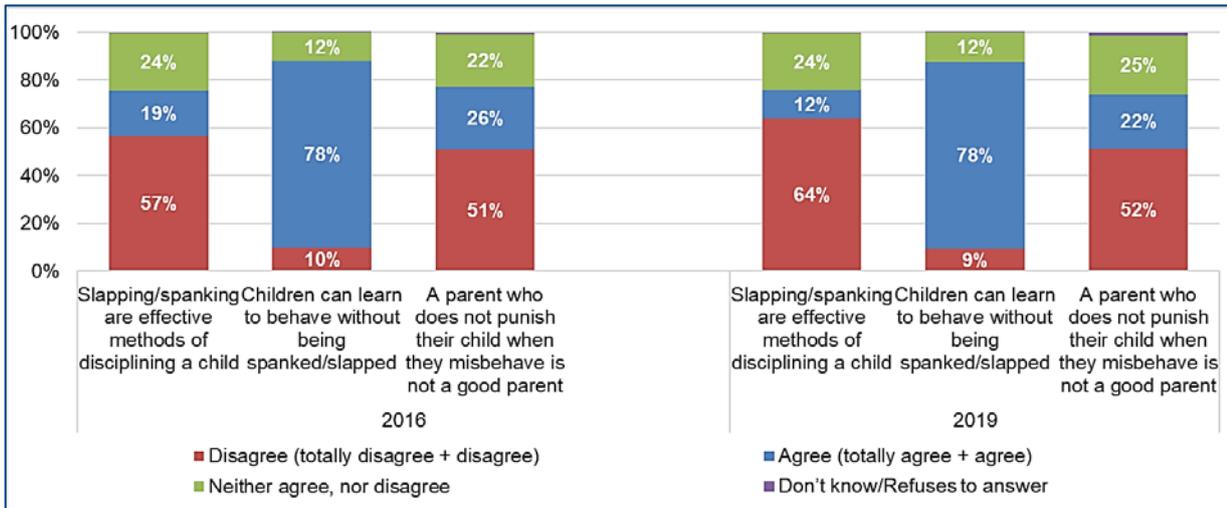


Chart 8 – Respondents’ attitudes towards punishment in general and minor physical punishment

Additional demographic 2019 data analysis shows the following statistically significant differences in these 3 (three) attitudes related to punishment (Table 4):

Statement	Agree	Disagree
Slapping/spanking are effective methods of disciplining a child	<ul style="list-style-type: none"> Albanian (24%) compared to Macedonian (7%) 	<ul style="list-style-type: none"> Macedonian (72%) compared to Albanian (37%)
Children can learn to behave without being spanked/slapped	<ul style="list-style-type: none"> Macedonian (82%) compared to Albanian (67%) 	<ul style="list-style-type: none"> No statistically significant differences
A parent who does not punish their child when they misbehave is not a good parent	<ul style="list-style-type: none"> Macedonian (72%) compared to Albanian (59%) 	<ul style="list-style-type: none"> No statistically significant differences

Table 4 - Disaggregated statistically significant differences related to respondents’ attitudes towards punishment in general and minor physical punishment (2019 data)

3.2.3. Respondents’ attitudes towards positive parenting

Data analysis shows growing acceptance of positive parenting. For example, a larger portion of parents/caregivers (93% in 2019 - 85% in 2016) agree that encouraging children to talk to their parents develops stronger self-esteem in child (Chart 9).

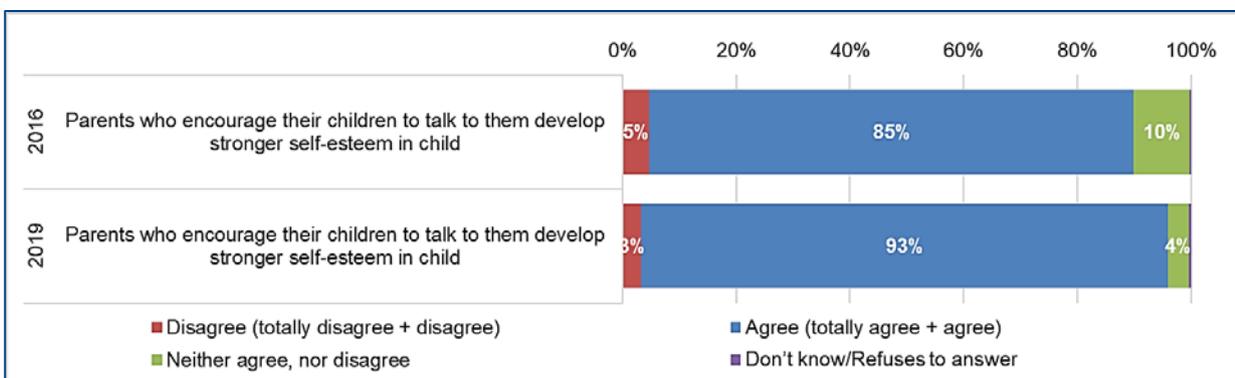


Chart 9 - Respondents’ attitudes towards positive parenting

The following statistically significant differences related to the latest survey respondents’ attitudes towards positive parenting practices (Table 5) are noted below:

Statement	Agree	Disagree
Parents who encourage their children to talk to them develop stronger self-esteem in child	<ul style="list-style-type: none"> Macedonian (96%) compared to Albanian (80%) 	<ul style="list-style-type: none"> No statistically significant differences

Table 5 - Disaggregated statistically significant differences related to respondents' attitudes towards positive parenting (2019 data)

3.2.4. Respondents' gender-related attitudes

There is also a shift in gender-related attitudes with more (92% in 2019 – 85% in 2016) parents/caregivers agreeing that men and women should have equal responsibility for raising children (Chart 10). Furthermore, more parents/caregivers (79% in 2019 - 62% in 2016) disagree with the statement that hitting a girl is worse than slapping a boy.

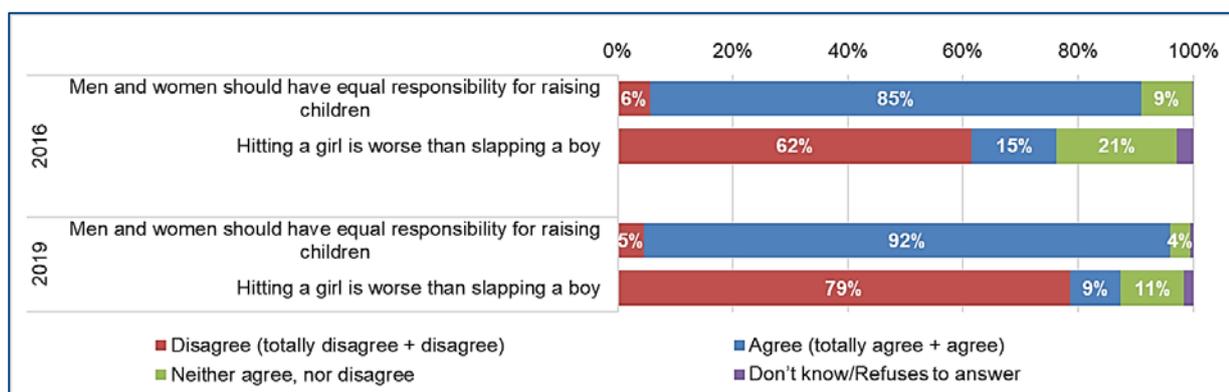


Chart 10 - Respondents' gender-related attitudes

Some significant statistical differences in gender-based attitudes (Table 6) are noted among:

Attitude	Agree	Disagree
Men and women should have equal responsibility for raising children	<ul style="list-style-type: none"> Macedonian (97%) compared to Albanian (74%) Female (93%) compared to male (85%) 	<ul style="list-style-type: none"> No statistically significant differences
Hitting a girl is worse than slapping a boy	<ul style="list-style-type: none"> No statistically significant differences 	<ul style="list-style-type: none"> Female (82%) compared to male (65%)

Table 6 - Disaggregated statistically significant differences related to respondents' gender-related attitudes (2019 data)

3.2.5. Respondents' attitudes towards parents' rights

A larger majority (70% in 2019 – 63% in 2016) of parents/caregivers agree that a parent has the right to discipline their child in any way they believe is right (Chart 11). Similarly, a larger portion (57% in 2019 - 45% in 2016) agree that no one has the right to tell a parent how to raise the child.

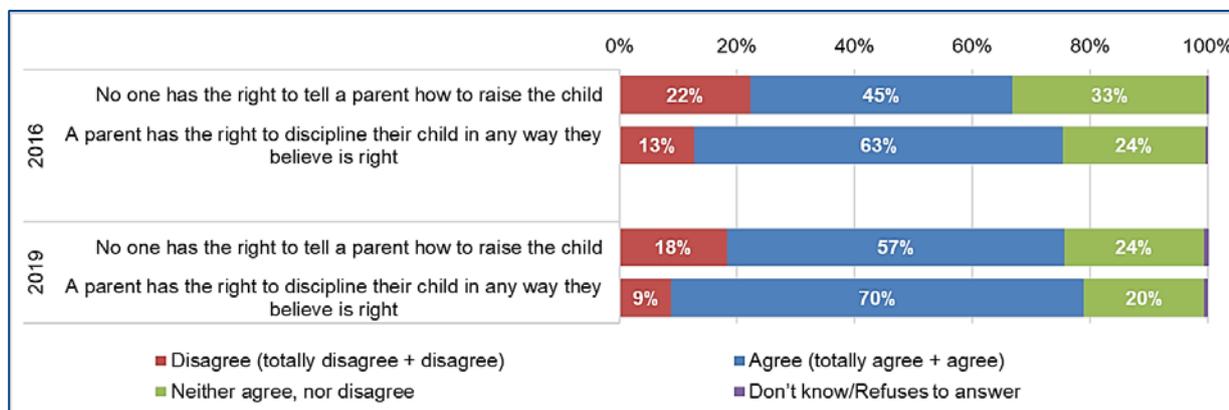


Chart 11 - Respondents' attitudes towards parents' rights

Statistically significant differences in attitudes on parental rights (Table 7) are noted below:

Attitude	Agree	Disagree
A parent has the right to discipline their child in any way they believe is right	• Macedonian (72%) compared to Albanian (59%)	• No statistically significant differences
No one has the right to tell a parent how to raise the child	• No statistically significant differences	• No statistically significant differences

Table 7 - Disaggregated statistically significant differences related to respondents' attitudes towards parents' rights (2019 data)

3.2.6. Upbringing of children in the country – current and what it should be like

There is only a slight shift in attitudes towards the extent to which upbringing of children is strict, lenient or inconsistent. Slightly more parents/caregivers (57% in 2019 – 52% in 2016) consider the upbringing in the country to be “lenient” and a significant number (46% in 2019 - 42% in 2016) consider “it should be stricter” (Chart 12).

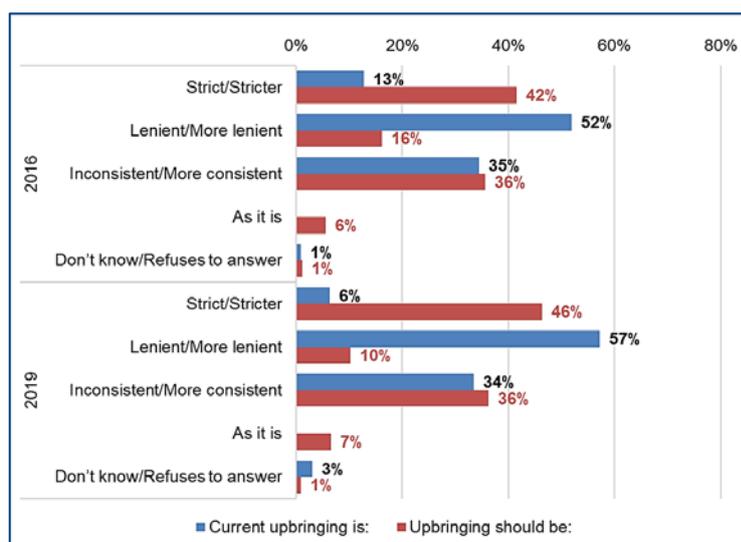


Chart 12 – Parents/caregivers opinion on the current upbringing of children & and how it should be

Statistically significant differences in attitudes on current and preferred upbringing styles (Table 8) are noted among:

Strict	• No statistically significant differences	.. should be stricter	• No statistically significant differences
Lenient	• Macedonian (62%) compared to Albanian (36%)	.. should be more lenient	• No statistically significant differences
Inconsistent	• Albanian (43%) compared to Macedonian (32%)	.. should be more consistent	• No statistically significant differences

Table 8 - Disaggregated statistically significant differences related to respondents' opinion on the current upbringing of children & and how it should be (2019 data)

3.3 BELIEFS

The third part of the questionnaire aimed to gather information on parents'/caregivers' beliefs on the effects and consequences of violence and positive child discipline practices; in what circumstances they find violent practices acceptable and what the relative advantage would be of adopting positive parenting practices vs. violent methods.

3.3.1. Respondents' beliefs related to physical punishment and its effects

The follow-up survey data show a shift in beliefs. There is an increase in the proportion of parents/caregivers who do not believe physical punishment is an effective method in raising and disciplining a child. Also, the latest data show notable increase in the proportion of parents/caregivers who did not agree that it is sometimes inevitable (Chart 13). For example:

- An increased majority (66% in 2019 – 60% in 2016) do not believe that beating a child is an effective way to stop him/her from repeating unwanted behaviour.
- A slightly larger proportion (60% in 2019 - 58% in 2016) do not believe that if a child is not spanked, he/she will grow spoiled.
- Fewer respondents (32% in 2019 - 42% in 2016) believe that although physical punishment of the child is not good, it is sometimes inevitable.

Still, 1 in 5 parents/caregivers (19% in 2019 – 20% in 2016) believes that if a child is not spanked, he/she will grow spoiled, while fewer parents/caregivers (11% in 2019 – 15% in 2016) believe that beating a child is an effective way to stop him/her from repeating unwanted behaviour.

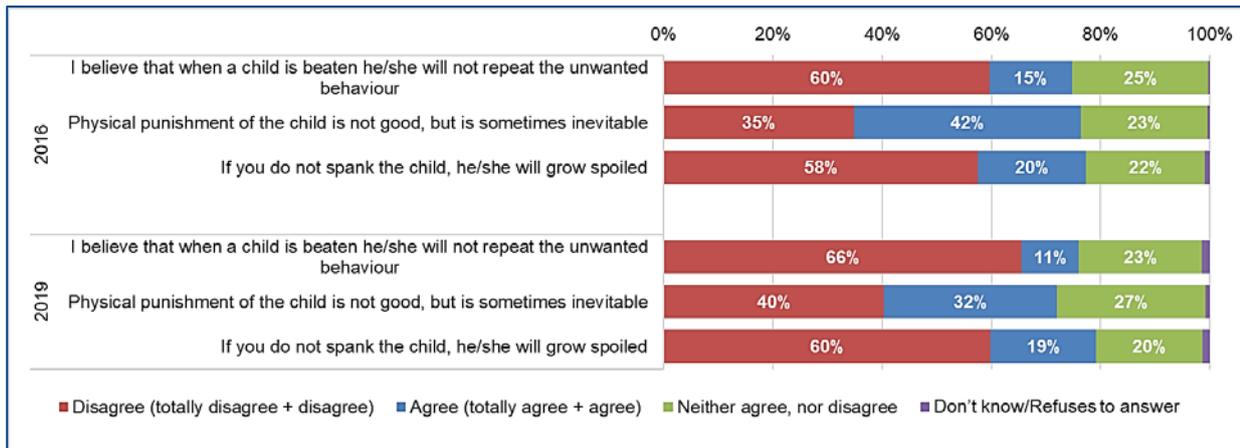


Chart 13 – Respondents’ beliefs related to physical punishment and its effects

Statistically significant differences in beliefs on the effectiveness and inevitability of using physical violence (Table 9) are noted among:

Statement	Agree	Disagree
I believe that when a child is beaten he/she will not repeat the unwanted behaviour	<ul style="list-style-type: none"> • No statistically significant differences 	<ul style="list-style-type: none"> • Macedonian (72%) compared to Albanian (48%) • Female (68%) compared to male (55%)
Physical punishment of the child is not good, but is sometimes inevitable	<ul style="list-style-type: none"> • Macedonian (43%) compared to Albanian (32%) 	<ul style="list-style-type: none"> • No statistically significant differences
If you do not spank the child, he/she will grow spoiled	<ul style="list-style-type: none"> • Macedonian (65%) compared to Albanian (46%) • Female (62%) compared to male (48%) • Respondents living in urban areas (63%) compared to those from rural (54%) 	<ul style="list-style-type: none"> • No statistically significant differences

Table 9 - Disaggregated statistically significant differences in respondents’ beliefs related to physical punishment and its effects (2019 data)

3.3.2. Respondents’ beliefs related to psychological aggression/punishment

There is also an increased majority (87% in 2019 – 84% in 2016) of parents/caregivers who believe that children are affected when parents shout or argue in their presence (Chart 14), while more (65% in 2019 - 60% in 2016) disagree that shouting/screaming make the child more obedient. Those who do not believe - disagree - that psychological punishment, although sometimes cruel, is always for the child’s good remain unchanged (55% in 2019 - 54% in 2016).

Worth noting is that far fewer (11% in 2019 - 16% in 2016) respondents believe shouting/screaming make the child more obedient and slightly fewer (21% in 2019 - 23% in 2016) believe that psychological punishment, although sometimes cruel, is always for the child’s good.

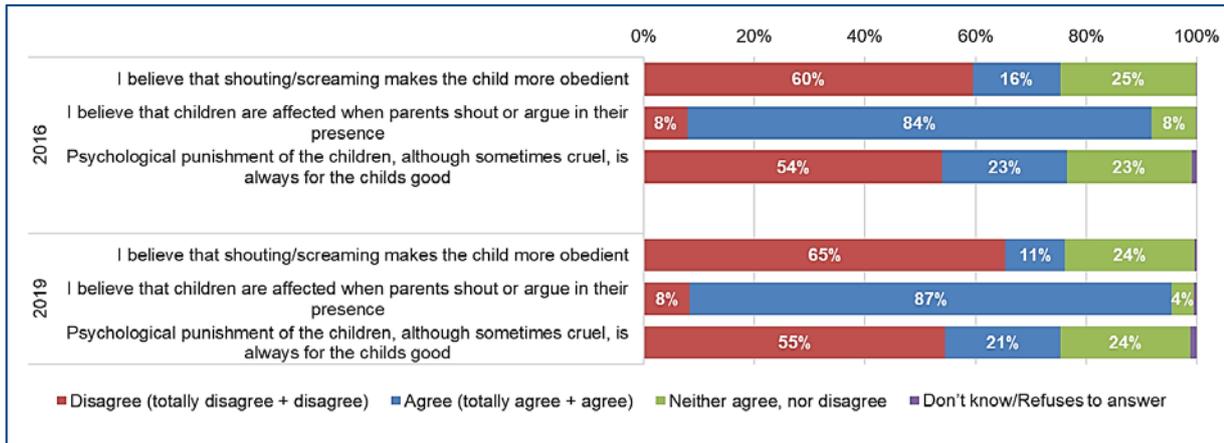


Chart 14 - Respondents' beliefs related to psychological aggression/punishment and its effects

Statistically significant differences in beliefs on the effectiveness and inevitability of using psychological violence (Table 10) are noted among:

Statement	Agree	Disagree
I believe that shouting/screaming makes the child more obedient	<ul style="list-style-type: none"> No statistically significant differences 	<ul style="list-style-type: none"> Macedonian (70%) compared to Albanian (52%)
I believe that children are affected when parents shout or argue in their presence	<ul style="list-style-type: none"> Macedonian (92%) compared to Albanian (72%) Female (89%) compared to male (78%) 	<ul style="list-style-type: none"> No statistically significant differences
Psychological punishment of the children, although sometimes cruel, is always for the child's good	<ul style="list-style-type: none"> Macedonian (59%) compared to Albanian (40%) Respondents from urban areas (25%) compared to those from rural (14%) 	<ul style="list-style-type: none"> No statistically significant differences

Table 10 - Disaggregated statistically significant differences in respondents' beliefs related to psychological aggression/punishment (2019 data)

3.3.4. Qualities of a good parent and good child

Respondents were asked to describe a "good" parent and a "good" child. A good parent is characterized by a wide range of qualities mentioned spontaneously by respondents. Caring (22% in 2019 – 16% in 2016); able to listen carefully and talk with a child (20% in 2019 – 19% in 2016); and patient (18% in 2019 – 17% in 2016), with slight increases, remain the top three (3) qualities mentioned. **However, worth noting is the shift in order and proportion of parent/caregivers that spontaneously mention qualities (i.e. positive shift in mention of "love", "tolerant", fulfilling needs", "respectful of the child", "calm", "consistency") that suggests, while still low, parents/caregivers are increasingly believing in the essence of positive parenting and nurturing child rearing.**

No.	Parent characteristic	2016	2019	% point shift
1.	Caring	16%	22%	6%
2.	Able to listen carefully and talk with a child	19%	20%	1%
3.	Patient	17%	18%	1%
4.	Giving love to a child	6%	16%	10%
5.	Rigorous/strict/persistent	13%	14%	1%
6.	Tolerant	8%	14%	6%
7.	Devoted to child upbringing	15%	11%	4%↓
8.	Dedicated	10%	10%	0%
9.	Fulfilling child needs	2%	9%	7%

10.	Respectful of a child	1%	8%	7%
11.	Friendly	5%	7%	2%
12.	Responsible	10%	7%	3%↓
13.	With principles	5%	7%	2%
14.	Ensuring good life to a child	4%	7%	3%
15.	Attentive	6%	7%	1%
16.	Calm	0%	6%	6%
17.	Spending time with a child	8%	5%	3%↓
18.	Consistent	0%	5%	5%
19.	Honest	4%	5%	1%
20.	Educating a child	4%	5%	1%

Table 11: Qualities of a good parent

As with the qualities of a “good” parent, a “good” child is characterized by a wide range of qualities mentioned spontaneously by respondents. Characteristics associated with “obedience” - well-behaved (50% in 2019 – 50% in 2016); well brought up (28% in 2019 – 20% in 2016); and respectful of parents and others (19% in 2019 – 16% in 2016) - with slight increases, remain the top three (3) qualities mentioned. **However, worth noting is the shift in order and proportion of parents/caregivers that spontaneously mention qualities (i.e. positive shift in mention of “responsible”, “honest”, “smart”, “independent”, and negative shift in mention of “calm”) that suggests, while still low, parents/caregivers are increasingly believing in the essence of holistic child development.**

Still, given the low proportion of parents/caregivers who mention these, and other qualities, highlights that parents/caregivers continue to give more emphasis to qualities associated with “obedience” as opposed to qualities that characterise overall child development.

	Characteristics of a child	2016	2019	% point shift
1.	Well-behaved (to listen their parents)	50%	50%	0%
2.	Well brought up	20%	28%	8%
3.	Respectful of parents and others	16%	19%	3%
4.	Good student	14%	17%	4%
5.	Responsible	12%	17%	5%
6.	Polite	14%	16%	2%
7.	Honest	6%	13%	7%
8.	Smart, intelligent	5%	11%	6%
9.	Sociable, communicative	7%	10%	3%
10.	Good behaviour in society	7%	9%	2%
11.	Positive, cheerful	6%	7%	3%
12.	Independent	1%	6%	5%
13.	Emotional	1%	5%	4%
14.	Reasonable	7%	5%	2%
15.	Calm	11%	4%	7%↓
16.	Ambitious	1%	4%	3%
17.	Curious	3%	4%	1%
18.	Open for communication with the parents	4%	3%	1%↓
19.	Attentive	3%	3%	0%
20.	Not spoiled	1%	2%	1%

Table 12: Qualities of a good child

3.3.5. Circumstances in which child disciplining is justified

The follow-up survey data show that a slightly larger proportion of the parents/caregivers (59% in 2019 – 57% in 2016) continue to believe that it is justified for a parent to hit a child in at least one of the given circumstances (Chart 15).

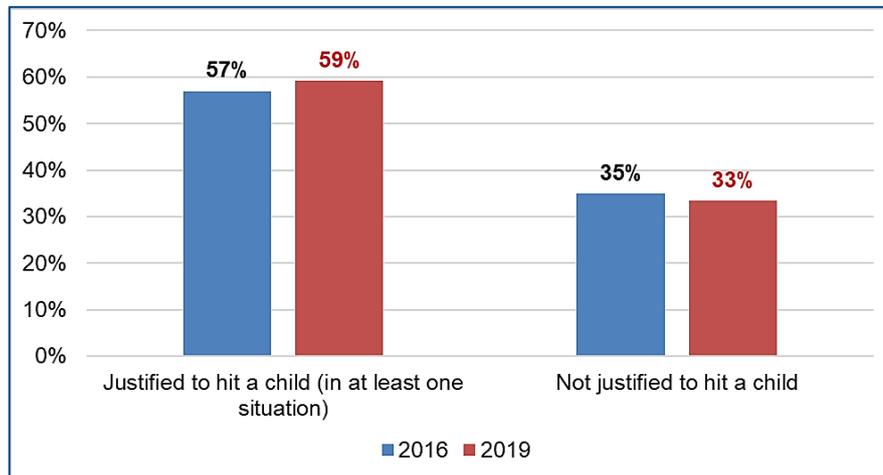


Chart 15 – Percentage of parents/caregivers who believe it is justified to hit a child in at least one situation

The top three (3) circumstances, i.e. situations in which a parent believes it is justified to hit his/her child (Chart 16) include:

- 1) The child steals property – 51% in 2019 up from 49% in 2016;
- 2) The child smokes, drinks alcohol or take drugs – 47% in 2019 down from 49% in 2016;
- 3) The child talks back to parents or other adults they should respect – 35% in 2019 up from 25% in 2016;

whereas the bottom three (3) are:

- 1) The child has bad grades at school - 16% in 2019 up from 13% in 2016;
- 2) The child has a girlfriend/boyfriend – 8% in 2019 down from 9% in 2016;
- 3) The child broke something (glass/plate) – 6% in 2019 down from 7% in 2016.

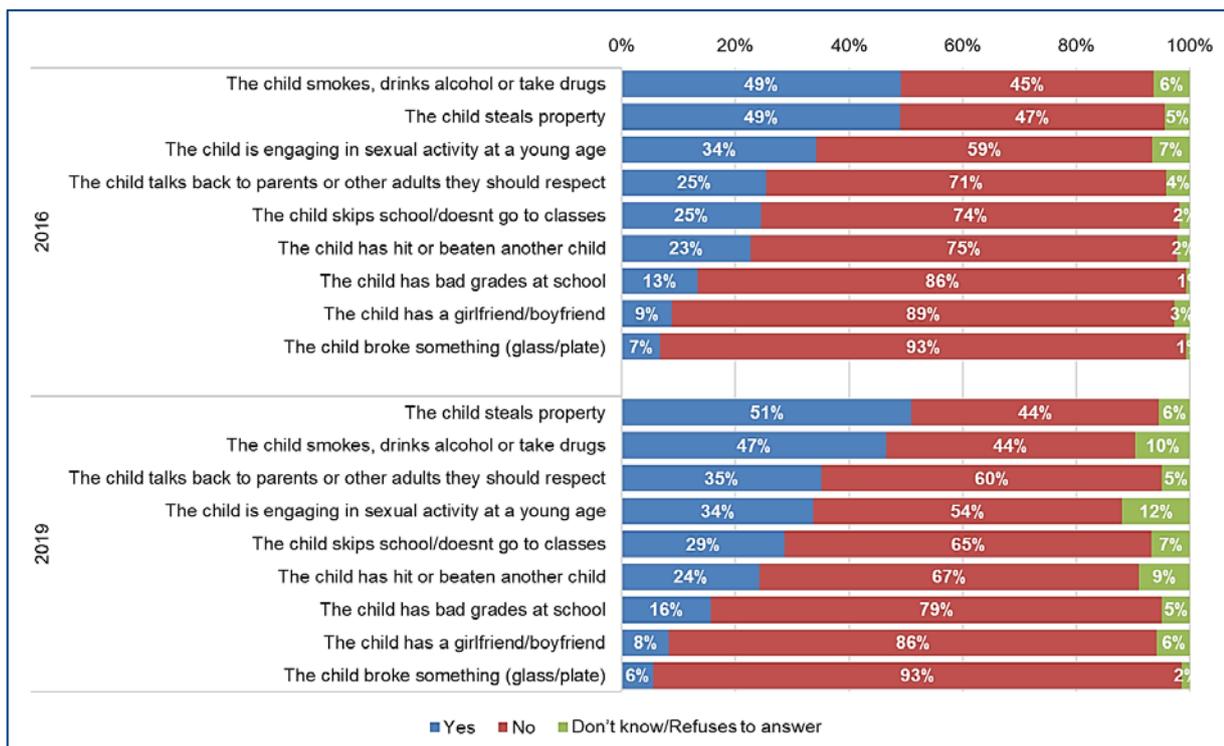


Chart 16 – Situations in which a parent is justified or not to hit his/her child

Compared to 2016, statistically significant differences in acceptance of using physical punishment are noted in the given circumstance when a child talks back to parents or other adults they should respect (35% in 2019 up from 25% in 2016).

3.4 CHILD REARING AND DISCIPLINING PRACTICES AND CHILD ABUSE AND NEGLECT

The fourth thematic section of the questionnaire focused on obtaining information on the extent and types of practices used to raise and discipline children; the preference to use certain forms of disciplining depending on circumstances, age of the child (by 3 age groups – 2-4, 5-9 and 10-14 years), and gender (parent's and child's gender). Most of the questions in this section were asked in relation to a specific child aged 2-14 years in the household selected on a 'first next birthday' basis, choosing from a list of children living in the given household.

Several new questions were added to the follow-up survey to explore other elements of nurturing, child rearing and emotional neglect.

3.4.1. Frequency of interactions with children

The 2019 survey included new questions to explore the extent to which parents pro-actively build a strong emotional bond with their child. The questions serve as a proxy to understand prevalence of emotional neglect. The data show that a significant majority of parents/caregivers practice acts to show love, affection and emotional closeness with their child (Chart 17), including:

- 86% confirm frequently hugging and kissing their child on the cheek in the past month,
- 78% did or said something with the intention to make sure their child knows they are important and special, and
- 72% talked openly and honestly with their child in the last month to understand their problems, worries and or/fears and concerns.

The number of those who stated they never interacted in the given ways with their child is extremely low.

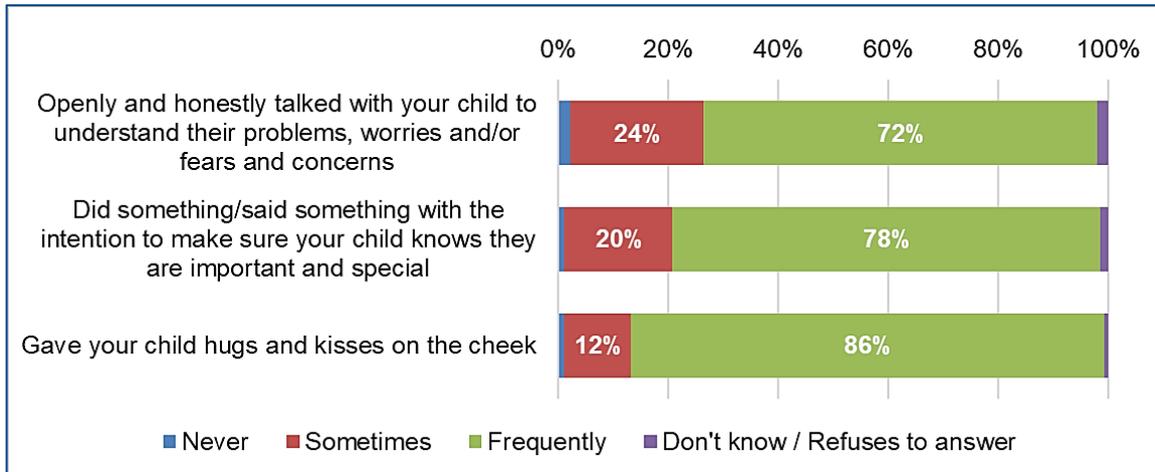


Chart 17 – Frequency of parents' interactions with their child in the past month

Significant statistical differences in practicing love, affection and closeness (Table 13) are noted among:

Way of interaction	Sometimes	Frequently
Openly and honestly talked with your child to understand their problems, worries and/or fears and concerns	<ul style="list-style-type: none"> Grandparents (47%) compared to parents (22%) 	<ul style="list-style-type: none"> Parents (74%) compared to grandparents (49%) Parents of children aged 10-14 (77%) compared to those of children aged 2-4 (63%)
Did something/said something with the intention to make sure your child knows they are important and special	<ul style="list-style-type: none"> No statistically significant differences 	<ul style="list-style-type: none"> Parents (80%) compared to grandparents (60%)
Gave your child hugs and kisses on the cheek	<ul style="list-style-type: none"> Parents of children aged 2-4 (91%) and 5-10 (89%) compared to those of children aged 10-14 (80%) 	<ul style="list-style-type: none"> Macedonian (88%) compared to Albanian (81%) Female (89%) compared to male (75%) respondents

Table 13 - Disaggregated statistically significant differences in frequency of certain interactions with children (2019 data)

3.4.2. Respondents' awareness about what a child is doing in free time and how it feels

A second set of new questions to gather proxy data on emotional neglect include the extent to which parents/caregivers are in tune with what their child is doing in his/her free time and how he/she feels. As with 3.4.1. these were new questions added to the follow-up survey. The data show more than half (57%, 2019) of parents/caregivers stating they know well what their child is doing in their free time, and (56%, 2019) how their child is feeling about himself/herself, his/her self-worth and own abilities. Notable is the proportion of parents/caregivers who state only having some idea (37%) have some idea about what child is doing and 36% have some idea how their child is feeling) (Chart 18). Still, 7% state they do not know what their child is doing, and 9% state they do not know how their child is feeling about him/herself.

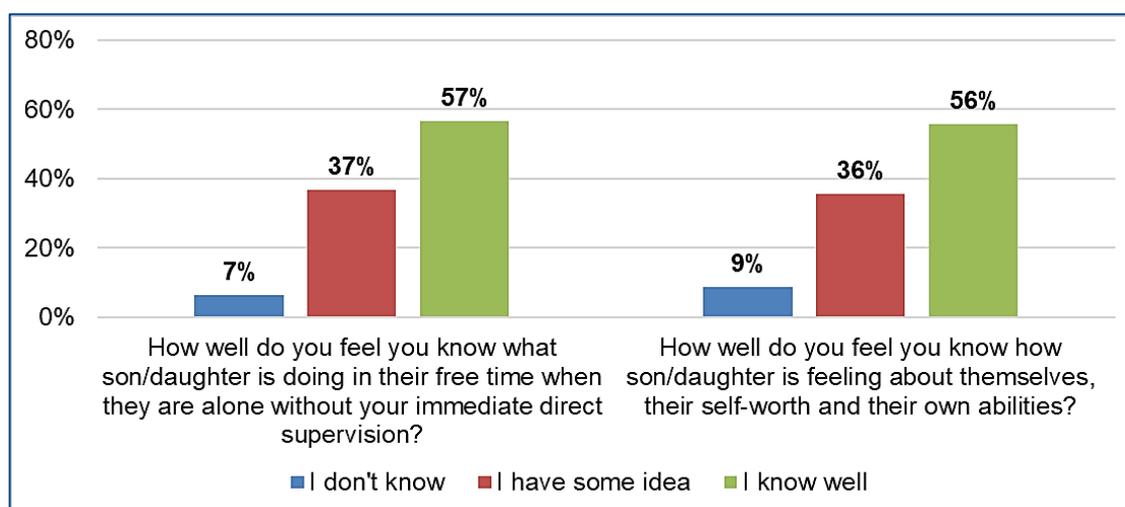


Chart 18 – Respondents' awareness about what a child is doing in free time and how it feels

There are certain statistically significant differences (Table 14) related to respondents' awareness about what their child is doing and feeling, among:

Way of interaction	I have some idea	I know well
How well do you feel you know what son/daughter is doing in their free time when they are alone without your immediate direct supervision?	<ul style="list-style-type: none"> Albanian (52%) compared to Macedonian (33%) Respondents from rural areas (42%) compared to those from urban (34%) 	<ul style="list-style-type: none"> Macedonian (63%) compared to Albanian (37%) Respondents from urban areas (60%) compared to those from rural (50%)

Way of interaction	I have some idea	I know well
	<ul style="list-style-type: none"> Parents of children aged 10-14 (43%) compared to those of children aged 2-4 (31%) 	<ul style="list-style-type: none"> Parents of children aged 2-4 (64%) compared to those of children aged 10-14 (51%)
How well do you feel you know how son/daughter is feeling about themselves, their self-worth and their own abilities?	<ul style="list-style-type: none"> Albanian (48%) compared to Macedonian (32%) Respondents from rural (44%) compared to those from urban areas (31%) 	<ul style="list-style-type: none"> Macedonian (61%) compared to Albanian (41%) Respondents from urban areas (60%) compared to those from rural (48%)

Table 14 - Disaggregated statistically significant differences in relation to the respondents' awareness about what a child is doing in free time and how it feels (2019 data)

3.4.3. Frequency of use of different child disciplining practices

Methods that adults use to teach children behaviour or to approach a behavioural problem were assessed against the frequency of use of the following five (5) general types of practices:

- 1) Positive parenting practices (explained why his/her behaviour was incorrect; praised the child about his/her good behaviour; child was given to do something else);
- 2) Non-violent discipline practices (child was ignored when his/her behaviour was incorrect/bad; child was sent to his/her room, or to the corner or to sit somewhere alone; things he/she likes were taken away, or child was forbidden to do something he/she likes or punished him/her to go out);
- 3) Psychological aggression (warned the child with a threat that he/she would be punished; yelled or screamed at the child);
- 4) Minor physical punishment (hit or spanked him/her on the bottom; hit or spanked him/her on the hand, arm or leg; shook him/her with hands; twisted his/her ear or pulled his/her hair);
- 5) Severe physical punishment (hit him/her on the face, head or ears; beaten, i.e. hit him/her over and over as hard as one could).

As shown in Chart 19, the frequency of use of certain child disciplining practices decreases as the severity of the method increases – i.e. as in 2016, positive parenting practices are used most frequently, while severe physical punishment are used least frequently.

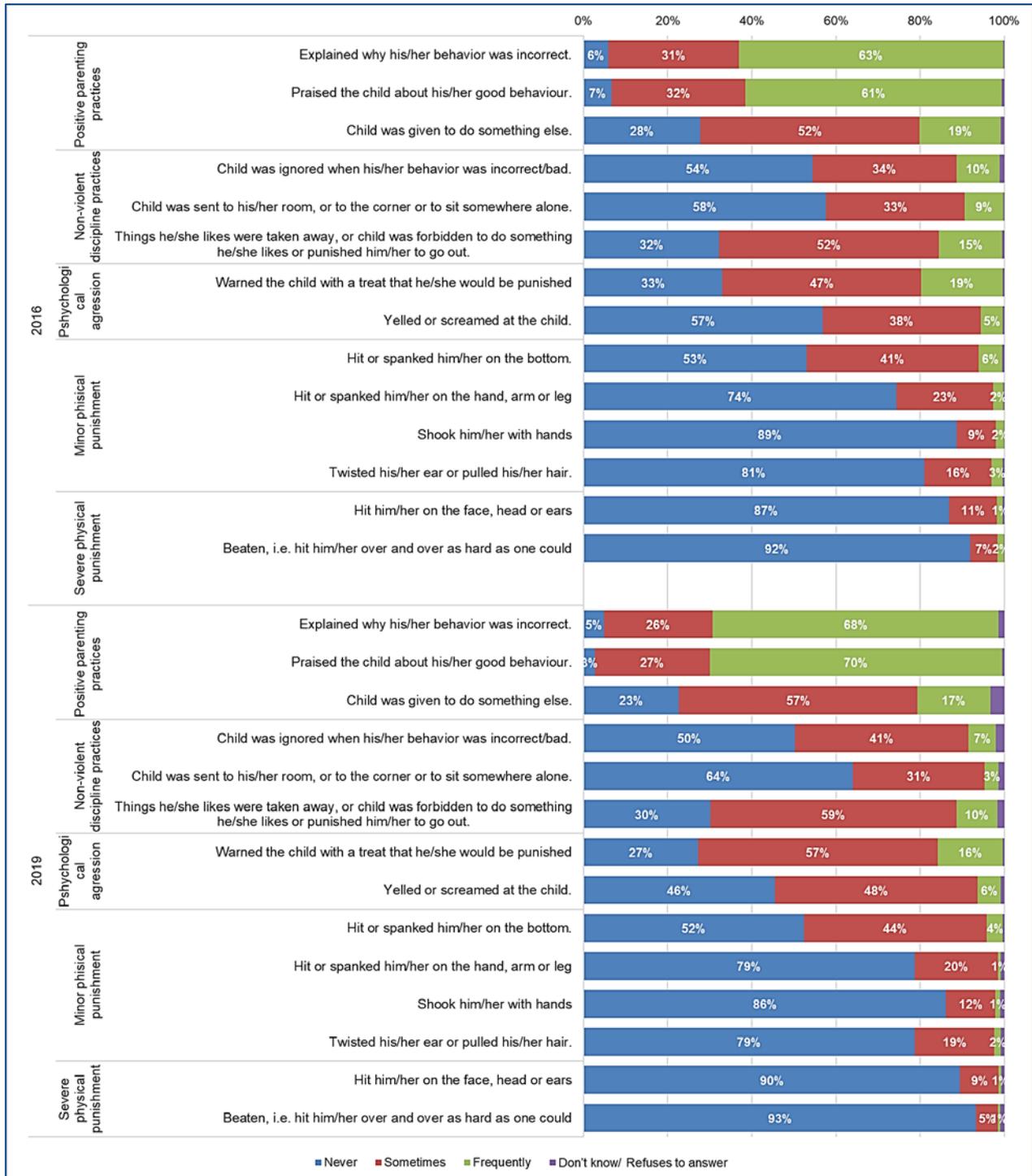


Chart 19 - Frequency of use of different child disciplining practices

While a majority of parents/caregivers use positive parenting practices and non-violent practices, the data show that most of them do not do so exclusively. An increased majority (84% in 2019 – 79% in 2016) reported using at least one violent method (i.e. psychological aggression, minor or severe physical punishment). Notably less (16% in 2019 – 21% in 2016) parents/caregivers reported having used only positive parenting and non-violent method (i.e. at least one positive parenting and non-violent and never used violent methods (i.e. psychological aggression; minor or severe physical punishment) (Table 15).

	2016 %	2019 %
Used at least one violent method (i.e. psychological aggression; minor or severe physical punishment)	78.6	84.2
Used only positive parenting and non-violent method (i.e. at least one positive parenting and non-violent and never used violent methods (i.e. psychological aggression; minor or severe physical punishment))	21.3	15.8

Table 15 – Use of at least one violent and only positive parenting and non-violent method

Considering data on the exclusive use of positive and non-violent methods based on respondents' demographic characteristics, no statistically significant differences are noted in 2019 data.

On the other hand, the use of at least one violent method (i.e. psychological aggression; minor or severe physical punishment) was reported to be used more by Albanians (92%) than Macedonians (82%), by parents (85%) compared to grandparents (72%), as well as, with children at the age of 5-9 years (88%) compared to other age groups (2-4 years – 83%; 10-14 years – 80%).

Analysis of the exclusive use of positive parenting and exclusive use of non-violent methods (Table 16) does, however, show an increase in the proportion of parents/caregivers that report only using positive parenting methods (e.g. never use other methods). Although still very low, the latest survey data show increased use of only positive parenting practices with their child in the past month (7% in 2019 - 4% in 2016). As for reported use of only non-violent discipline practices like ignoring a child when his/her behaviour was incorrect/bad; sending him/her to his/her room, or to the corner or to sit somewhere alone; taking away things he/she likes, or forbidding a child to do something he/she likes or punished him/her to go out, as in 2016, an insignificant proportion of parents/caregivers reported solely using these methods with their child in the past month.

	2016 %	2019 %
Used only positive parenting methods	4.0	7.2
Used only non-violent methods	0.1	0.2

Table 16 – Use of only positive parenting and only non-violent methods

Although the proportion is too small, exclusive positive parenting practices are more likely to be used with the youngest children age group – 2-4 years (10%) than with older ones (5-9 years – 5% and 10-14 years – 8%).

Reported use of violent child disciplining methods remains somewhat unchanged compared to 2016. The only exception is higher reported use of at least one psychological aggression method (79% in 2019 – 72% in 2016) and slightly fewer respondents reporting using severe physical punishment method (12.8% in 2019 – 14.1% in 2016) (Table 17).

Violent methods	2016 %	2019 %
Used at least one psychological aggression method	72.3	79.3
Used at least one physical punishment method (minor or severe)	55.5	55.8
Used at least one minor physical punishment method	54.7	55.3
Used at least one severe physical punishment method	14.1	12.8

Table 17 – Use of at least one violent child disciplining method (psychological aggression, minor or severe physical punishment methods)

Considering data by child's age, psychological aggression methods (at least one) were used more with children aged 5-9 years (85%) and less with those aged 2-4 (72%) and 10-14 (77%). On the other hand, at least one minor physical punishment method was more used with younger children (2-4 years and 5-9 years – 63%) than with older ones aged 10-14 years (42%).

Parents and caregivers who reported having used at least one severe physical punishment method in the past month are more likely Albanian (27%) compared to Macedonian (8%), male (17%) compared to female (12%), and respondents living in rural areas (18%) than those from urban (9%). As for the age of a child, this type of punishment, if used, was equally used with all age groups.

3.4.4. Use of positive parenting/discipline methods

Although not exclusively, the survey data show an increased use of positive parenting/discipline methods (Chart 20). The most frequent positive parenting method used by more parents/caregivers (68% in 2019 – 63% in 2016) is "explaining to a child why his/her behaviour was incorrect". Similarly, there is an increase in those reporting that they

or any other person in their household, “praised their child for good behaviour” (70% in 2019 - 61% in 2016). “Giving a child something else to do” was sometimes used by 57% of the parents/caregivers in 2019 (compared to 52% in 2016).

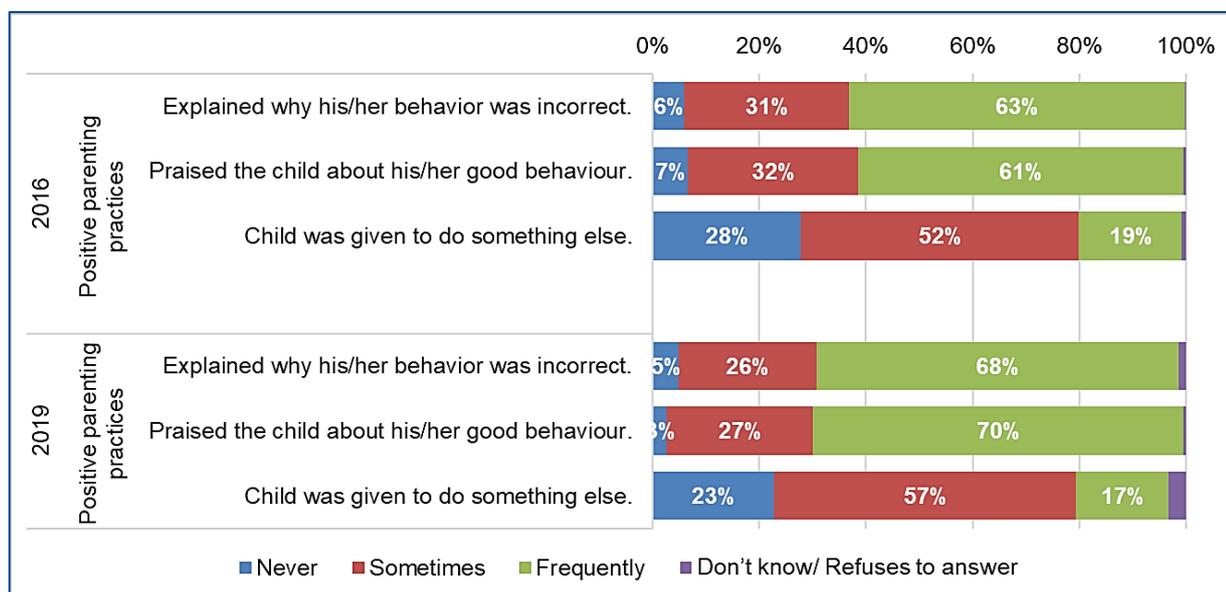


Chart 20 – Use of positive parenting/discipline methods

Additional analysis of positive parenting methods shows some statistically significant differences related to using them frequently. Namely, female (71%) respondents considerably more than male (61%) praise their child about his/her behaviour. This method was also used frequently more with the youngest children aged 2-4 years (77%) than with those at the age of 5-9 (65%). Children from the youngest age group (26%) were more frequently given something else to do than the older ones (5-9 years – 18%; 10-14 years – 11%).

Closer look at which positive parenting methods fathers or mothers specifically used in the past month with their sons or daughters at specific age, shows no statistically significant differences as to frequent use of the observed practices.

3.4.5. Use of non-violent discipline methods

The follow-up survey data show some positive changes in the use of some non-violent methods (Chart 21). This type of child disciplinary practices includes acts that are closely associated with authoritative parenting.

They should, however, be used selectively to avoid escalation of tension or to set boundaries and demonstrate consequences. While some of the methods can be effective when used in combination with positive parenting methods, if used frequently or in a hostile manner, they can cause emotional harm. More parents/caregivers (64% in 2019 – 58% in 2016) reported never using the method of “sending a child to his/her room, to the corner or to sit somewhere alone.” More parents/caregivers report sometimes “ignoring a child when his/her behaviour was incorrect/bad” (41% in 2019 - 34% in 2016). As for “taking away things a child likes or forbidding him/her to do something he/she likes or punishing a child to go out”, while more (59% in 2019 - 53% in 2016) said they sometimes used this method, almost the same proportion (30% in 2019 - 32% in 2016) never used this type of non-violent disciplining method, significantly less (10% in 2019 – 15% in 2016) used it frequently.

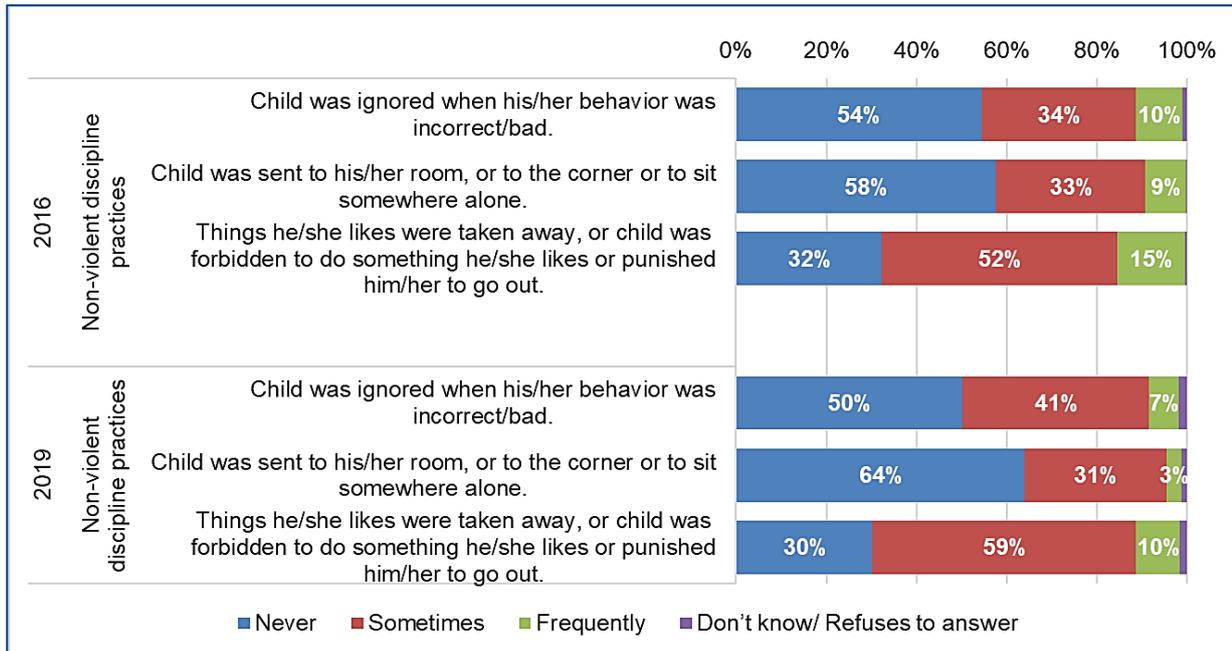


Chart 21 - Use of non-violent discipline methods

Significant statistical differences in the practice of ignoring a child when his/her behaviour was incorrect/bad are noted with regards to child's age. Namely, the youngest age children (2-4 years) were more ignored sometimes (51%) compared to older ones (5-9 years – 40%; 10-14 years – 36%). On the other hand, this practice was “never used” more with older children (5-9 years – 50% and 10-14 years – 57%) than with the youngest ones aged 2-4 years (39%). As for frequent use, no statistically significant differences are noted regarding the use of this practice with different child age groups. It was also sometimes used more by Albanians (50%) compared to Macedonians (39%). Macedonians (54%) reported never ignoring their child when his/her behaviour was incorrect/bad more than Albanians (37%). Sending a child to his/her room or to the corner or to sit somewhere alone was sometimes used more by Albanian respondents (59%) compared to Macedonian (23%), as well as by those living in rural areas (39%) compared to those from urban ones (27%). As for taking things away or forbidding to do something a child likes to do or punishing him/her to go out as a disciplining method, it was used sometimes more by Albanian respondents (69%) compared to Macedonian (55%). With regards to child's age, no statistically significant differences are noted related to the use of these two non-violent discipline practices.

3.4.6. Use of psychological aggression

The use of psychological aggression practices has slightly increased (Chart 22). Fewer parents/caregivers (46% in 2019 – 57% in 2016) report never having yelled or screamed at the child, while more (48% in 2019 – 35% in 2016) report having done it sometimes. Threatening the child that he/she would be punished was practiced sometimes by more parents/caregivers (58% in 2019 - 47% in 2016).

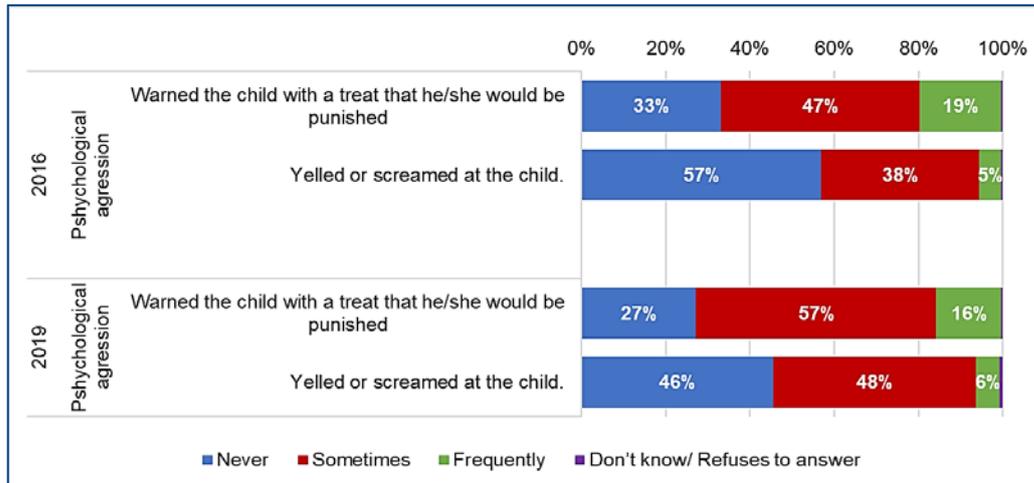


Chart 22 - Use of psychological aggression

Female respondents (59%) are more likely than male (48%) to have sometimes warned their child with a threat that he/she would be punished, respondents from rural areas (66%) compared to their peers from urban (52%), as well as with older children (5-9 and 10-14 years – 60%) compared to the youngest ones aged 2-4 (47%). Respondents from urban (18%) areas are slightly more likely to have frequently used this practice than those from rural (16%), as well as with younger children (2-4 and 5-9 years – 18%) compared to older children aged 10-14 years (11%). As for yelling or screaming at a child, the only statistically significant difference is noted in relation to this method being sometimes used more with children aged 5-9 years (59%) than with those at the age of 2-4 years (42%) and 10-14 years (47%). Those who never used this practice are found more among respondents from urban areas (49%) than among those from rural (40%). Also, it has never been used more with the youngest children aged 2-4 years (56%) than with the older ones (5-9 years – 36% and 10-14 years – 50%).

3.4.7. Use of minor physical punishment methods

Minor physical punishment is used less frequently than psychological punishment. Still, with the exception of hitting or spanking a child on the hand, arm or leg, compared to 2016, there is a slight increase in the use of these practices (Chart 23). Although not used by the majority, there is a slight increase in the use of hitting or spanking a child on the bottom sometimes (44% in 2019 – 41% in 2016). There is a similar increase in the use of twisting his/her ear or pulled his/her hair sometimes (19% in 2019 – 16% in 2016%) and shaking a child with hands (12% in 2019 – 9% in 2016).

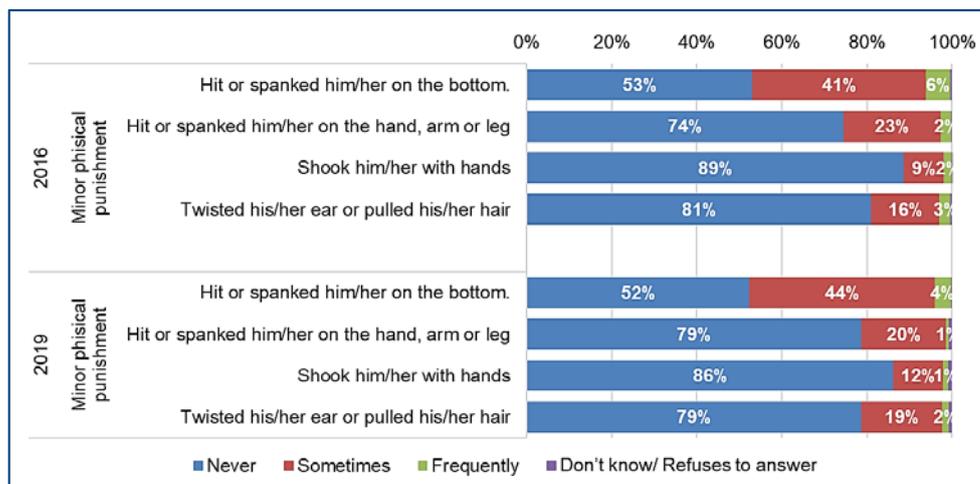


Chart 23 - Use of minor physical punishment methods

Some statistically significant differences are noted in the use of these disciplining methods. Children aged 2-4 years (52%) were hit or spanked on the bottom sometimes more than the older ones (5-9 years – 48%; 10-14 years – 33%).

This practice was “never used” notably more with the older children aged 10—14 years (65%) than with younger ones (2-4 years – 43%, 5-9 years – 46%).

Respondents of Albanian ethnicity (27%) hit or spanked a child on the hand, arm or leg sometimes notably more than Macedonians (18%). This method was used sometimes more with younger children aged 2-9 years (23%) than with older ones 10-14 years (15%), whereas it was “never used” more with older children aged 10-14 years (84%) than with younger ones (2-4 years – 76%, 5-9 years – 75%). Respondents from rural areas (16%) reported having shaken their child with hands sometimes more than those from urban areas (9%).

3.4.8. Use of severe physical punishment methods

Severe physical punishment is among the least frequently used child disciplining methods and is a practice that has slightly decreased (Chart 24). A large majority (93% in 2019 – 92% in 2016) report never having beaten, i.e. hit a child over and over as hard as one could, and (90% in 2019 – 87% in 2016) never hitting a child on the face, head or ears.

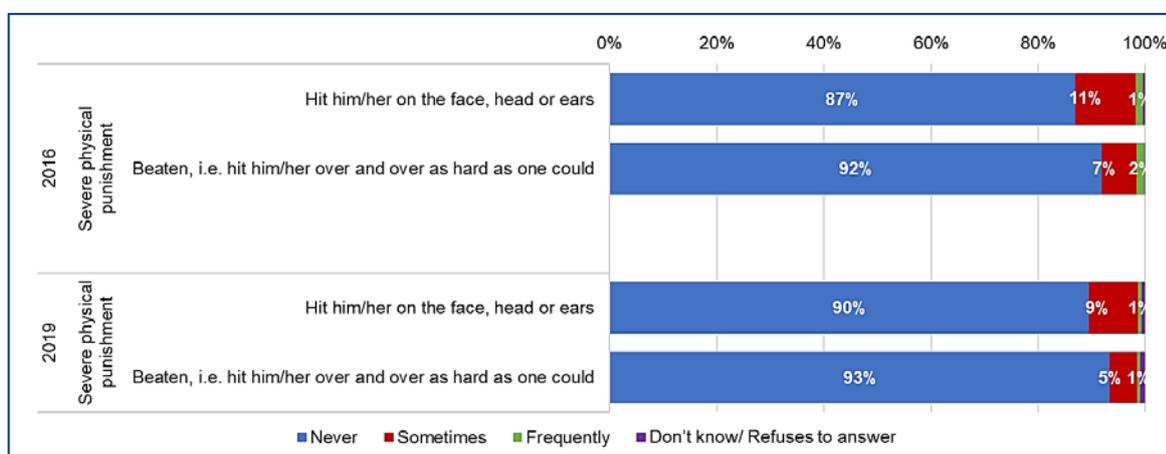


Chart 24 - Use of severe physical punishment methods

Analysis of severe physical punishment methods used by surveyed respondents does not show any statistically significant differences by their demographic features.

3.4.9. Frequency of use of some expressions with a child

The expressions that the majority of respondents used “sometimes” (Chart 25) in the past month are:

- “Hurry up; be quiet; stop; answer me” (63%),
- “Don’t cry; Don’t laugh; Don’t shout!” (61%),
- “How many times do I have to tell you?” (57%),
- “You should be ashamed of yourself” (48%), and
- “Don’t touch that, it’s dangerous” (47%).

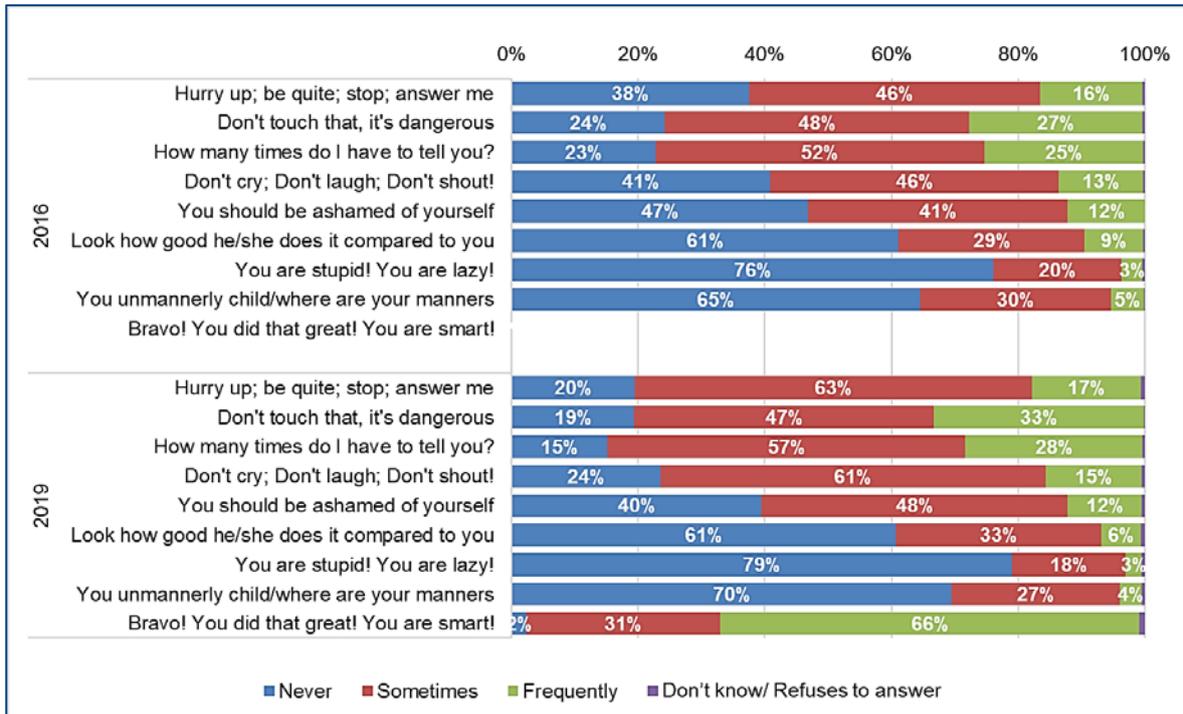


Chart 25 – Frequency of use of certain expressions by parents/caregivers with his/her child

While a larger number of the respondents than in 2016 said they never used expressions that can belittle a child, such as: “You are stupid! You are lazy!” (79% in 2019 – 76% in 2016), “You unmannerly child/where are your manners” (70% in 2019 – 65% in 2016), still, in 2019, 21% and 30% respectively continue to use these expressions “sometimes” or “frequently”.

Praising a child for doing something good or being smart was used “sometimes” by nearly one third (31%) and “frequently” by two thirds (66%) of the respondents.

3.4.10. Parents views of the most successful methods in changing a child’s behaviour/stopping misbehaviour

Parents/caregivers who reported that they or someone else from their household sometimes or frequently used some of the child rearing and disciplining methods mentioned earlier, indicated the same top three (3) methods to be the most successful in changing their child’s behaviour/stopping misbehaviour as in 2016 (other percentages are given in Table 18):

- 1) Explained why his/her behaviour was incorrect (positive parenting practices) – 61%;
- 2) Praised the child about his/her good behaviour (positive parenting practices) – 44%;
- 3) Things he/she likes were taken away, or child was forbidden to do something he/she likes or punished him/her to go out (non-violent discipline practice) – 23%.

No.	Methods	Method category	2016 %	2019 %	% point change
1.	Explained why his/her behaviour was incorrect	Positive parenting practices	66%	61%	5%↓
2.	Praised the child about his/her good behaviour	Positive parenting practices	47%	44%	3%↓
3.	Things he/she likes were taken away, or child was forbidden to do something he/she likes or punished him/her to go out	Non-violent discipline practices	27%	23%	4%↓
4.	Warned the child with a treat that he/she would be punished	Psychological aggression	15%	19%	4%
5.	Child was given to do something else	Positive parenting practices	14%	18%	4%
6.	Child was ignored when his/her behaviour was incorrect/bad	Non-violent discipline practices	11%	11%	0%

No.	Methods	Method category	2016 %	2019 %	% point change
7.	Child was sent to his/her room, or to the corner or to sit somewhere alone	<i>Non-violent discipline practices</i>	9%	5%	4%↓
8.	Yelled or screamed at the child	<i>Psychological aggression</i>	3%	4%	1%
9.	Hit or spanked him/her on the bottom	<i>Minor physical punishment</i>	9%	4%	5%↓
10.	Hit or spanked him/her on the hand, arm or leg	<i>Minor physical punishment</i>	2%	1%	1%↓
11.	Hit him/her on the face, head or ears	<i>Severe physical punishment</i>	1%	1%	0%
12.	Twisted his/her ear or pulled his/her hair	<i>Minor physical punishment</i>	1%	1%	0%

Table 18: The most successful disciplining methods in changing a child's behaviour/stopping misbehaviour

Follow-up data confirm that **parents and caregivers continue to believe non-violent methods are more effective than violent methods**, as the respondents are less likely to consider physical punishment (minor and severe) as successful methods to teach children proper behaviour or to approach a behavioural problem, than non-violent practices (positive parenting and non-violent practices).

3.4.11. Proportion of children who witnessed different violence/abuse situations

According to survey data, a very small percentage reported that their child sometimes (7%) and (1%) frequently witnessed domestic violence, i.e. an adult family member being slapped, kicked, punched or beaten up by another adult in the home; while 13% reported their child sometimes and 1% frequently witnessed a friend, schoolmate being slapped, kicked, punched or beaten up by an adult at school/kindergarten/any other place (Chart 26).

Compared to 2016, the follow-up survey data show more or less the same portion of parents reporting that their children sometimes witnessed domestic violence (7% in 2019 – 8% in 2016). On the surface, it appears that there is also a decrease in the proportion of parents reporting that their child sometimes witnessed violence outside of home (13% in 2019 – 18% in 2016). However, a larger proportion of parents/caregivers refused to answer or said that they did not know (18% in 2019 – 6% in 2016) suggesting that this may not be the case.

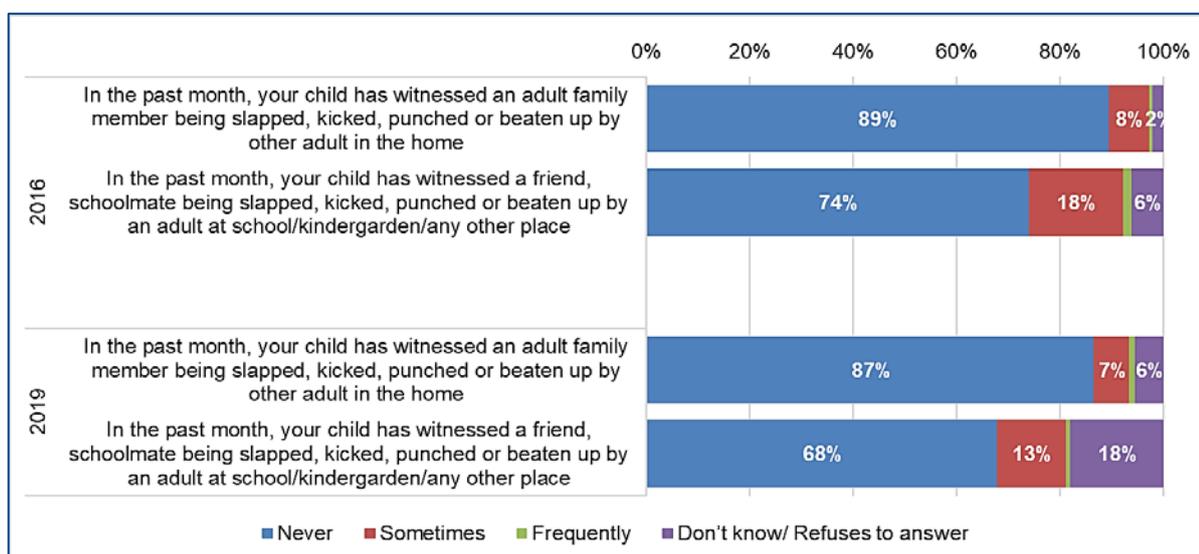


Chart 26 - Proportion of children who witnessed different violence/abuse situations

3.4.12. Proportion of respondents who believe the adults in their family look out for each other and the children, are open and feel close to each other and support each other

The follow-up survey introduced another new question to explore emotional neglect (in addition to 3.4.1 and 3.4.2), through the extent to which adults in the household look out for one another. A large majority (74%) believe the adults in their family look out for each other and the children, that they are open and feel close to each other and support

each other to great extent (Chart 27), **while one fourth (23%) believe this is the case in their families to some extent and 2% believe not at all.**

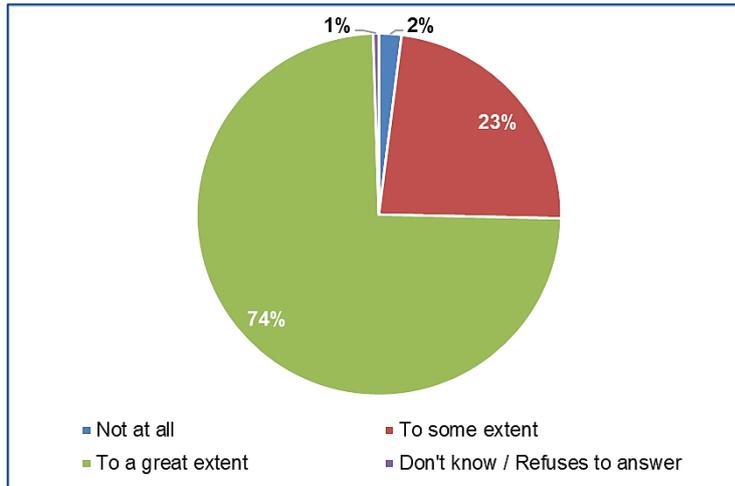


Chart 27 - Proportion of respondents who believe the adults in their family look out for each other and the children, are open and feel close to each other and support each other

3.4.13. Personal experiences of respondents as a child – before turning 18

The follow-up survey also introduced new questions to explore parents' own childhood experiences with emotional neglect. Larger majority (ranging from 65% – 76%) of the respondents never felt neglected by their families when they were children. **Still, around one fourth (23%) of the surveyed parents/caregivers felt their parents/guardians never understood their problems, worries and fears and never really knew what they, as children, were doing with their free time (Chart 28). Moreover, 30% sometimes felt they were not protected, 28% sometimes felt they were not loved, not important or special by family members, while 20% sometimes felt they were not loved by adults they lived with and 19% sometimes felt their family didn't look after each other, didn't feel close to each other or didn't support each other.**

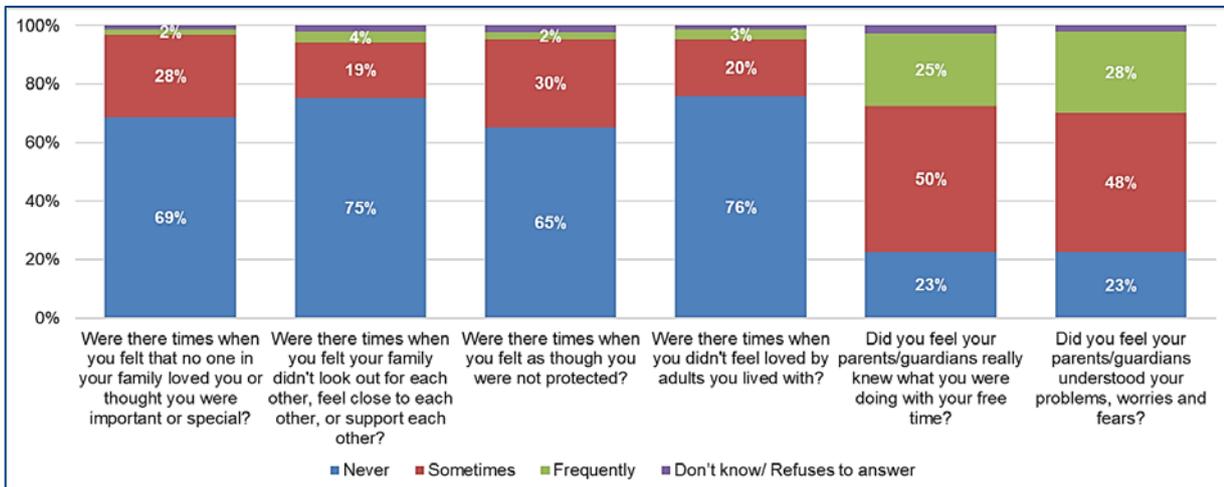


Chart 28 – Respondents' personal experiences with emotional neglect as a child – before turning 18

Additional cross-analysis of data shows a correlation between parents'/caregivers' own childhood experience (i.e. feeling that at times they were not protected or loved by adults they lived with when they were a child) and current child disciplining practices (i.e. the use of at least one form of violence with their own children (Table 19).

Namely, those who reported sometimes or frequently feeling that they were not protected are more likely (35%) to use at least one violent method (i.e. psychological aggression; minor or severe physical punishment), than those who only use positive parenting or non-violent methods (22%). Similarly, those who reported sometimes or frequently

feeling there were times when they didn't feel loved by adults they lived with are more likely (24%) to use at least one violent method (i.e. psychological aggression; minor or severe physical punishment), than those who only use positive parenting or non-violent methods (16%).

	Were there times when you felt as though you were not protected?		Were there times when you didn't feel loved by adults you lived with?	
	Never	Sometimes + frequently	Never	Sometimes + frequently
Used at least one violent method (i.e. psychological aggression; minor or severe physical punishment)	62.8%	34.5%	74.5%	24.2%
Used only positive parenting and non-violent method (i.e. at least one positive parenting and non-violent and never used violent methods (i.e. psychological aggression; minor or severe physical punishment)	77.9%	22.1%	83.2%	15.8%

Table 19: Cross-tabulation of prevalence of using at least one form of violence with respondents' feeling neglected at times in childhood

Similarly, a cross-analysis of data shows a correlation between parents'/caregivers' own childhood experience (i.e. feeling that at times they were not protected or loved by adults they lived with when they were a child) and the extent to which parents/caregivers currently know what their child is doing and feeling, as well as the extent to which adults in the household look out for one another (Table 20). For example:

Parents/caregivers who reported there were times (sometimes/frequently) when they as a child felt they were not protected are:

- less likely to know what their child is doing (28% know well), than those who always felt protected (71% know well);
- less likely to know how their child is feeling about themselves, their self-worth and own ability (28% know well) than those who always felt protected (72% know well); and
- less likely believe that adults in their family look out for each other and the children (27% to a great extent) than those who always felt protected (73% to a great extent).

Parents/caregivers who reported there were times (sometimes/frequently) when they as a child felt they were not loved are:

- less likely to know what their child is doing (19% know well), than those who always felt loved (80% know well);
- less likely to know how their child is feeling about themselves, their self-worth and own ability (19% know well) than those who always felt loved (80% know well); and
- less likely believe that adults in their family look out for each other and the children (17% to a great extent) than those who always felt loved (82% to a great extent).

		Were there times when you felt as though you were not protected?		Were there times when you didn't feel loved by adults you lived with?	
		Never	Sometimes + frequently	Never	Sometimes + frequently
How well do you feel you know what son/daughter is doing in their free time when they are alone without your immediate direct supervision?	I don't know	51.3%	46.2%	56.4%	41.0%
	I have some idea	58.4%	37.6%	73.3%	25.3%
	I know well	71.2%	27.6%	79.7%	19.1%
How well do you feel you know how son/daughter is feeling about themselves, their self-worth and their own abilities?	I don't know	48.1%	44.2%	69.2%	30.8%
	I have some idea	59.8%	36.9%	70.6%	27.6%
	I know well	71.3%	27.8%	80.2%	18.6%
To what extent do you believe the adults in your family look out for each other and the children?	Not at all	16.7%	66.7%	8.3%	91.7%
	To some extent	45.0%	47.1%	61.4%	35.0%
	To a great extent	72.8%	27.0%	82.2%	17.1%

Table 20: Cross-tabulation of respondents' feeling neglected at times in childhood with their awareness about what a child is doing in free time and how it feels

Also, a cross-analysis of data shows a correlation between parents'/caregivers' own childhood experience (i.e. feeling that at times they were not protected or loved by adults they lived with when they were a child) and the extent to which they actively building strong emotional bonds with their child (Table 21). For example:

Parents/caregivers who reported there were times (sometimes/frequently) when they as a child felt they were not protected are:

- less likely to openly and honestly talked with their child to understand their problems, worries and/or fears and concerns (31% frequently), than those who always felt protected (68% frequently);
- less likely to do something/say something with the intention to make sure their child knows they are important and special (31% frequently) than those who always felt protected (68% frequently); and
- less likely give their child hugs and kisses on the cheek (29% frequently) than those who always felt protected (69% frequently).

Parents/caregivers who reported there were times (sometimes/frequently) when they as a child felt they were not loved are:

- less likely to openly and honestly talked with their child to understand their problems, worries and/or fears and concerns (20% frequently), than those who always felt loved (79% frequently);
- less likely to do something/say something with the intention to make sure their child knows they are important and special (20% frequently) than those who always felt loved (79% frequently); and
- less likely give their child hugs and kisses on the cheek (19% frequently) than those who always felt loved (78% frequently).

		Were there times when you felt as though you were not protected?		Were there times when you didn't feel loved by adults you lived with?	
		Never	Sometimes + frequently	Never	Sometimes + frequently
Openly and honestly talked with your child to understand their problems, worries and/or fears and concerns	Never	46.2%	46.2%	69.2%	30.8%
	Sometimes	58.2%	37.7%	65.8%	30.8%
	Frequently	67.8%	30.8%	79.0%	20.3%
Did something/said something with the intention to make sure your child knows they are important and special	Never	42.9%	42.9%	42.9%	57.1%
	Sometimes	56.8%	37.3%	65.3%	30.5%
	Frequently	68.1%	31.0%	79.4%	19.9%
Gave your child hugs and kisses on the cheek	Never	28.6%	71.4%	28.6%	71.4%
	Sometimes	38.9%	56.9%	52.8%	44.4%
	Frequently	69.1%	28.8%	79.5%	19.3%

Table 21: Cross-tabulation of respondents' feeling neglected at times in childhood with frequency of their interactions with their child in the past month

3.4.14. Respondents' own experience with corporal punishment as a child and its effects on them

In 2019, one fourth (24%) parents/caregivers noted they experienced corporal punishment by their parents when they were a child (Chart 29).

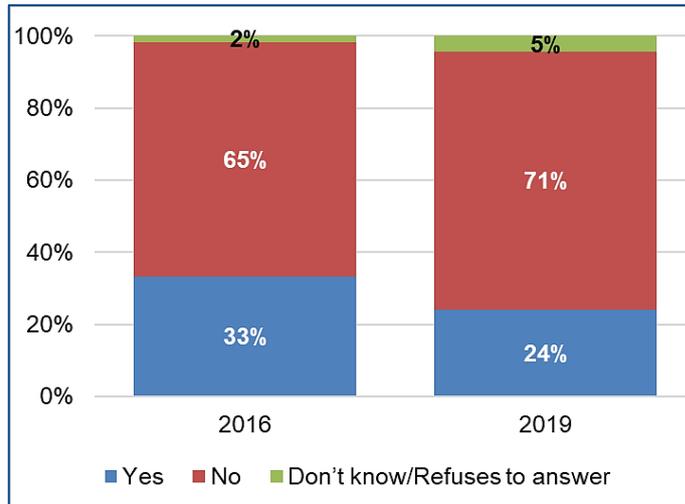


Chart 29 – Respondents' personal experience with corporal punishment

Compared to 2016 when a larger number (70%) of the respondents who experienced corporal punishment as a child believed their parents had the right to physically discipline them (Chart 30), in 2019, significantly less (43%) still believe that, while more (41% - 2019 – 22% in 2016) believe that their parents did not have the right.

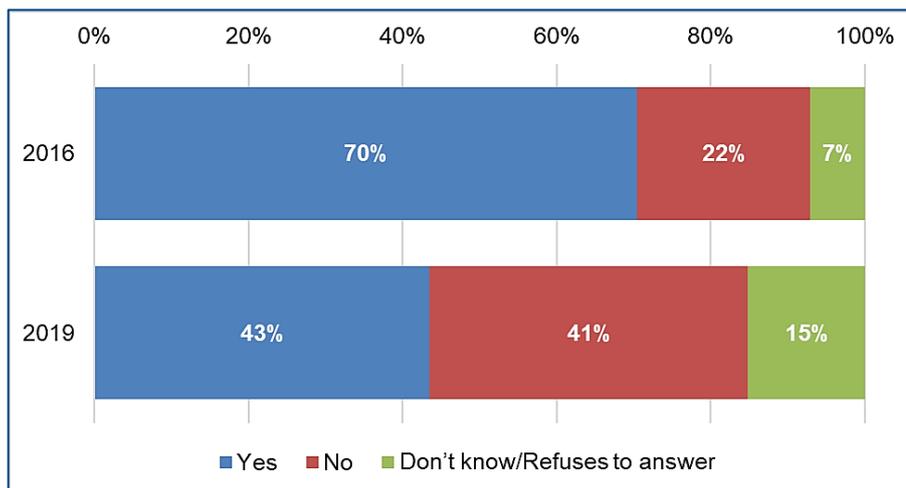


Chart 30 – Respondents' opinion on whether their parents had the right to physically discipline them

Those who believe their parents had a right to physically punish them when they were children are more likely (73%) than those who do not (62%) to believe that children were more disciplined when they were children.

Worth mentioning is that respondents who confirmed experiencing corporal punishment by their parents when they were children, reported using both minor and severe physical punishment methods to discipline their children slightly more than those who have not (Table 22). More specifically, 66% of those who said they were physically punished by their parents used at least one minor physical punishment method compared to 51% of those who were not.

Physical punishment method	Frequency of use	Respondents who <u>were</u> physically punished by their parents - %	Respondents who <u>were not</u> physically punished by their parents - %
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		2016 %	2019 %	2016 %	2019 %
<i>Minor physical punishment</i> (hit or spanked him/her on the bottom; hit or spanked him/her on the hand, arm or leg; shook him/her with hands; twisted his/her ear or pulled his/her hair)	Used at least one minor physical punishment	71.9	65.5	46.1	50.9
	Never used any of these methods	28.0	34.5	53.9	49.1
<i>Severe physical punishment</i> (hit him/her on the face, head or ears; beaten, i.e. hit him/her over and over as hard as one could).	Used at least one severe physical punishment method	14.9	14.5	13.1	11.00
	Never used any of these methods	85.0	85.5	86.8	89.0

Table 22 – Cross-tabulation of use of physical punishment methods and respondents’ personal experience with physical punishment by their parents

3.4.15. Proportion of respondents who witnessed a child experiencing violent behaviour and reasons for not reporting it

There is little change in the proportion of parents/caregivers (27% in 2019 – 26% in 2016) noting that they have witnessed a child experiencing violence in the community (Chart 31).

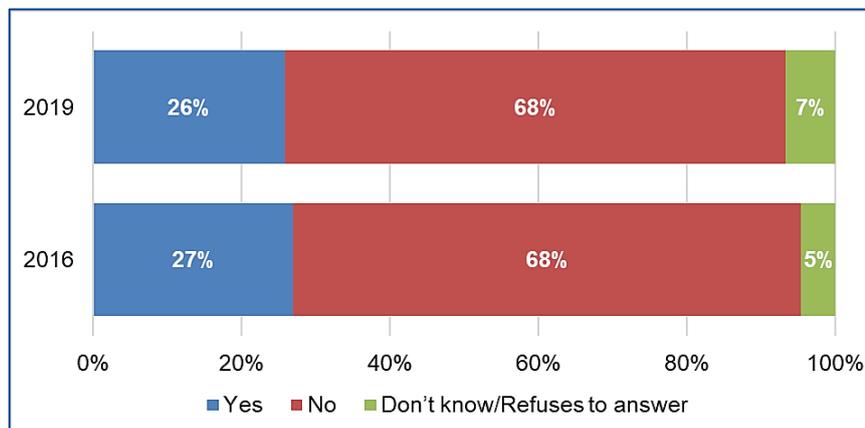


Chart 31 - Proportion of respondents who witnessed a child experiencing violent behaviour

While a large majority of the respondents (64% in 2019 – 73% in 2016) continue to not report violence witnessed, there is a small but encouraging increase in those who noted they did report it (19% in 2019 – 15% in 2016) (Chart 32).

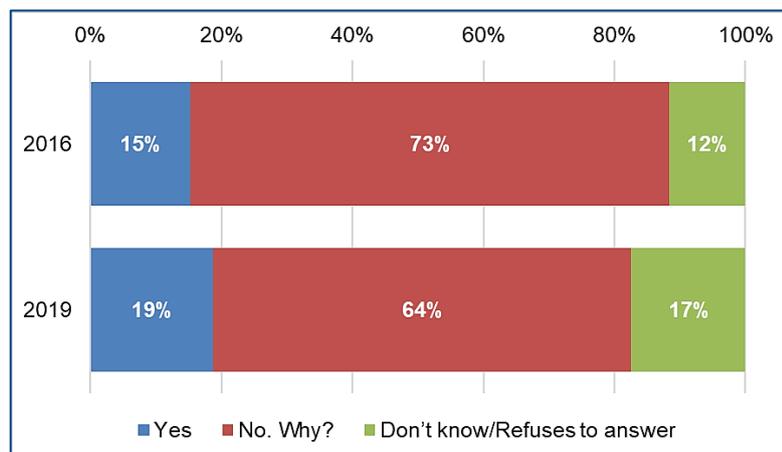


Chart 32 – Reporting seeing a child experiencing violent behaviour

The main reasons for not reporting seeing a child experiencing violence have also not changed significantly compared to 2016. Those include: “not my job/problem” (21%), “didn’t want to interfere” (20%), “I was afraid to interfere/report”

(13%), “it was not serious violence” (7%) and similar (other reasons mentioned by the respondents are given in Table 23).

No.	Reasons for not reporting witnessing violence against a child	2016	2019
1.	Not my job/problem	20%	21%
2.	Didn't want to interfere	15%	20%
3.	I was afraid to interfere/report	16%	13%
4.	Don't believe in institutions	0%	8%
5.	It was not serious violence	15%	7%
6.	Not my right/Not my right to interfere or report	26%	5%
7.	I told the parents	2%	4%
8.	Reporting does not function here yet	8%	1%
9.	It was for child's good/child deserved it	3%	0%
10.	Couldn't interfere at that moment	2%	0%
11.	Didn't know the woman/the people	3%	0%
12.	It's somehow acceptable in our society	1%	0%
13.	Didn't know where and whom to report to	3%	0%
14.	Other	0%	10%
15.	Don't know	0%	10%

Table 23 – Reasons for not reporting witnessing a child experiencing violence

Statistically significant differences are noted in relation to far fewer people than before mentioning the following two (2) reasons for not reporting witnessed violence against children: “not my right/not my right to interfere or report” (decrease from 26% to 5%) and “reporting does not function here yet” (decrease from 8% to 1%). Worth noting is that one of the reasons that was not mentioned in 2016 is “don't believe in institutions” (8%). Additionally, reasons like “it was for the child's good/child deserved it”, “couldn't interfere at that moment”, “didn't know the woman/the people”, “it's somehow acceptable in our society” and “didn't know where and whom to report to” are not among the follow-up survey results.

3.5 EMPIRICAL EXPECTATIONS

This part of the questionnaire was designed to obtain information about the extent to which social norms influence attitudes and practices towards child rearing and discipline practices and what respondents think other parents in their community do to discipline their children.

3.5.1. Respondents' views on how their peers (i.e. other parents/caregivers in the country) discipline their children

The latest survey data show that **respondents believe that, on average, 6 out of 10 of their peers in the country primarily use only positive child disciplinary methods/practices of disciplining the children which compared to 2016 (5 out of 10) is a statistically significant difference.** On the other hand, comparative data show no changes as to the average number (5 out of 10) of parents/caregivers in the country who are believed to use physical punishment, i.e. spanking the child on the bottom, hitting or slapping the child on the face or other body part and psychological aggression, i.e. yelling or screaming at a child, calling the child insulting names (Chart 33). As for the number of parents/caregivers in the country who would use severe physical punishment methods like beating the child over and over as hard as one can; beating the child with a belt, stick or hard object, the respondents think that on average 2 out of 10 of their peers in the country would use these methods of child disciplining.



Chart 33: Respondents' views on how their peers (i.e. other parents/caregivers in the country) discipline their children - Average # of people

Similar to baseline survey results, a cross-tabulation by types of discipline practices that parents/caregivers use (what surveyed parents do) with their opinion about how many other out of 10 parents/caregivers use the same practices (opinion on what the majority of others do) (Table 24), show a correlation between what parents do and what they think others do. For example,

- Respondents who only use positive and non-violent practices (at least one and never violent method) believe 6 out of 10 other parents/caregivers (in 2016: 5 out of 10) do the same.
- Looking at the issue from the opposite end, respondents who only use positive and non-violent practices (at least one and never violent method) believe that only 2 out of 10 other parents beat their child over again; while respondents who have used at least one severe physical punishment believe that more 3 out of 10 parents/caregivers beat their child over again.

		What surveyed parents/caregivers do (practices)			
		Used only positive and non-violent (at least one) and never violent method	Used at least one psychological aggression method	Used at least one minor physical punishment method	Used at least one severe physical punishment method
2016 / 2019 Average # of people					
What surveyed parents/caregivers think other people do	Empirical expectation – average number of people who use ONLY positive child disciplinary methods	5.34 / 6.34	4.99 / 5.55	4.94 / 5.26	3.88 / 4.55
	Empirical expectation - average number of people who yell or scream at a child, call the child insulting names	4.84 / 5.54	4.59 / 5.34	4.73 / 5.34	4.23 / 5.47
	Empirical expectation – average number of people who spank the child on the bottom, hit or slap them on the face or other body.	4.58 / 4.61	4.74 / 5.03	5.10 / 5.15	4.46 / 4.95
	Empirical expectation – average number of people who beat the child over and over as hard as one can; beat the child with a belt, stick or hard object	1.73 / 1.77	1.90 / 2.14	2.11 / 2.19	3.11 / 3.19

Table 24 – Cross-tabulation by types of discipline practices that parents/caregivers use (what surveyed parents do) with their opinion about how many out of 10 parents/caregivers use the same practices (opinion on what the majority of others do)

3.5.2. Respondents' views on how their peers (i.e. other parents/caregivers in the country) respond if/when they witness the use of physical punishment of a child

With regard to the response of the majority of adults to witnessing a parent physically punishing their child, respondents continue to think that 3 out of 10 adults on average would intervene when witnessing another parent/adult physically disciplining the child, to stop them, whereas, 2 out of 10 of their peers on average would call authorities (police, social assistant, etc.) to report a case of violent discipline, witnessed in their neighbourhood (Chart 34).



Chart 34: Respondents' views on how their peers (i.e. other parents/caregivers in the country) respond if/when they witness the use of physical punishment of a child - Average # of people

Those who stated they reported they saw a child experiencing violent behaviour in the community, in 2019 are more likely to expect even a larger average number of people (5 out of 10) than in 2016 (4 out of 10) to intervene when witnessing another parent/adult physically disciplining the child, to stop them, as well as to call authorities (police, social assistant, etc.) to report a case of violent discipline, witnessed in their neighbourhood than those who did not report such a case (Table 25).

2016 / 2019 Average # of people		What surveyed parents/caregivers do (report violence) (E10 Did you report you saw a child experiencing violent behaviour in the community?)	
		Yes	No
What surveyed parents/caregivers think other people do	Empirical expectation – average number of people who would intervene when witnessing another parent/adult physically disciplining the child, to stop them.	3.94 / 5.17	3.00 / 2.99
	Empirical expectation – average number of people who would call authorities (police, social assistant etc.) to report a case of violent discipline, witnessed in their neighbourhood.	2.88 / 4.86	1.70 / 1.57

Table 25 - Cross-tabulation of respondents' reporting seeing a child experiencing violent behaviour and empirical expectations, i.e. their views on how their peers (i.e. other parents/caregivers in the country) respond if/when they witness the use of physical punishment of a child

3.6 NORMATIVE EXPECTATIONS

This section of the survey aimed to gather information about what respondents think other people (parents; family members; other community members etc.) expect them to do in certain circumstances (when the child misbehaves).

3.6.1. Respondents' views on their peers' (i.e. other parents/caregivers) attitudes towards the use of spanking and hitting or slapping a child on the face or other body part

In relation to what the attitude would be of the majority of parents in the country if they saw another parent using some of child disciplining practices, the respondents were asked whether they would:

- 1) understand it as right of every parent,
- 2) condemn it as inappropriate way, or whether they would,
- 3) ignore it as it is that parent's own matter.

Slightly more respondents (45% in 2019 – 43% in 2016) think that the majority of parents would condemn the use of physical punishment, like spanking the child on the bottom, hitting or slapping him/her on the face or other body part. **Still, a significant quarter (25%) believe that the majority of them would understand it as the right of every parent, and the same percentage (26%) think they would ignore it as it is that parent's own matter** (Chart 35).

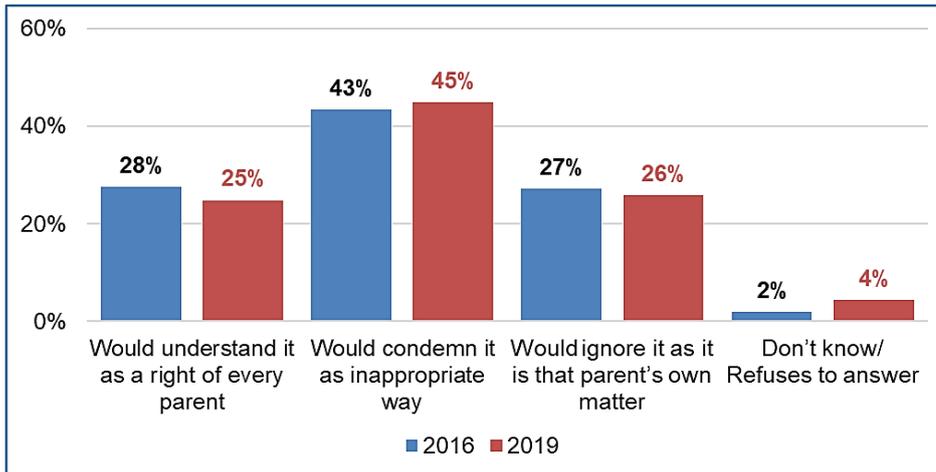


Chart 35 – Respondents' views on their peers' (i.e. other parents/caregivers) attitudes towards the use of spanking and hitting or slapping a child on the face or other body part

A cross-tabulation of discipline practices used (what parents/caregivers do) and normative expectation (what parent/caregivers believe others expect them to do), continues to show a correlation between the two (Table 26). More specifically,

- Parents/caregivers who only used positive and non-violent practices (at least one and never violent method) (56%), are more likely to believe that “others” would condemn the use of physical punishment, than parents/caregivers who used at least one violent method (44%).
- On the opposite end of the issue, parents/caregivers who used at least one violent method (26%), are more likely to believe that “others” would understand it as a right of every parent (accept the use of physical punishment), than parents who only used positive and non-violent practices (at least one and never violent method) (17%).

Responses related to peers' views to spanking the child on the bottom, hitting or slapping them on the face or other body (2016 / 2019)		What surveyed parents/caregivers do (discipline methods used)			
		Used only positive and non-violent (at least one) and never violent method		Used at least one violent method	
		2016 %	2019 %	2016 %	2019 %
What surveyed parent/caregivers believe others expect of them	Would understand it as a right of every parent	15.6	17.3	29.1	25.5
	Would condemn it as inappropriate way	65.6	55.8	40.3	44.1
	Would ignore it as it is that parent's own matter	16.7	25.0	28.7	25.8
	Don't know/ Refuses to answer	2.1	1.9	1.9	4.6

Table 26 - Cross-tabulation of discipline practices used (what parents/caregivers do) and normative expectation (what parents/caregivers believe others expect them to do), i.e. peers' views to use of spanking and hitting or slapping a child on the face or other body part

3.6.2. Respondents' views on their peers' (i.e. other parents/caregivers) attitudes towards the use of beating a child

Slightly more respondents (77% in 2019 – 72% in 2016) believe the majority of their peers in the country would condemn the use of more severe physical punishment, like beating the child over and over; beating the child with a belt, stick or hard object, and considerably less than in 2016 (decrease from 19% to 10%) think they would ignore it as it is that parent's own matter (Chart 36).

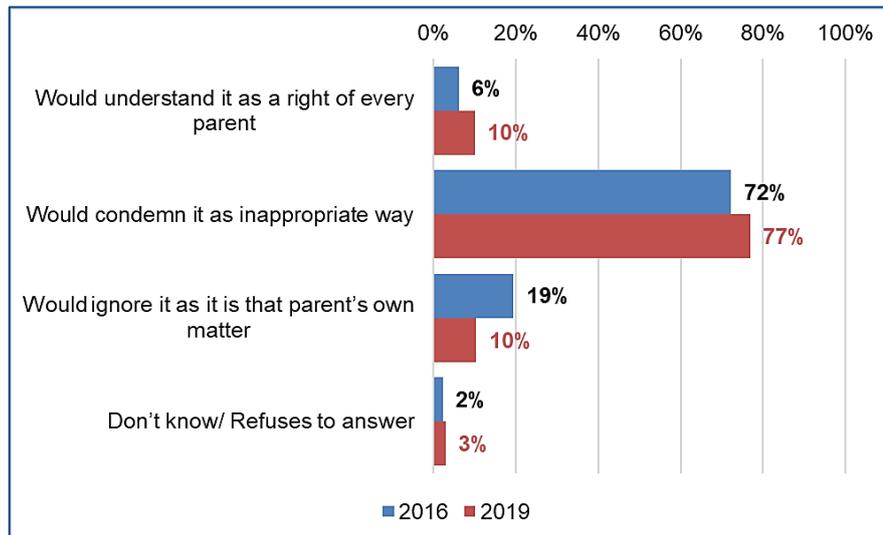


Chart 36 - Respondents' views on their peers' (i.e. other parents/caregivers) attitudes towards the use of beating a child

A cross-tabulation of discipline practices used (what parents/caregivers do) and normative expectation (what parent/caregivers believe others expect them to do) (Table 27), as in 2016, shows again a correlation between the two. For example,

- Parents/caregivers who used at least one violent method (11%) are nearly three times as likely to believe that the majority of “others” would ignore a situation where a parent repeatedly beats a child on the understanding that it was the families’ private matter, than parents/caregivers who only used positive and non-violent practices (at least one and never violent method) (4%).

Responses related to peers' views on beating the child over and over as hard as one can; beating the child with a belt, stick or hard object (2016 / 2019)		What surveyed parents/caregivers do (discipline methods used)			
		Used only positive and non-violent (at least one) and never violent method		Used at least one violent method	
		2016 %	2019 %	2016 %	2019 %
What surveyed parent/caregivers believe others expect of them	Would understand it as a right of every parent	6.3	5.8	5.9	10.4
	Would condemn it as inappropriate way	81.3	90.4	71.3	75.8
	Would ignore it as it is that parent's own matter	11.5	3.8	20.4	10.8
	Don't know/ Refuses to answer	1.0	0.0	2.4	2.9

Table 27 - Cross-tabulation of discipline practices used (what parents/caregivers do) and normative expectation (what parent/caregivers believe others expect them to do), i.e. peers' views on beating the child over and over as hard as one can; beating the child with a belt, stick or hard object

3.6.3. Respondents' views on their peers' (i.e. other parents/caregivers) attitudes towards the use yelling, screaming or insulting a child

Significantly less (40% in 2019 - 51% in 2016) believe their peers (i.e. other parents/caregivers) would condemn the use of psychological aggression methods such as yelling or screaming at a child, calling the child insulting names. However, the same number (around 30%) as before, think that they would ignore it as a parent's own matter. The follow-up survey data show an increased portion (from 19% in 2016 to 31%) who believe majority of parents would understand it as a right of every parent if they see another parent use this disciplining method (Chart 37).

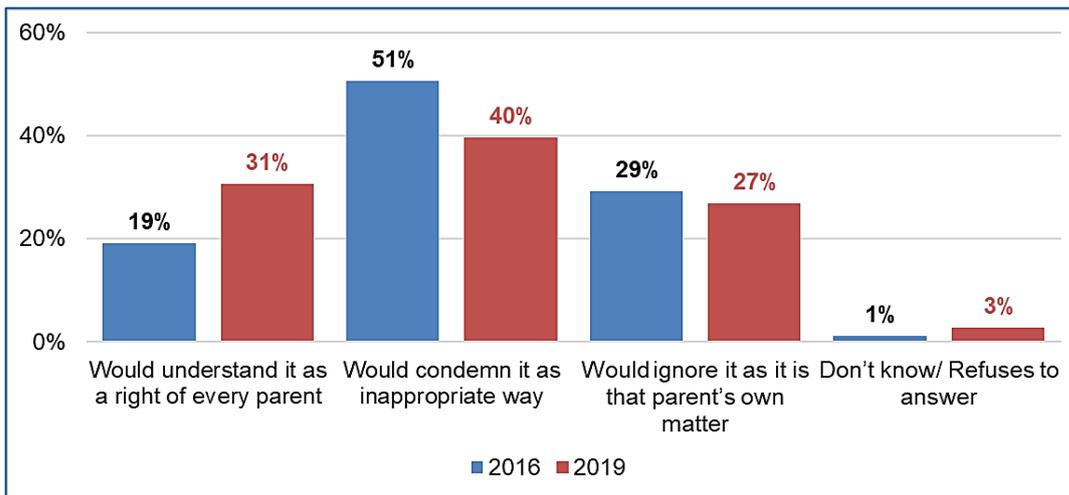


Chart 37 - Respondents' views on their peers' (i.e. other parents/caregivers) attitudes towards the use yelling, screaming or insulting a child

As is the case with physical violent methods, a cross-tabulation of discipline practices used (what parents/caregivers do) and normative expectation (what parent/caregivers believe others expect them to do), shows a correlation between the two when it comes to psychological punishment. For example,

- Parents/caregivers who used at least one violent method (32%); are more likely to believe that the majority of “others” would understand it as a right of every parent to yell at the child, than parents/caregivers who only used positive and non-violent practices (at least one and never violent method) (19%).
- According to larger number of the respondents (52%) who replied they used only positive and non-violent practices (at least one and never violent method) compared to 38% of those who used at least one violent method, majority of other people would condemn yelling or screaming at a child, calling the child insulting names as inappropriate way for disciplining a child (Table 28).

Responses related to peers' views on yelling or screaming at a child, calling the child insulting names (2016 / 2019)		What surveyed parents/caregivers do (discipline methods used)			
		Used only positive and non-violent (at least one) and never violent method		Used at least one violent method	
		2016 %	2019 %	2016 %	2019 %
What surveyed parent/caregivers believe others expect of them	Would understand it as a right of every parent	13.5	19.2	19.8	31.7
	Would condemn it as inappropriate way	71.9	51.9	47.6	38.5
	Would ignore it as it is that parent's own matter	14.6	28.8	31.3	26.7
	Don't know/ Refuses to answer	0.0	0.0	1.3	3.1

Table 28 - Cross-tabulation of discipline practices used (what parents/caregivers do) and normative expectation (what parent/caregivers believe others expect them to do), i.e. peers' views on yelling or screaming at a child, calling the child insulting names

3.6.4. Respondents' views on their peers' (i.e. other parents/caregivers) attitudes towards the use positive parenting

A significantly larger majority (78%) of respondents than in 2016 (70%) share an opinion that the majority of parents in the country would understand the use of strictly positive parenting child disciplinary methods (i.e. never punishing a child, be it physical or psychological), while considerably less (decrease from 16% to 9%) think their peers would condemn it as inappropriate way, i.e. according to 11% they would ignore it as it is that parent's own matter (Chart 38).

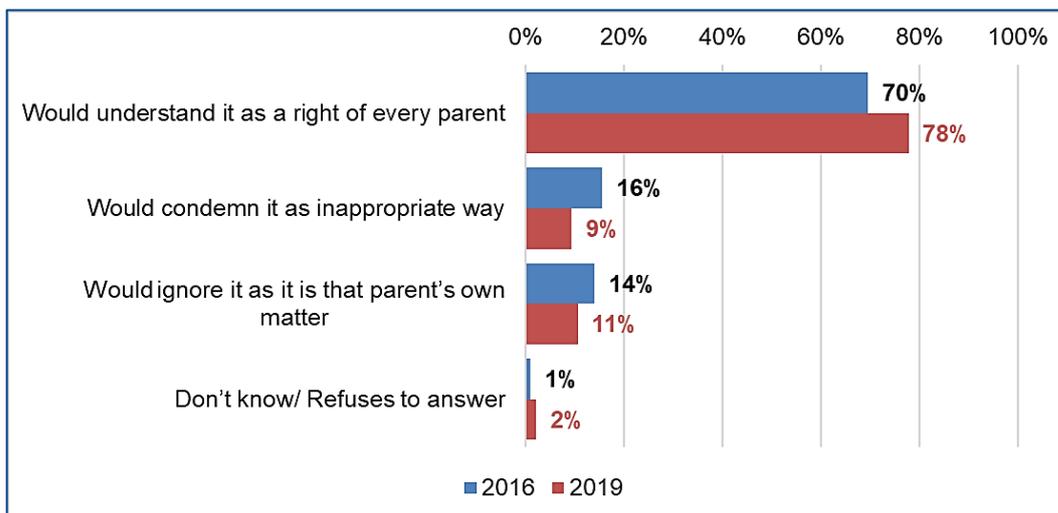


Chart 38 - Respondents' views on their peers' (i.e. other parents/caregivers) attitudes towards the use positive parenting

As in 2016, a significant majority (83%) of the respondents who reported using only positive and non-violent practices (at least one and never violent method) believe that the majority of people in the country would understand the use of positive child disciplinary methods (i.e. never punish be it physical or psychological) as a right of every parent compared to 77% of those who said they used at least one violent child disciplinary practice (Table 29).

Responses related to peers' views on positive child disciplinary methods (i.e. never punish be it physical or psychological) (2016 / 2019)		What surveyed parents/caregivers do (discipline methods used)			
		Used only positive and non-violent (at least one) and never violent method		Used at least one violent method	
		2016 %	2019 %	2016 %	2019 %
What surveyed parents/caregivers believe others expect of them	Would understand it as a right of every parent	83.3	82.7	67.7	77.5
	Would condemn it as inappropriate way	9.4	7.7	16.4	9.3
	Would ignore it as it is that parent's own matter	6.3	5.8	15.1	11.2
	Don't know/ Refuses to answer	1.0	3.8	0.9	2.0

Table 29 - Cross-tabulation of discipline practices used (what parents/caregivers do) and normative expectation (what parent/caregivers believe others expect them to do), i.e. peers' views on positive child disciplinary methods (i.e. never punish be it physical or psychological)

3.6.5. Respondents' views on their peers' (i.e. other parents/caregivers) attitudes towards other parents intervening when witnessing the use of physical punishment

Respondents continue to have mixed views on their peers' attitude towards another parent intervening when witnessing another parent/adult physically disciplining the child - 41% of respondents think that peers would believe it is the right of every parent, 25% think the majority of their peers would condemn it inappropriate, and 25% think their peers would ignore it as it is that parent's own matter (Chart 39).

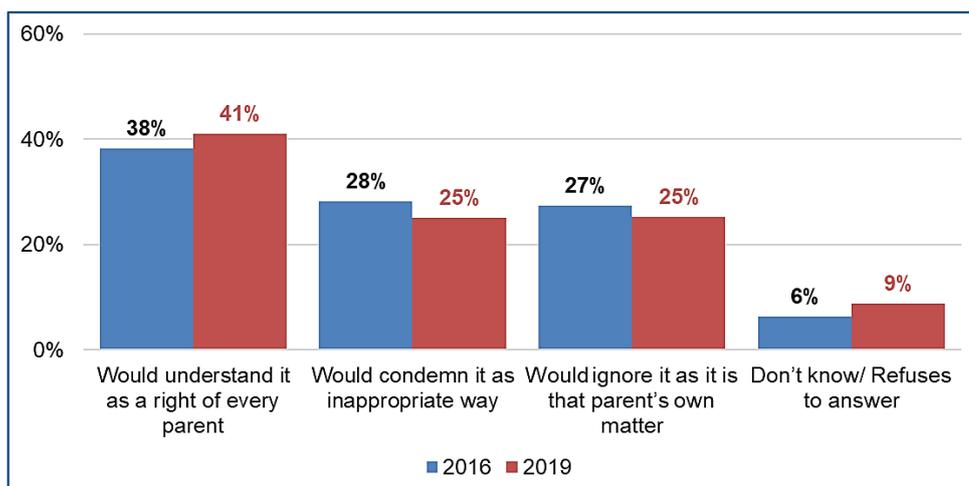


Chart 39 - Respondents' views on their peers' (i.e. other parents/caregivers) attitudes towards other parents intervening when witnessing the use of physical punishment

Compared to 2016, certain changes in opinion of parents/caregivers related to peers' views on intervening when witnessing another parent/adult physically disciplining the child to stop them are revealed with 2019 follow-up survey. Both those who reported using only positive and non-violent practices (at least one and never violent method) and the respondents who said they used at least one violent method believe almost equally (38% and 41%, respectively) that the majority of parents in the country would understand intervening when witnessing another parent/adult physically disciplining the child as a right of every parent (Table 30). In 2016, the number of the former was notably larger (62%) than the latter (35%).

Responses related to peers' views on intervening when witnessing another parent/adult physically disciplining the child, to stop them (2016 / 2019)		What surveyed parents/caregivers do (discipline methods used)			
		Used only positive and non-violent (at least one) and never violent method		Used at least one violent method	
		2016 %	2019 %	2016 %	2019 %
What surveyed parent/caregivers believe others expect of them	Would understand it as a right of every parent	61.5	38.5	35.3	41.2
	Would condemn it as inappropriate way	19.8	21.2	29.0	25.3
	Would ignore it as it is that parent's own matter	17.7	36.5	28.7	24.2
	Don't know/ Refuses to answer	1.0	3.8	7.0	9.3

Table 30 - Cross-tabulation of discipline practices used (what parents/caregivers do) and normative expectation (what parent/caregivers believe others expect them to do), i.e. peers' views on intervening when witnessing another parent/adult physically disciplining the child, to stop them

3.6.6. Respondents' views on their peers' (i.e. other parents/caregivers) attitudes towards others reporting violence to authorities

Despite it being a legal obligation, as in 2016, respondents nevertheless continue to have mixed views on their peers' attitude towards another parent reporting violence to authorities - 46% think that peers would believe it is a right of every parent; 27% think their peers would ignore it as that is every parent's own matter, and 16% think other parents would condemn it even as inappropriate (Chart 40).

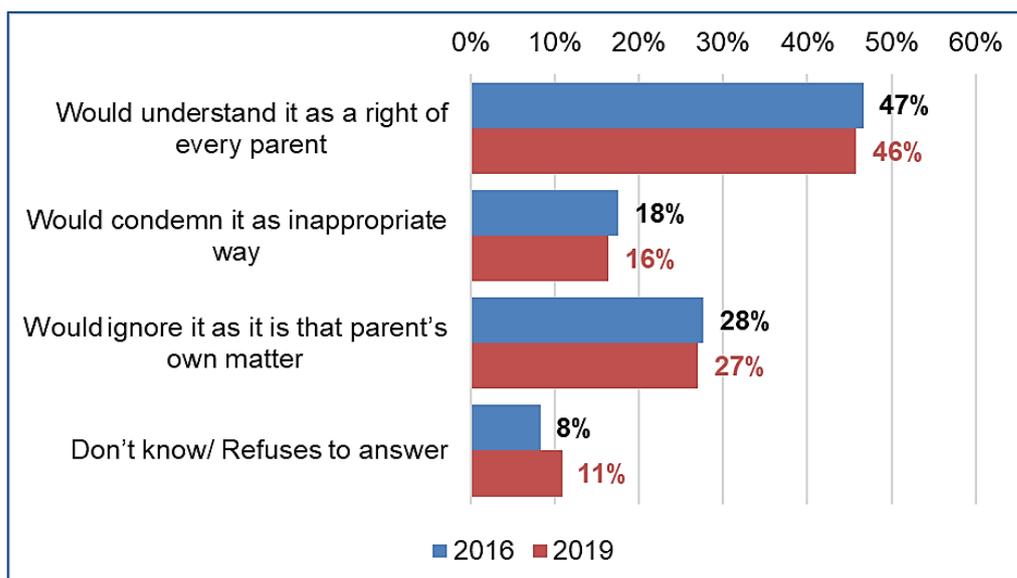


Chart 40 - Respondents' views on their peers' (i.e. other parents/caregivers) attitudes towards others reporting violence to authorities

An analysis of data by respondents' practices in reporting violent behaviour, shows that parents/caregivers who themselves have reported violence are less likely (38%) to believe that their peers would understand reporting violence as the right of every parent, compared to 51% of those who did not report violence. On the other hand, as in 2016, parents/caregivers who did not report violence when witnessed (31%) are more likely to think that their peers would ignore it as a parent's own matter compared to 14% of those who reported violence (Table 31).

Responses related to peers' views on reporting violence to authorities (2016 / 2019)		What surveyed parents/caregivers do (reporting violence) (E10 Did you report you saw a child experiencing violent behaviour in the community?)			
		Yes		No	
		2016 %	2019 %	2016 %	2019 %
What surveyed parent/caregivers believe others expect of them	Would understand it as a right of every parent	60.6	37.9	53.8	51.5
	Would condemn it as inappropriate way	21.2	17.2	14.6	8.1
	Would ignore it as it is that parent's own matter	12.1	13.8	24.6	31.3
	Don't know/ Refuses to answer	6.1	31.0	7.0	9.1

Table 31 - Cross-tabulation of reporting seeing a child experiencing violence (what parents/caregivers do) and normative expectation (what parent/caregivers believe others expect them to do), i.e. peers' views on reporting violence to authorities

3.6.7. Respondents' views on their peers' (i.e. other parents/caregivers) expectations of how "they" as a parent should discipline their child

Respondents' views on their peers' attitude towards the way parents should respond in situations when their child misbehaves remain generally mixed. However, there is a slight increase (39% in 2019 – 37% in 2016) in respondents who believe their peers expect the parent to stop the activity and talk to the child to discuss his/her behaviour; a slight decrease (23% in 2019 – 26% in 2016) in respondents who believe peers expect parents to immediately intervene and punish the child; and the same 18% believe their peers expect parents to threaten the child with physical punishment (Chart 41). **Worth noting is that considerably less (7% in 2019 – 11% in 2016) respondents think that others expect a parent to physically punish a child when he/she misbehaves.**

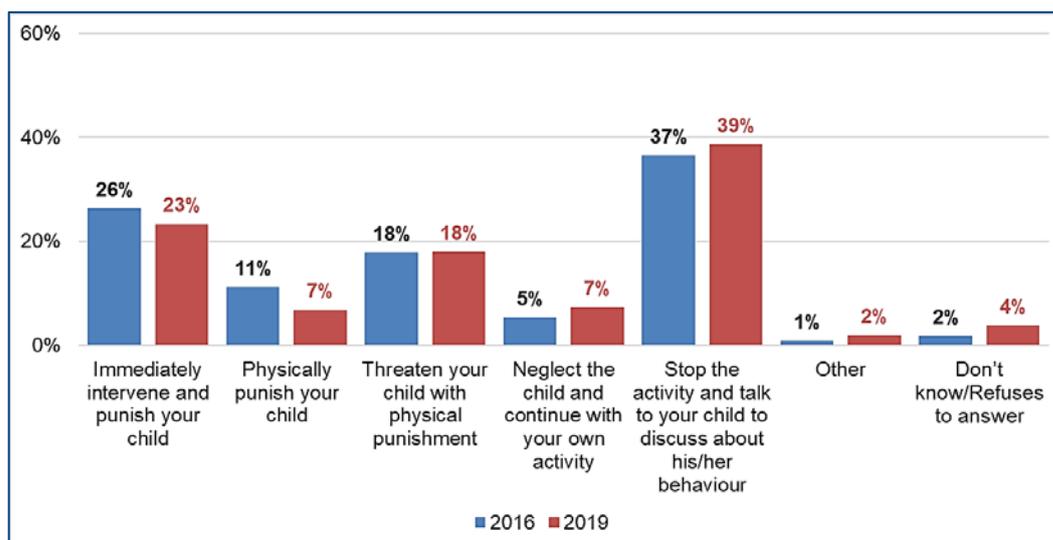


Chart 41 - Respondents' views on their peers (i.e. other parents/caregivers) expectations of how "they" as a parent should discipline their child

An analysis of data by respondents' child discipline practices (Table 32), shows that parents/caregivers who only use positive and non-violent practices (at least one and never violent method) are still more likely (48%) to believe that their peers would expect them to stop the activity and talk to their child when they misbehave, compared to 38% of those who used at least one violent discipline method. On the other hand, parents/caregivers who used at least one violent discipline method are more likely to think their peers expect them to immediately intervene and punish the child (24%), than parents who only used positive and non-violent practices (at least one and never violent method) (15%). Notable is a decrease of those who used at least one violent method who think that their peers would expect them to physically punish their child when it misbehaves – from 12% in 2016 to 7% in 2019. Also, those who used at least one violent method are more likely to think their peers expect them to threaten the child with physical punishment (19%); compared to parents who only used positive and non-violent practices (at least one and never violent method) (12%).

Responses related to peers' views on how parents should respond when their child misbehaves (2016 / 2019)		What surveyed parents/caregivers do (discipline methods used)			
		Used only positive and non-violent (at least one) and never violent method		Used at least one violent method	
		2016 %	2019 %	2016 %	2019 %
What surveyed parent/caregivers believe others expect of them	Immediately intervene and punish your child	21.9	15.4	26.7	24.2
	Physically punish your child	7.3	7.7	11.8	6.6
	Threaten your child with physical punishment	14.6	11.5	18.5	18.7
	Neglect the child and continue with your own activity	0.0	9.6	6.0	7.1
	Stop the activity and talk to your child to discuss about his/her behaviour	51.0	48.1	34.7	37.7
	Other	1.0	3.8	0.9	1.8
	Don't know/Refuses to answer	4.2	3.8	1.4	3.8

Table 32 - Cross-tabulation of child discipline practices (what parents/caregivers do) and normative expectation (what parent/caregivers believe others expect them to do), i.e. peers' views on how parents should respond when their child misbehaves

3.6.8. Respondents' views on how society (i.e. other people) perceive parents who do not use physical punishment

Comparative data show that respondents generally continue to believe that overall society (i.e. other people) does not condone the use of physical punishment. Although significantly more respondents (25% in 2019 – 16% in 2016) noted that people believe that a parent who does not use physical punishment is "strong", and far less (16% in 2019 - 27% to 2016) believe that society (i.e. other people) would perceive parents who do not use violence as being "negligent", the number of those believing those parents are "non-caring" (23%) or "weak" (23%) are at the same level as before (Chart 42).

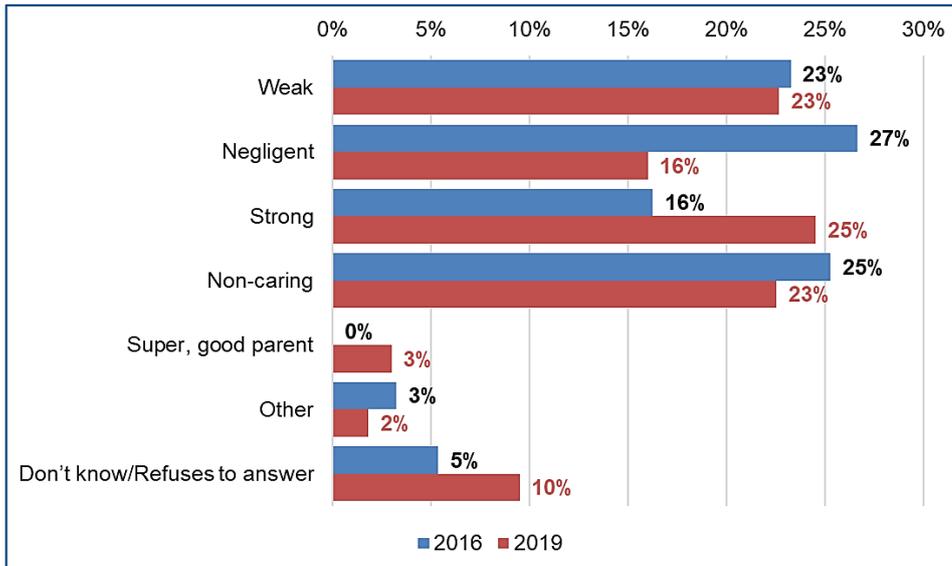


Chart 42 - Respondents' views on how society (i.e. other people) perceive parents who do not use physical punishment

3.7 KNOWLEDGE ABOUT CHILD DEVELOPMENT

This section was introduced in the follow-up survey with the purpose of obtaining information about parents/caregivers' knowledge about issues related to child development.

3.7.1. Opinion about who has the biggest influence on the way an individual grows up to think, feel, behave and learn

According to more than half of the respondents, parents influence the most the way an individual grows up to think (67%), feel (57%), behave (58%) and learn (57%) (Table 33). The second biggest influence on a person's thinking, feeling and behaving is family, i.e. teacher when learning is in question. Mothers have bigger influence over all four observed aspects than fathers. Other influences can come from peers, grandparents, and an individual's environment.

No.	THINK	%	FEEL	%	BEHAVE	%	LEARN	%
1.	Parents	67%	Parents	57%	Parents	58%	Parents	57%
2.	Family	14%	Family	18%	Family	19%	Teacher	38%
3.	Mother	7%	Mother	14%	Peers	10%	Family	10%
4.	Environment	5%	Grandparents	5%	Teacher	9%	School	5%
5.	Grandparents	5%	Peers	4%	Grandparents	8%	Mother	4%
6.	Siblings	3%	Siblings	4%	Environment	7%	Environment	3%
7.	Peers	3%	Father	3%	Siblings	6%	Peers	3%
8.	Teacher	2%	Environment	3%	Mother	5%	Siblings	2%
9.	Father	2%	Teacher	2%	School	2%	Father	1%
10.	School	1%	Nanny	1%	Father	2%	Grandparents	1%
11.	/	/	School	0.3%	Nanny	1%	Nanny	1%
12.	Other	2%	Other	2%	Other	2%	Other	3%
13.	Don't know/Refuses to answer	1%	Don't know/Refuses to answer	1%	Don't know/Refuses to answer	1%	Don't know/Refuses to answer	2%

Table 33 - Opinion about the biggest influence on the way an individual grows up to think, feel, behave and learn

3.7.2. Most important years for human brain development

There is some awareness that the early years are the most important for brain development: 27% believe that 0-3 years is the most important and 32% believe that 3 – 5 years are the most important for human brain development. Still, one third (30%) believe that the most important years are 5 to 14 years (Chart 43).

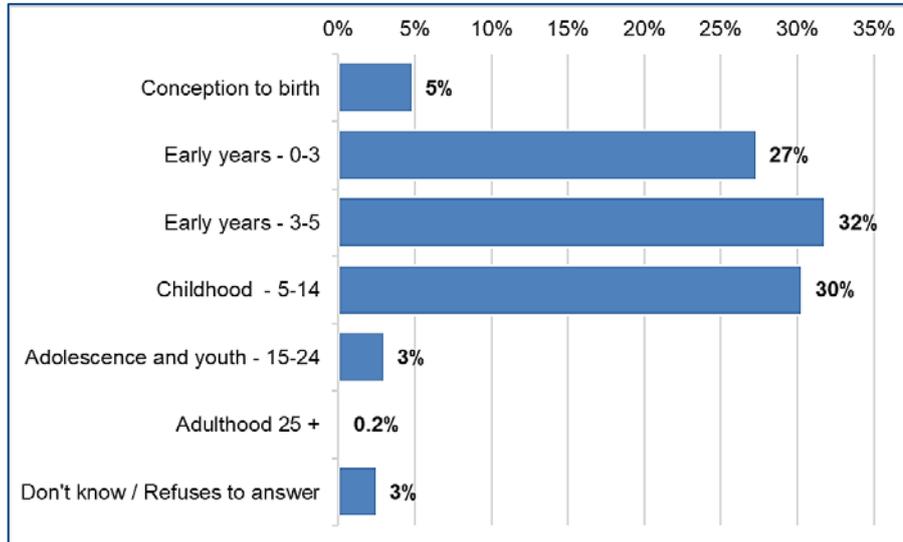


Chart 43 - Most important years for human brain development

3.7.3. Development occurring during early childhood (0-6 years)

While there is awareness of the development that occurs in the early childhood, still parents/caregivers are more likely to associate these years with language (62%), motor (61%), physical (58%), emotional (52%) and social development (50%). A smaller number (25%) associate cognitive development and psychological development (3%) with these years.

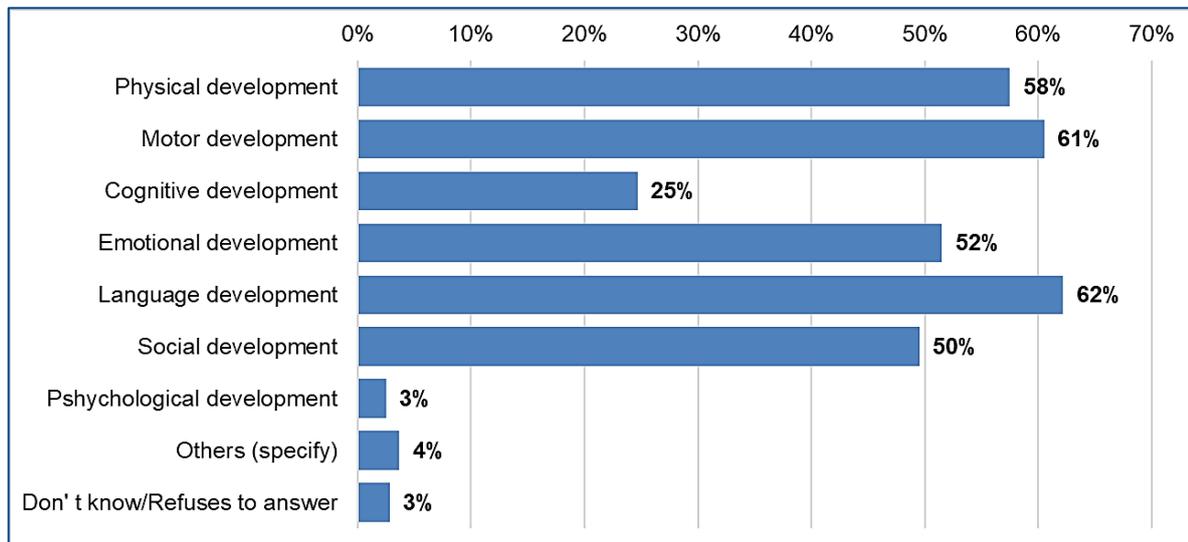


Chart 44 - Development occurring during early childhood (0-6 years)

3.7.4. Respondents' opinion whether parenting is learned or intuitively developed

The majority of parents/caregivers believe that parenting is something that is intuitively developed, and only 28% understand that that parenting is something that is learned (Chart 45).

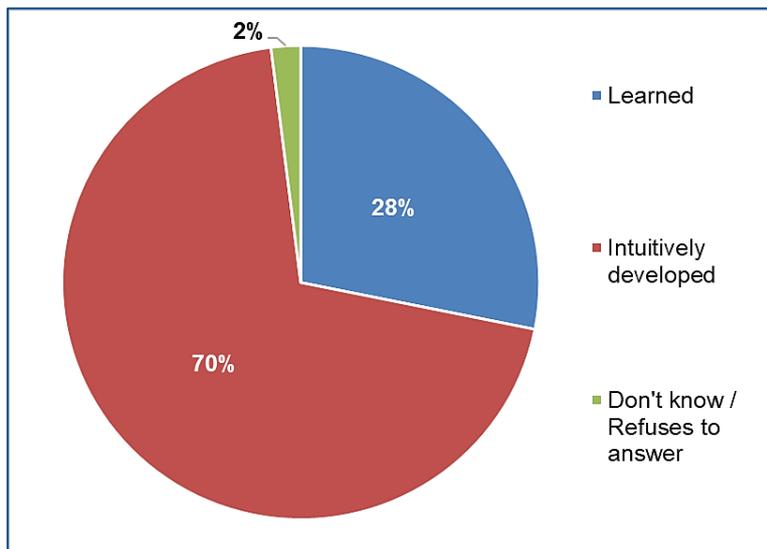


Chart 45 - Respondents' opinion whether parenting is learned or intuitively developed

Statistically significant differences (Table 34) related to respondents' opinion whether parenting is learned or intuitively developed are noted only based on their ethnicity:

Parenting is:	
Learned	<ul style="list-style-type: none"> Albanian (44%) compared to Macedonian (24%)
Intuitively developed	<ul style="list-style-type: none"> Macedonian (75%) compared to Albanian (53%)

Table 34 – Statistically significant differences in respondents' opinion whether parenting is learned or intuitively developed

3.7.5. Characteristics/traits that a person needs to be successful and happy in life

According to the majority of parents/caregivers, persistence (57%), is the most important characteristic that a person needs to be successful and happy in life. Approximately one third also mention self-discipline (30%), self-awareness (29%), creativity (28%), and sense of purpose (27%) and 25% mention independence. Other characteristics are included in Chart 46.

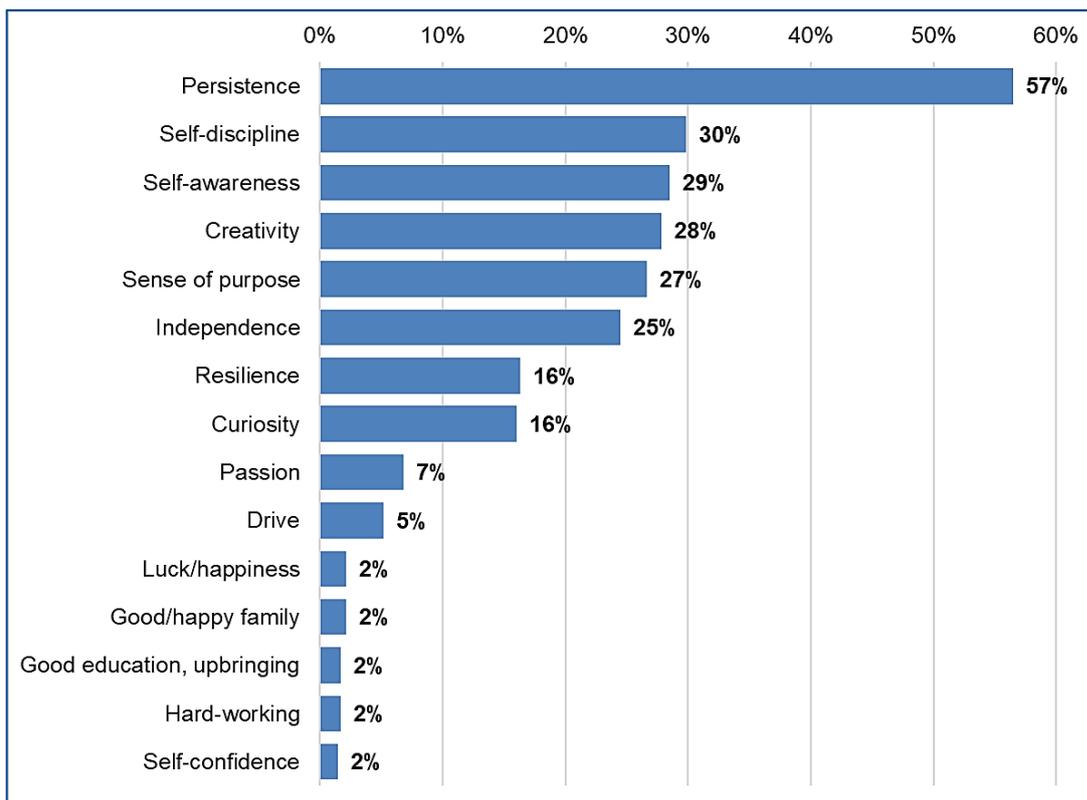


Chart 46 - Characteristics/traits that a person needs to be successful and happy in life

3.7.6. Awareness and references about “parenting styles” and “emotional attachment” concepts

One quarter (26%) of the respondents confirm having heard about “parenting styles” as a concept (Chart 47). Considerably larger majority (74%) have not.

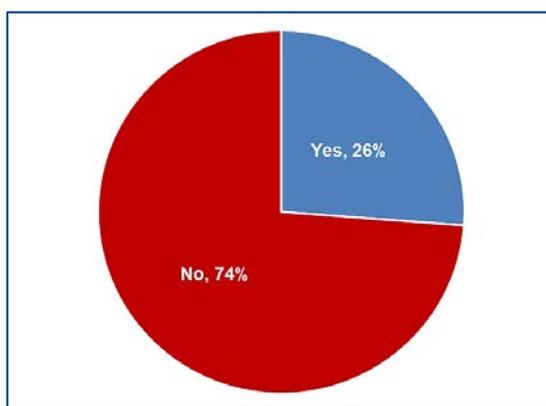


Chart 47 – Awareness about “parenting styles” concept

Those who have heard about this concept, add that it primarily refers to different parenting styles (21%), permissive parent (17%), a parent’s character (16%) or an authoritative parent (12%) (other references to this concept are given in Chart 48).

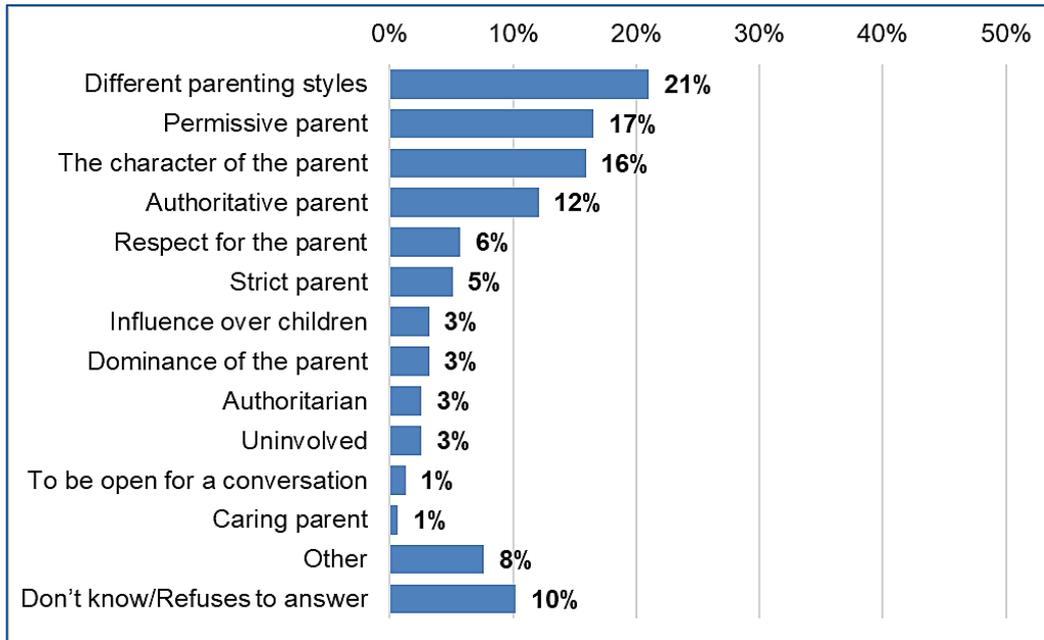


Chart 48 – Respondents' references to "parenting styles" concept

Close to one third (31%) of the respondents confirm having heard about "emotional attachment" as a concept (Chart 49), while significantly larger number (69%) have not.

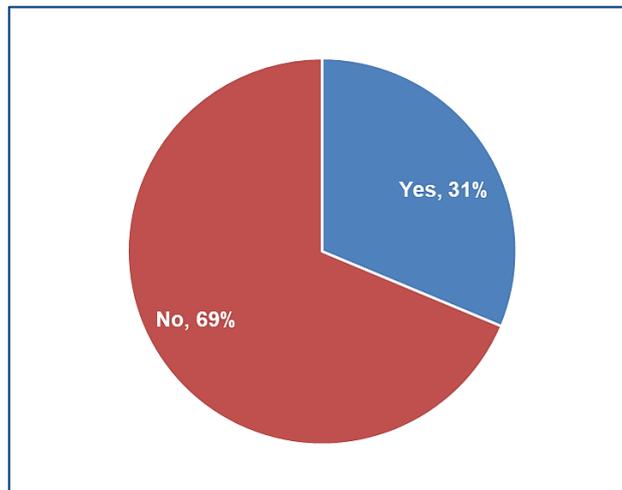


Chart 49 – Awareness about "emotional attachment" concept

Large majority (70%) explain the "emotional attachment" concept rather generally as an emotional relationship of a child with a parent (Chart 50). Far smaller portions of parents/caregivers understand it as a greater attachment of a child to one person (5%), the ability to share feelings (5%) or as a close relationship with children (4%).

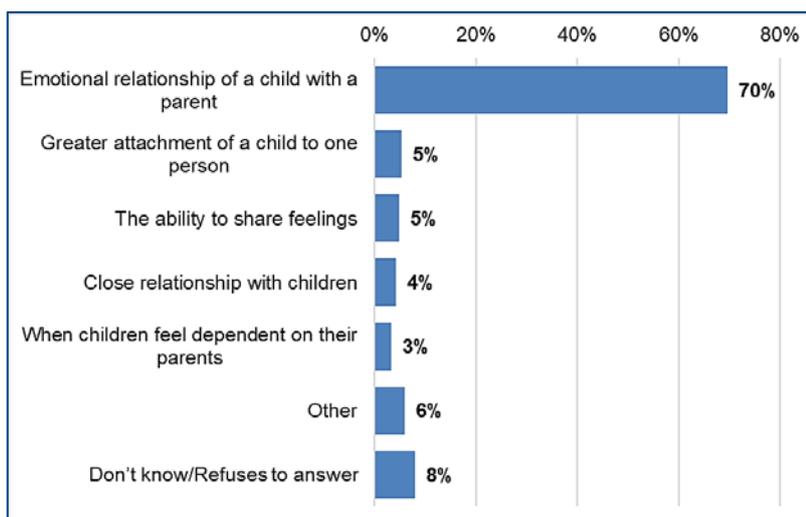


Chart 50 – Respondents' references to “emotional attachment” concept

Additional analysis by the respondents' demographic variables as to their awareness about “parenting styles” and “emotional attachment” as concepts (Table 35) shows some statistically significant differences noted in the opinion of:

	Heard about “parenting styles” concept or not?	Heard about “emotional attachment” concept or not?
Yes	<ul style="list-style-type: none"> No statistically significant differences 	<ul style="list-style-type: none"> No statistically significant differences
No	<ul style="list-style-type: none"> Albanian (83%) compared to Macedonian (71%) Male (85%) compared to female (71%) 	<ul style="list-style-type: none"> Albanian (81%) compared to Macedonian (64%) Male (80%) compared to female (66%)

Table 35 – Statistically significant differences in respondents' awareness about “parenting styles” and “emotional attachment” concepts

3.8 AWARENESS OF “PARENTING IS ALSO LEARNED” CAMPAIGN

This section was also added to the follow-up survey to examine awareness and impact of the “Parenting is also learned” campaign. As mentioned before, the campaign aimed to bring attention to the need to support parents in raising confident, respectful and successful children.

Questions were designed to obtain information on spontaneous and prompted awareness about the campaign, its effectiveness in helping to change level of knowledge and attitudes towards parenting practices.

3.8.1. Spontaneous and prompted awareness about “Parenting is also learned” campaign

Overall, 22% (17% spontaneous and 5% prompted) surveyed parents/caregivers have seen or heard about the “Parenting is also learned” campaign.

At a spontaneous level, close to one fifth (17%) of the respondents have seen or heard about the “Parenting is also learned” (Chart 51).

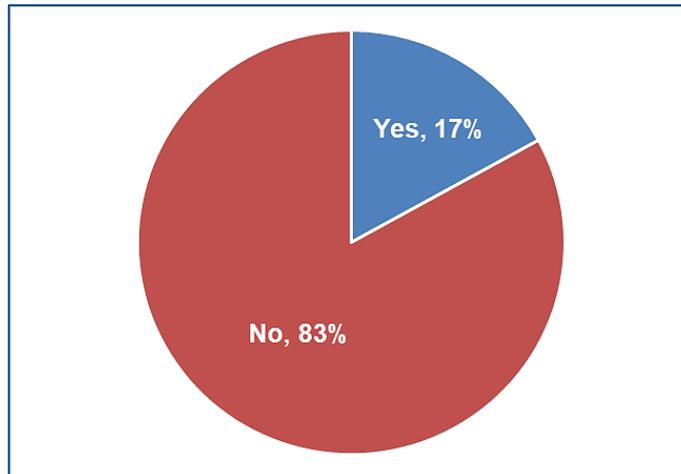


Chart 51 – Spontaneous awareness about “Parenting is also learned” campaign

Viewed by different demographic variables, respondents significantly more unaware about the campaign are Albanians (83%) compared to Macedonians (71%), as well as male respondents (85%) compared to female ones (71%).

The predominant source of information (Chart 52) about this campaign is TV (53%), followed by Internet/social networks (Facebook, Twitter or other social networks) (42%). Events were mentioned by one tenth (11%) of surveyed respondents.

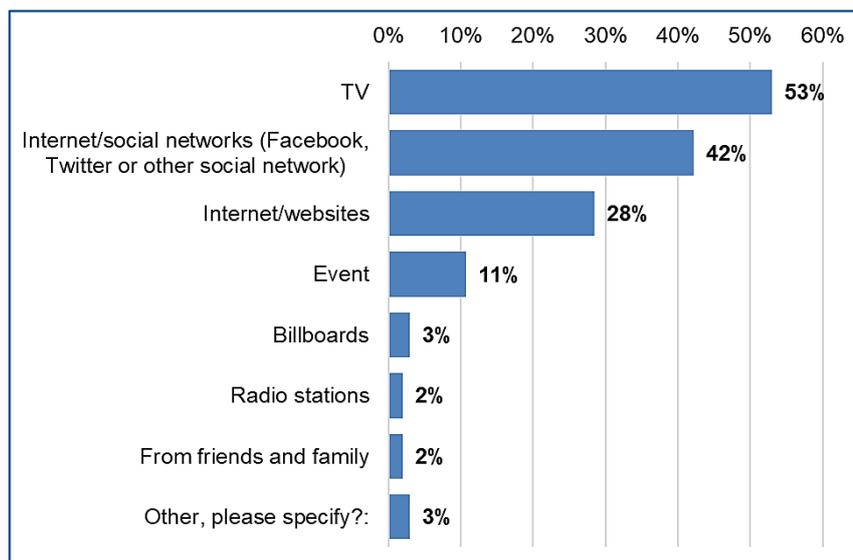


Chart 52 - Source of information for spontaneous awareness about campaign – “Parenting is also learned”

On prompted level, 5% of those who were not able to recall “Parenting is also learned” campaign spontaneously have seen or heard about a campaign to help parents raise happy, healthy, smart children, i.e. a video “Tezinata na zborovite” (Chart 53%).

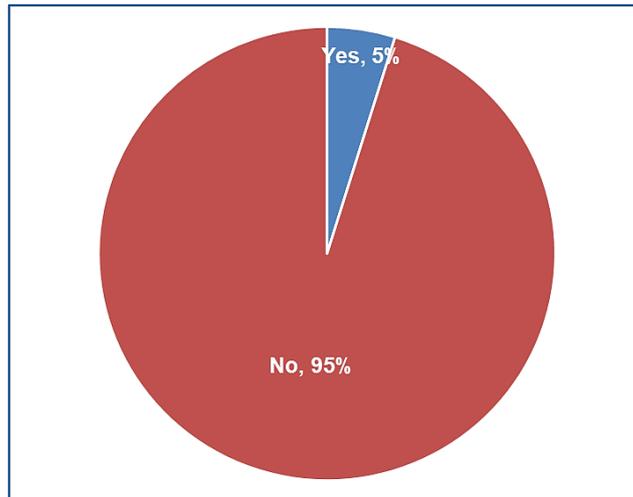


Chart 53 – Prompted awareness about “Parenting is also learned” campaign

Prompted awareness about this campaign is considerably smaller among respondents of Macedonian ethnicity (96%) compared to Albanians (89%).

3.8.2. Key messages and learnings of “Parenting is also learned” campaign

As many as one quarter of parents or caregivers who are aware about this campaign think it was about learning methods for positive development of a child (Chart 54). Additional campaign’s messages mentioned by 20% and less of the respondents include: words have an emotional effect on a child (20%), not to use physical and psychological violence against children (17%), teaching parents to be more caring and dedicated (13%), as well as learning to be patient and persistent (6%).

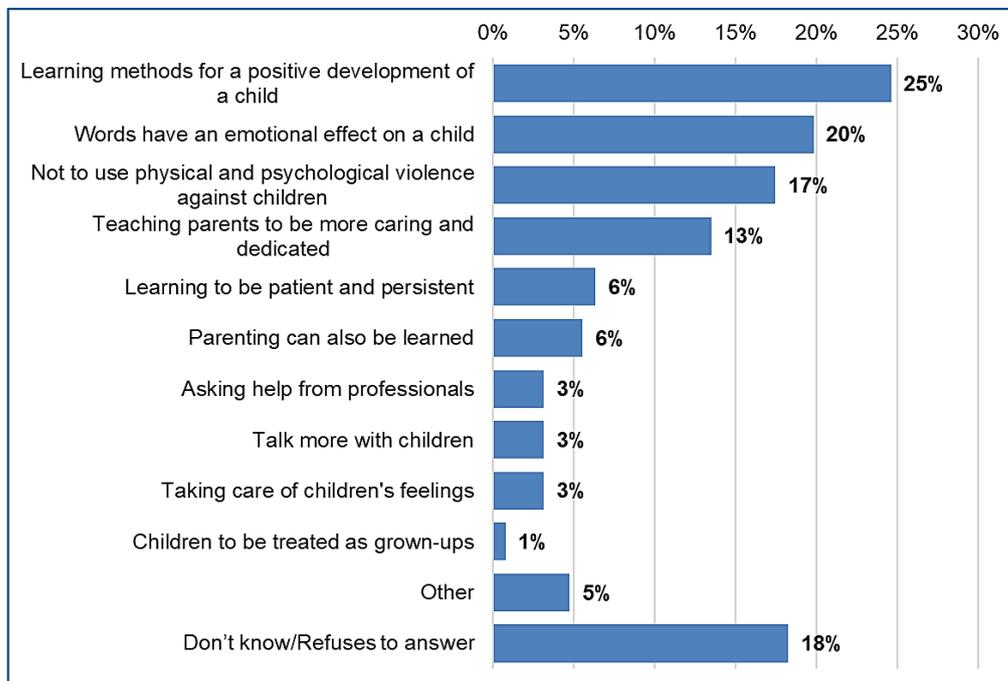


Chart 54 – Key messages of “Parenting is also learned” campaign

Two thirds (67%) of those who have seen or heard the campaign self-assessed the campaign to be effective and confirm it helped them learn something new (Chart 55).

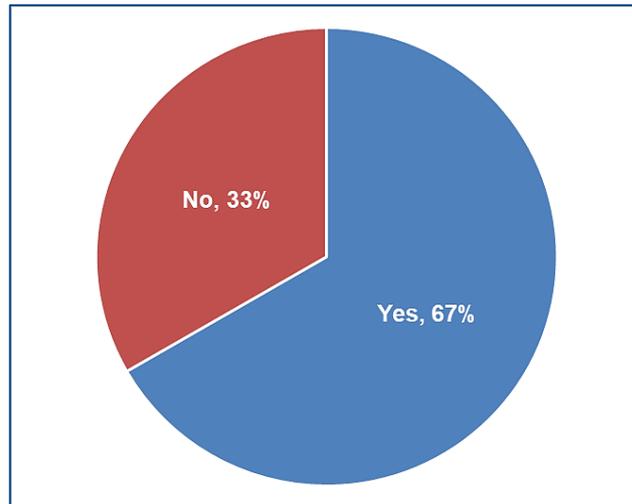


Chart 55 – Effectiveness of “Parenting is also learned” campaign

Key learnings (Chart 56) the surveyed parents/caregivers mentioned include having greater tolerance/patience (20%), different positive methods for raising a child (15%), acting in a more loving way (13%), not using insults/abuses and abusive words (13%).

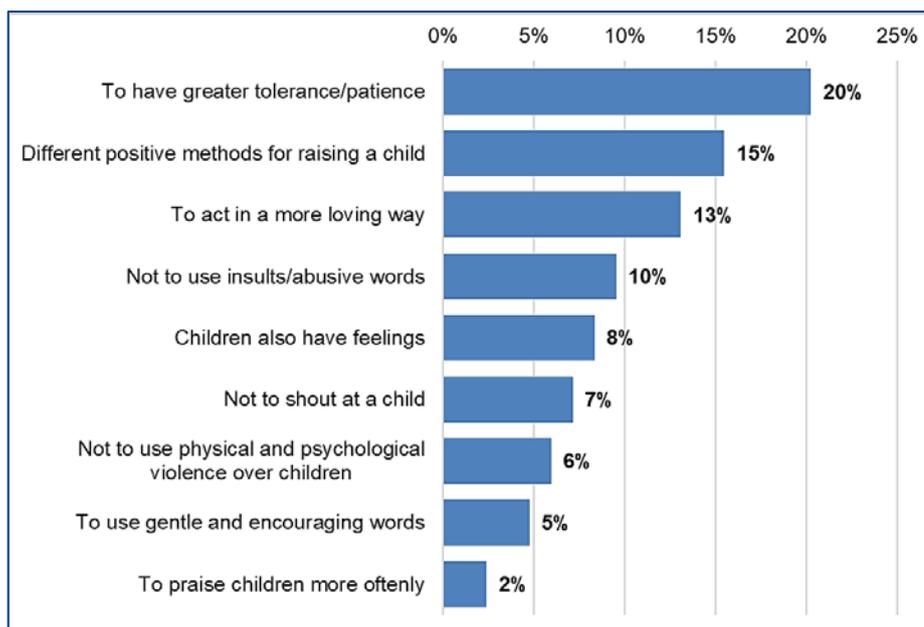


Chart 56 – Key learnings from “Parenting is also learned” campaign

3.8.3 Effects of exposure to “Parenting is also learned” campaign on people’s knowledge and attitudes towards child disciplining practices

Data on spontaneous and prompted awareness show that the “Parenting is also learned” campaign reached one fifth (22%) of the general public. The effects of this exposure on parents/caregivers’ knowledge and attitudes towards child disciplining practices are generally positive. Those who confirmed having seen or heard the campaign are more likely to be knowledgeable about benefits of positive parenting methods over violent child disciplining practices, compared to those who have not.

What follows are several survey findings related to the effects of the exposure to this campaign on respondents’ knowledge and attitudes.

Parents/caregivers who were exposed to “Parenting is also learned” campaign, find both physical (33%) and psychological punishment (17%) to be less effective in correcting a child’s behaviour than their peers who had not seen or heard a campaign (42% and 29%, respectively) (Table 36).

	Have seen or heard a campaign	Have NOT seen or heard a campaign
Physical punishment is an effective way to correct child’s behaviour	33%	42%
Psychological punishment is an effective way to correct child’ behaviour	17%	29%

Table 36 – Effects of being exposed to the campaign on respondents’ knowledge of the impact and consequences of physical and psychological punishment

In addition, those who confirm being aware about the campaign, report significantly higher awareness (35%) about education programmes or materials intended for parents related to child discipline and/or parenting methods than those who have not seen or heard the campaign (7%) (Table 37).

Awareness about education programmes or materials intended for parents related to child discipline and/or parenting methods	Have seen or heard a campaign	Have NOT seen or heard a campaign
Yes	35%	7%

Table 37 – Effects of being exposed to the campaign on respondents’ awareness about education programmes or materials intended for parents related to child discipline and/or parenting methods

Considerably more respondents who have seen or heard of this campaign (47%) share a belief that it is not justified to hit a child compared to those who have not (30%) (Chart 57). On the other hand, those who think it is justified to hit a child in at least one situation are significantly less (47%) among those who confirmed having seen or hearing about the campaign compared to those who have not (62%).

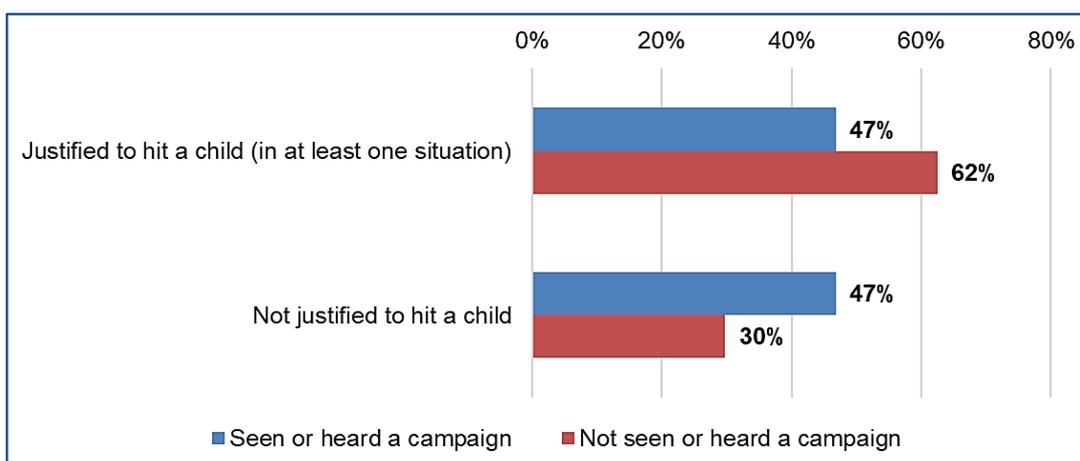


Chart 57 – Effects of being exposed to the campaign on respondents’ belief whether it is justified to hit a child or not

Campaign has also had an impact on respondents’ attitude towards whether children were more disciplined when they were children. Namely, those who have been exposed to the campaign disagree more (17%) with this attitude than those who have not (11%) (Table 38).

When I was a child, children were more disciplined	Have seen or heard a campaign	Have NOT seen or heard a campaign
Disagree (totally disagree + disagree)	17%	11%
Agree (agree + totally agree)	60%	72%

Table 38 – Effects of being exposed to the campaign on respondents’ attitude whether children were more disciplined when they were children

Additionally, parents/caregivers who have seen or heard the campaign are less likely to agree that a parent has the right to discipline their child in any way they believe is right (60%) and that no one has the right to tell a parent how to raise the child (48%) than those who have not seen or heard it (73% and 60%, respectively) (Table 39).

		Have seen or heard a campaign	Have NOT seen or heard a campaign
A parent has the right to discipline their child in any way they believe is right	Disagree (totally disagree + disagree)	12%	8%
	Agree (agree + totally agree)	60%	73%
No one has the right to tell a parent how to raise the child	Disagree (totally disagree + disagree)	21%	18%
	Agree (agree + totally agree)	48%	60%

Table 39 – Effects of being exposed to the campaign on respondents' attitudes towards parents' rights

Comparative data on what the upbringing of children is currently like and what it should be, based on respondents' exposure to the campaign, reveal that those who were exposed to the campaign are significantly more likely (11%) to believe it is currently strict compared to those who were not exposed (5%) (Table 40). **Also, the surveyed parents/caregivers who have not seen or heard a campaign are considerably more likely (51%) to hold the opinion that the upbringing of children should be stricter than those who have seen or heard the campaign (27%).** While, the respondents who were exposed to the campaign are more likely to hold the opinion that the upbringing should be more consistent (52%) than those who were not exposed (32%).

		Have seen or heard a campaign	Have NOT seen or heard a campaign
The upbringing of children in the country currently is:	Strict	11%	5%
	Lenient	51%	59%
	Inconsistent	37%	33%
	Don't know/ Refuses to answer	2%	3%
The upbringing of children in the country should be:	Stricter	27%	51%
	More lenient	15%	9%
	More consistent	52%	32%
	As it is now	5%	7%
	Don't know/ Refuses to answer	1%	1%

Table 40 – Effects of being exposed to the campaign on parents/caregivers' opinion on the current upbringing of children & and how it should be

Effects of the exposure to the campaign can also be seen through analysis of child disciplining methods used by those who have been exposed to it and those who have not (Table 41). While both groups reported the same level of exclusive use of positive parenting practices (7%), respondents who have not been exposed to the campaign used at least one violent child disciplining practice (psychological aggression or minor or severe physical punishment), slightly more than those who have not.

Child disciplining methods	Respondents who have seen or heard a campaign	Respondents who have not seen or heard a campaign
Used only positive parenting practices	7%	7%
Used at least one psychological aggression	77%	80%
Used at least one minor physical punishment	51%	57%
Used at least one severe physical punishment	8%	14%
Used at least one physical punishment (minor or severe)	51%	57%

Table 41 – Effects of being exposed to the campaign on use of child disciplining practices

Surveyed respondents exposed to the "Parenting is also learned" campaign are more likely to believe that parents have the most influence on the way an individual grows up to think (69%), feel (61%) and learn (60%) compared to those who have not been exposed to it (60%, 55% and 56%, respectively) (Table 42). Additionally, equal portion of both groups (58%) share the opinion that parents have the most influence on the way an individual grows up to behave.

Parents have the most influence on the way an individual grows up to:	Have seen or heard a campaign	Have NOT seen or heard a campaign
Think	69%	60%
Feel	61%	55%
Behave	58%	58%
Learn	60%	56%

Table 42 – Effects of being exposed to the campaign on respondents' opinion that parents have the most influence on the way an individual grows up to: think, feel, behave, learn

Similarly, comparative analysis by respondents' exposure to the campaign shows larger awareness of various types of developments that occur during early childhood 0-6 years among those who have seen or heard the campaign than among those who have not (comparative percentages are given in Table 43).

Development that occurs during early childhood 0-6 years	Have seen or heard a campaign	Have NOT seen or heard a campaign
Physical development	63%	56%
Motor development	65%	59%
Cognitive development	29%	23%
Emotional development	59%	50%
Language development	67%	61%
Social development	54%	48%
Psychological development	3%	2%

Table 43 – Effects of being exposed to the campaign on respondents' opinion what types of development occur during early childhood 0-6 years

Statistically significant differences in the opinion of the respondents based on their exposure to the campaign are also noted in relation to whether parenting is something that is learned, or it is a skill that is best developed intuitively through practice (Table 44). While significantly more (48%) of those who were exposed to the campaign believe it is something that is learned compared to far less (23%) of those who were not exposed to it, large 75% of parents/caregivers who have not seen or heard this campaign compared to 51% of those who have, believe parenting is intuitively developed rather than learned.

	Have seen or heard a campaign	Have NOT seen or heard a campaign
Learned	48%	23%
Intuitively developed	51%	75%
Don't know / Refuses to answer	2%	2%

Table 44 – Effects of being exposed to the campaign on whether parenting is learned or intuitively developed

4 METHODOLOGY

The methodology that was used for administering the questionnaire were face-to-face interviews, by CAPI (Computer Assisted Personal Interview) technique of data collection.

The following are the key aspects of face-to-face methodology of interviewing and data collection:

- It enables longer and more complex interviewing process as well as the use of supporting materials (e.g. photos, product samples, and similar) and additional explanations/clarifications, if necessary.
- It minimizes possibility of misunderstanding or wrong interpretation of questions/needed answers.
- It is conducted by already experienced interviewers who have all the characteristics, both personal and professional, to collect highly accurate data.
- Interviewers' work is constantly monitored and controlled at several levels, which results in high data collection quality.
- A whole team of people working on the project, such as fieldwork supervisors, programmers, logical, telephone and field control, also guarantee high quality of data.
- It can be conducted in households, respondent's place of work, on the street, at the central location, and at other locations.

As part of the quantitative research, Indago undertook the following activities:

- Questionnaires design and translation
- Sample design
- Programming of questionnaire into CAPI software
- Questionnaire pre-testing
- Training of interviewers
- Ensuring good response rate
- Data collection and fieldwork supervision
- Logical control of data, analysis and reporting.

Sample Design - A survey of households with children aged 2-14 years

As there is no available official statistical data on parents with children of certain age groups, the base for estimated population is the official statistics on live birth published by the State Statistical Office "live, births, deaths and migration by urban and rural areas and by regions".

A strict random probability sample, representative of the target group to be covered, was drawn. This means that each member of the statistical population had a known, non-zero probability of inclusion in the sample.

For this survey target group, Indago designed a national representative sample by using a stratified multistage sampling where a number of sampling points were drawn with the probability proportional to estimated population size (for a total coverage of the country).

Stratified multistage sampling was constructed by taking a series of simple random samples in stages. This type of sampling is often more practical than simple random sampling for studies requiring "on location" analysis, such as door-to-door or face-to-face surveys.

Previous sample design and data analysis experience in many countries has pointed to sharp differences in the distribution of population characteristics across administrative regions and across urban and rural areas of each country. This is one of the reasons why explicit strata are generally based on administrative regions and urban rural areas within administrative regions. For purposes of this study Indago used 8 statistical regions (NUTS 3): Skopje, Vardar, East, Southeast, Pelagonia, Southwest, Polog and Northeast. Furthermore, each region was stratified by the level of urbanization i.e. urban and rural strata.

The number of primary sampling units (PSU) in each of the 16 strata (regions and urban/rural level) was proportional to the size of the estimated strata population. PSUs are often small geographical area units within strata. For the

purposes of this study, the electoral wards as primary sampling units were used. Electoral units serve as good sampling units since they have clearly identifiable boundaries, have the measure of size and are large in number.

The database contains a list of electoral wards (PSUs) in the country (in total 3,480 electoral wards) by region and urbanization level. From the database of electoral wards 60 sampling points were randomly selected proportional to estimated size of the electoral wards. Thus, in this step, large electoral wards might be selected twice or more frequently. In the second step, a fixed number of households per sampled PSU were selected.

Listing of Households

Once the sample selection of PSUs was completed, a procedure is carried out whose aim was to list all households with children aged 2-14 years old in each selected PSU. To ensure an equitable distribution of sampled households within PSUs, very large PSUs were partitioned of reasonably sub-units, one of which is randomly selected for household listing (i.e. in large urban PSU, one street belonging to that electoral ward was randomly selected).

Sampling Frame

The number of such addresses per sampling point was 20 addresses or in total 1,200 addresses, which constructed the sampling frame for the study.

Sample Size

For each sampling point the number of issued addresses was 20. Based on previous Indago experience expected response rate (50%), the average cluster size is expected to be around 10, therefore providing a sample size of 600 completed interviews. The distribution of interviews per region and place of living (urban/rural) is proportional and based on the figures on the estimated target population.

Selection of Respondent in the Household

The respondent was a caretaker who spends the most time with a child aged 2-14.

4.1 Demography - Sample Structure

The following is a sample structure of the respondents interviewed during the follow-up survey, shown in percentages.

		Percent
		%
Region	Vardar	8.3%
	East	10.3%
	Southwest	10.3%
	Southeast	8.8%
	Pelagonia	12.8%
	Polog	12.2%
	Northeast	8.2%
	Skopje	29.0%
		Percent
Relation to a child	Parent	90.0%
	Grandparent	7.8%
	Sibling	0.8%
	Relative	0.3%
	Nanny	1.0%
		Percent
Age	Less than 24 years	1.0%
	25-34 years	26.9%
	35-44 years	52.9%
	45-54 years	12.2%
	Over 55 years	6.7%
	I prefer not to answer	0.3%
		Percent
Gender	Male	18.4%
	Female	81.6%
		Percent
Ethnicity	Macedonian	72.5%
	Albanian	20.7%
	Roma	3.5%
	Other	3.3%
		Percent
Place of living	Urban	62.0%
	Rural	38.0%

5 Annexes

5.1 Annex 1 - Questionnaire

Master Questionnaire

Follow-up KAP Survey towards Use of Violent Form of Child Discipline
(Households with children aged 2 – 14 years)
2019.037

(Basic survey information): This Survey is aimed at obtaining follow-up information on families' knowledge, attitudes and practices towards violence against children. More specifically, the survey is designed to explore aspects related to:

- *Knowledge: how people understand and define violent and alternative positive child discipline methods;*
- *Attitudes: the extent to which people approve of different child discipline practices, in what circumstances they are find them acceptable;*
- *Beliefs: how people understand the effects and consequences of violence and positive child discipline practices, in what circumstances they use the methods and why; what the relative advantage would be of adopting positive parenting practices vs violent methods; how easy and compatible are positive practices with existing values and practices;*
- *Child disciplining practices, child abuse and neglect: the extent and types of practices used in disciplining children; the preference to use certain form of discipline depending on circumstances, age of the child, sex (parent's and child's sex);*
- *Empirical and normative expectations: the extent to which social norms influence attitudes and practices towards child discipline; what respondents think other parents in their community do to discipline their children; what respondents think other people (parents; family members; other community members etc.) expect them to do in certain circumstances (the child misbehaves);*
- *Knowledge about child development: knowledge about child development related issues.*
- *Campaign awareness – "Parenting is also learned": exposure to the campaign, awareness about it.*

The findings of the survey are aimed to identify changes, if any, in parents' knowledge, attitudes and practices towards violence against children compared to baseline 2016 KAP survey.

Length of interview: around 40 minutes

Start fieldwork: 4 October 2019

End fieldwork: 22 October 2019

I. SAMPLE VARIABLES

- Respondent number (unique) (label RESPID) [Q]
- Relation to child (label A01) [S]
- Age (label A05) [S]
- Gender (label A06) [S]
- Ethnicity (label A07) [S]
- Place of living (urban/rural) (label A08) [S]

II. QUOTA CHECK BASED ON SAMPLE VARIABLES

Total net: n=600

III. INTRODUCTION

Good morning/Good afternoon/Good evening. My name is..... and I work for Indago, an independent market research and public opinion polling agency. At the moment we are conducting a research about knowledge, attitudes and practices towards use of different forms of children upbringing among households with children aged 2-14 years old in the country. Do you have around 40 minutes to spare to answer several questions? Your answers are very important to us. All the answers are anonymous, and the data will be used for statistical analysis only. Can we begin with the questions?

IV. SCREENER

S01 [S]

Are there any children at the age of 2 to 14 years in your household?

- 1) Yes – Go to S02.
- 2) No – END - Thank you. We need other respondents' profiles.

SCRIPTER: *all respondents with answer 2 go to the end of the questionnaire (S01=2 – SCREENOUT)*

Base: *all respondents with answer 1) at S01*

S02 [S]

Are you a parent, primary caregiver or someone who spends the most time with a child aged 2-14 years? (A primary caregiver may be a grandparent, foster parent or guardian who is the main person responsible for a child.)

- 1) Yes. – Go to A01.
- 2) No – INT. Ask to talk to or schedule an interview with a parent or primary caregiver or someone who spends the most time with a child aged 2-14 years. If not possible, end the interview. (S01=2 – SCREENOUT)

There is only one answer possible.

V. MAIN QUESTIONNAIRE

A SECTION – SOCIO-DEMOGRAPHY – Part 1

Base: all respondents with answer 1) at S02

A01 [S]

What is your relation to the child/children aged 2-14?

- 1) Parent
- 2) Grandparent
- 3) Sibling
- 4) Relative
- 5) Nanny
- 6) Other (specify) [O] _____
- 7) Don't know/Refuse to answer

There is only one answer possible.

Base: all respondents

A02 [S]

How many children at the age of 2 – 14 years live in your household?

- 1) 1 (one)
- 2) 2 (two)
- 3) 3 (three)
- 4) 4 (four)
- 5) Other (specify) [O] _____

There is only one answer possible.

Base: all respondents

A03 [S per row]

Can you please tell me the gender, exact birthday of each child aged 2-14 years living in your household? We would also appreciate if you tell us whether any of them have any disability. Please begin from the youngest to the oldest child.

Child	A03.1 Child's gender		A03.2 Child's birthday (day/month/year)	A03.3 Does this child have any disability?	
	1) Male	2) Female		1) Yes	2) No
1)	1	2		1	2
2)	1	2		1	2
3)	1	2		1	2
4)	1	2		1	2
5)	1	2		1	2
6)	1	2		1	2
7)	1	2		1	2
8)	1	2		1	2

Base: all respondents with answer 1) Yes at A03.3

A04 [S]

Can you tell me the condition that your child with disability has?

- 1) Blind or with sight impairment
- 2) Deaf or with hearing impairment
- 3) Down Syndrome
- 4) Autism
- 5) Physical disability

- 6) Intellectual disability
- 7) Other (specify) [O] _____
- 8) Refuses to answer

There is only one answer possible.

B SECTION - KNOWLEDGE

Base: all respondents

B02 [S per row]

I am going to read you a list of different situations; by using a scale from 1 to 5, whereas 1 means “totally disagree” and 5 means “totally agree”, can you tell me to what degree do you agree if the given situations are forms of violence against children?

SCRIPTER: Rotate statements

Situations	1) Totally disagree	2) Disagree	3) Neither agree, nor disagree	4) Agree	5) Totally agree	6) Don't know/Refuses to answer
1) Beating a child with hand, belt, stick or other hard object	1	2	3	4	5	6
2) Spanking a child' rear	1	2	3	4	5	6
3) Slapping a child's face, head or ear	1	2	3	4	5	6
4) Slapping a child on the arm or leg	1	2	3	4	5	6
5) Pulling a child's ear	1	2	3	4	5	6
6) Yelling or screaming at a child	1	2	3	4	5	6
7) Threatening to leave or abandon a child	1	2	3	4	5	6
8) Taking away a child's privileges to teach them a lesson	1	2	3	4	5	6
9) Calling a child stupid, lazy and similar	1	2	3	4	5	6
10) Praising a child for good behaviour	1	2	3	4	5	6
11) Sexual abuse of a child	1	2	3	4	5	6
12) Shaking a child with hands	1	2	3	4	5	6

INT. Read each statement separately together with scale

There is only one answer per row possible.

Base: all respondents

B03 [M]

Based on your knowledge, what, if any, are the good and/or bad aspects of using physical punishment?

- 1) Makes the child stop the unwanted behaviour
- 2) The child will never repeat the unwanted behaviour
- 3) The child learns the good and the bad
- 4) Produces only short-term effect
- 5) Immediate physical health problems, such as such injuries, bruises and fractures.
- 6) Long term physical health problems, such as changes in the development of brain and long-term physical impairments.
- 7) Difficulties in dealing with other people
- 8) Learning problems – worse results in performance at school.
- 9) Finding it hard to express feelings in a way that other people can understand.
- 10) Emotional health problems including anxiety, depression, aggression or even wanting to kill him or herself.
- 11) Being more likely to do dangerous things like using drugs or having sex at a very young age.
- 12) Children who experience violence accept this as normal and mirror the same behaviour.
- 13) Other (specify) [O] _____
- 14) Don't know/Refuses to answer

INT. Do not read the answers

Multiple answers are possible.

Base: all respondents

B04 [M]

Based on your knowledge, what, if any, are the good and/or bad aspects of using psychological punishment?

- 1) Makes the child stop the unwanted behaviour
- 2) The child will never repeat the unwanted behaviour
- 3) The child learns the good and the bad
- 4) Produces only short-term effect
- 5) Difficulties in dealing with other people
- 6) Learning problems – worse results in performance at school.
- 7) Finding it hard to express feelings in a way that other people can understand.
- 8) Emotional health problems including anxiety, depression, aggression or even wanting to kill him or herself.
- 9) Being more likely to do dangerous things like using drugs or having sex at a very young age.
- 10) Children who experience violence accept this as normal and mirror the same behaviour.
- 11) Children who are constantly picked on, teased, bullied, ridiculed, and humiliated at home or at school, often feel rejected, persecuted, unworthy or lack confidence.
- 12) Other (specify) [O] _____
- 13) Don't know/Refuses to answer

INT. Do not read the answers

Multiple answers are possible.

Base: all respondents

B09 [S]

Are you aware of any education programme or material intended for parents related to child discipline and/or parenting methods?

- 1) Yes, (specify) [O] _____
- 2) No
- 3) Don't know/Refuses to answer

C SECTION – ATTITUDES

Base: all respondents

C01 [S per statement]

Using a scale from 1 to 5, whereas 1 means “totally disagree” and 5 means “totally agree”, would you please specify to what extent do you agree with the following statements.

SCRIPTER: Rotate statements

Statement	1) Totally disagree	2) Disagree	3) Neither agree, nor disagree	4) Agree	5) Totally agree	6) Don't know/ Refuses to answer
1) A child should not talk back to an adult.	1	2	3	4	5	6
2) When I was a child, children were more disciplined.	1	2	3	4	5	6
3) Slapping/spanking are effective methods of disciplining a child.	1	2	3	4	5	6
4) Children can learn to behave without being spanked/slapped.	1	2	3	4	5	6
5) Parents who encourage their children to talk to them develop stronger self-esteem in child.	1	2	3	4	5	6
6) Men and women should have equal responsibility for raising children.	1	2	3	4	5	6
7) Hitting a girl is worse than slapping a boy.	1	2	3	4	5	6
8) A parent has the right to discipline their child in any way they believe is right.	1	2	3	4	5	6
9) No one has the right to tell a parent how to raise the child.	1	2	3	4	5	6
10) A parent who does not punish their child when they misbehave is not a good parent.	1	2	3	4	5	6

INT. Read each statement separately together with scale

There is only one answer per row possible.

Base: all respondents

C02 [S]

In your opinion, what is the upbringing of children in Macedonia like? Would you say that it is...

- 1) Strict
- 2) Lenient
- 3) Inconsistent
- 4) Don't know/ Refuses to answer

INT. Read the answers

There is only one answer possible.

Base: all respondents

C03 [S]

And what should it (the upbringing of children) be like in your opinion? It should be....

- 1) More strict
- 2) More lenient
- 3) More consistent
- 4) As it is now
- 5) Don't know/ Refuses to answer

INT. Read the answers

There is only one answer possible.

D SECTION – BELIEFS

Base: all respondents

D01 [S per statement]

Using a scale from 1 to 5, whereas 1 means “totally disagree” and 5 means “totally agree”, would you please specify to what extent do you agree with the following statements.

SCRIPTER: Rotate statements

Statements	1) Totally disagree	2) Disagree	3) Neither agree nor disagree	4) Agree	5) Totally agree	6) Don't know/ Refuses to answer
1) I believe that when a child is beaten, he/she will not repeat the unwanted behaviour.	1	2	3	4	5	6
2) —						
3) I believe that shouting/screaming makes the child more obedient.	1	2	3	4	5	6
4) I believe that children are affected when parents shout or argue in their presence.	1	2	3	4	5	6
5) If you do not spank the child, he/she will grow spoiled.	1	2	3	4	5	6
6) Psychological punishment of the children, although sometimes cruel, is always for the child's good.	1	2	3	4	5	6
7) Physical punishment of the child is not good but is sometimes inevitable.	1	2	3	4	5	6

INT. Read each statement separately together with scale

There is only one answer per row possible.

Base: all respondents

D02 [O]

In your opinion, what are the qualities of a good parent? Please specify up to 3 (three).

- 1) 1st quality (specify) _____
- 2) 2nd quality (specify) _____
- 3) 3rd quality (specify) _____
- 4) Don't know/Refuses to answer

INT. Write down respondent's answer in full

Up to 3 answers are possible.

Base: all respondents

D03 [O]

What about qualities of a good child? What makes a child a good child? Please specify up to 3 (three) such qualities.

- 1) 1st quality (specify) _____
- 2) 2nd quality (specify) _____
- 3) 3rd quality (specify) _____
- 4) Don't know/Refuses to answer

INT. Write down respondent's answer in full

Up to 3 answers are possible.

Base: all respondents

D04 [S per situation]

Sometimes parents can be upset, annoyed or irritated by things that his/her children do. In your opinion, is a parent justified to hit his/her child in the following situations:

SCRIPTER: Rotate situations

Situations	1) Yes	2) No	3) Don't know/Refuses to answer
1) The child smokes, drinks alcohol or take drugs	1	2	3
2) The child has a girlfriend/boyfriend	1	2	3
3) The child is engaging in sexual activity at a young age	1	2	3
4) The child skips school/doesn't go to classes	1	2	3
5) The child broke something (glass/plate)	1	2	3
6) The child steals property	1	2	3
7) The child has bad grades at school	1	2	3
8) The child has hit or beaten another child	1	2	3
9) The child talks back to parents or other adults they should respect	1	2	3

INT. Read each situation separately together with possible answers

There is only one answer per row possible

D05 – D06 - DELETE

E SECTION – CHILD DISCIPLINING PRACTICES AND CHILD ABUSE AND NEGLECT

Base: all respondents

e0.

TABLE 1: Parents will be asked to answer the following questions as they relate to one specific child; if they have more than one child, they will use the table to select the child

- Use table with the eligible children (2-14 years) records taken at A03
- The child with the FIRST NEXT BIRTHDAY is going to be the subject of the questions you will be asking in this section.

Child	A03.1 Child's gender		A03.2 Child's birthday (day/month/year)	A03.3 Does this child have any disability?	
	1) Male	2) Female		1) Yes	2) No
1)	1	2		1	2
2)	1	2		1	2
3)	1	2		1	2
4)	1	2		1	2
5)	1	2		1	2
6)	1	2		1	2
7)	1	2		1	2
8)	1	2		1	2

Base: all respondents

(NEW) E00 [S per statement]

I'm going to read some ways that parents interact with their children. I would like you to tell me how often you have interacted this way with [SCRIPTER: Child with first next birthday: Your X year old son/daughter] in the last month. Please answer by using a scale from 1 to 3, whereas 1 means "never" and 3 means "frequently".

Method	1) Never	2) Sometimes	3) Frequently	4) Don't know/ Refuses to answer
1) Openly and honestly talked with your child to understand their problems, worries and/or fears and concerns	1	2	3	4
2) Did something/said something with the intention to make sure your child knows they are important and special	1	2	3	4
3) Gave your child hugs and kisses on the cheek	1	2	3	4

INT. Read each situation separately together with possible answers

There is only one answer per row possible

Base: all respondents

(NEW) E000 [S per statement]

How well do you feel you know what [SCRIPTER: Child with first next birthday: Your X year old son/daughter] is doing in his/her free time and how he/she feels. Please answer by using a scale from 1 to 3, whereas 1 means "I don't know" and 3 means "I know well".

Method	1) I don't know	2) I have some idea	3) I know well
1) INT. PROMPT – openly think about what you would say to yourself - how well do you feel you know what [SCRIPTER: Child with first next birthday: Your X year old son/daughter] is doing in their free time when they are alone without your immediate direct supervision (i.e. playing in their room, at school, out with friends, in another room while at home)?	1	2	3
2) INT. PROMPT – openly think about what you would say to yourself - how well do you feel you know how [SCRIPTER: Child with first next birthday: Your X year old son/daughter] is feeling about themselves, their self-worth and their own abilities?	1	2	3

INT. Read each method separately together with possible answers

There is only one answer per row possible

Base: all respondents

E01 [S per statement]

Adults exercise certain ways to teach children proper behavioural or to approach a behavioural problem. I will read you some methods that are used and I would like you to tell me if you or any other person in your household has used this method with [SCRIPTER: Child with first next birthday: Your X year old son/daughter] in the last month. Please answer by using a scale from 1 to 3, whereas 1 means “never” and 3 means “frequently”.

1 – POSITIVE PARENTING PRACTICES (No. 2, 4, 6)

2 – NON-VIOLENT DISCIPLINE PRACTICES (No. 1, 3, 5)

3 – PSYCHOLOGICAL AGGRESSION (No. 7, 8)

4 – MINOR PHYSICAL PUNISHMENT (No. 9, 10, 12, 13)

5 - SEVERE PHYSICAL PUNISHMENT (No. 11, 14)

SCRIPTER: Rotate methods

Method	1) Never	2) Sometimes	3) Frequently	4) Don't know/ Refuses to answer
1) Child was ignored when his/her behaviour was incorrect/bad.	1	2	3	4
2) Explained why his/her behaviour was incorrect.	1	2	3	4
3) Child was sent to his/her room, or to the corner or to sit somewhere alone.	1	2	3	4
4) Praised the child about his/her good behaviour.	1	2	3	4
5) Things he/she likes were taken away, or child was forbidden to do something he/she likes or punished him/her to go out.	1	2	3	4
6) Child was given to do something else.	1	2	3	4
7) Warned the child with a treat that he/she would be punished	1	2	3	4
8) Yelled or screamed at the child.	1	2	3	4
9) Hit or spanked him/her on the bottom.	1	2	3	4
10) Hit or spanked him/her on the hand, arm or leg	1	2	3	4
11) Hit him/her on the face, head or ears	1	2	3	4
12) Twisted his/her ear or pulled his/her hair.	1	2	3	4
13) Shook him/her with hands	1	2	3	4
14) Beaten, i.e. hit him/her over and over as hard as one could	1	2	3	4

INT. Read each method separately together with possible answers

There is only one answer possible per statement.

Base: all respondents

(NEW) E01a [S]

To what extent do you believe the adults in your family look out for each other and the children. In other words, to what extent is your family open with each other (talk openly about emotions), feel close to each other and support each other?

- 1) Not at all
- 2) To some extent
- 3) To a great extent
- 4) Don't know/ Refuses to answer

There is only one answer possible.

Base: all respondents

E03 [S per statement]

I am going to read you some things that parents say to their children. Using a scale from 1 to 3, whereas 1 means “never” and 5 means “frequently”, would you please specify whether in the past month you or any other person in your household have used these expressions with [X year old son/daughter]?

SCRIPTER: Rotate methods

Statement	1) Never	2) Sometimes	3) Frequently	4) Don't know/ Refuses to answer
1) Hurry up; be quiet; stop; answer me	1	2	3	4
2) Don't touch that it's dangerous	1	2	3	4
3) How many times do I have to tell you?	1	2	3	4
4) Don't cry; Don't laugh; Don't shout!	1	2	3	4
5) You should be ashamed of yourself	1	2	3	4
6) Look how good he/she does it compared to you	1	2	3	4
7) You are stupid! You are lazy!	1	2	3	4
8) You unmannerly child/where are your manners	1	2	3	4
9) Bravo! You did that great! You are smart! (INT. Read these as a praise)	1	2	3	4

INT. Read each statement separately together with possible answers

There is only one answer possible per statement.

Base: all respondents with answer 2) or 3) at E01

E04 [M]

Which of the following methods of child disciplining have you found to be most successful in changing your child's behaviour/stopping misbehaviour? Please choose up to 3 (three).

SCRIPTER: show ONLY statements with answers 2) or 3) at E01

INT. Read each method separately

Up to 3 answers are possible

Base: all respondents

E05 [S per statement]

Now, I am going to ask you about whether your child has witnessed different situations. Using a scale from 1 to 3, whereas 1 means “never” and 3 means “frequently”, would you please tell me has this situation ever happened to your child?

WITNESSING VIOLENCE

SCRIPTER: Rotate situations

Situation	1) Never	2) Sometimes	3) Frequently	4) Don't know/ Refuses to answer
1) In the past month, your child has witnessed an adult family member being slapped, kicked, punched or beaten up by other adult in the home.	1	2	3	4
2) In the past month, your child has witnessed a friend, schoolmate being slapped, kicked, punched or beaten up by an adult at school/kindergarten/any other place.	1	2	3	4

INT. Read each situation separately together with possible answers

There is only one answer possible per situation.

Base: all respondents

(NEW) E05a [S per situation]

Now I would like to ask you about your own experiences as a child - before your eighteenth birthday. Please answer by using a scale from 1 to 3, whereas 1 means "never" and 3 means "frequently".

Situation	1) Never	2) Sometimes	3) Frequently	4) Don't know/ Refuses to answer
1) Were there times when you felt that no one in your family loved you or thought you were important or special?	1	2	3	4
2) Were there times when you felt your family didn't look out for each other, feel close to each other, or support each other?	1	2	3	4
3) Were there times when you felt as though you were not protected?	1	2	3	4
4) Were there times when you didn't feel loved by adults you lived with?	1	2	3	4
5) Did you feel your parents/guardians really knew what you were doing with your free time?	1	2	3	4
6) Did you feel your parents/guardians understood your problems, worries and fears?	1	2	3	4

INT. Read each situation separately together with possible answers
There is only one answer possible per situation.

Base: all respondents

E06 [S]

Have you experienced any corporal punishment by your parents?

- 1) Yes
- 2) No
- 3) Don't know/ Refuses to answer

There is only one answer possible.
SCRIPTER: If answer 2) or 3), skip to E09

Base: all respondents with answer 1) at E06

E07 [S]

In your opinion, did your parents have the right to physically discipline you?

- 1) Yes
- 2) No
- 3) Don't know/ Refuses to answer

There is only one answer possible.

Base: all respondents

E09 [S]

Have you seen a child experiencing violent behaviour in the community?

- 1) Yes
- 2) No
- 3) Don't know/ Refuses to answer

There is only one answer possible.

Base: all respondents with answer 1) at E09

E10 [S]

Did you report you saw a child experiencing violent behaviour in the community?

- 1) Yes
- 2) No. Why? (specify) [O] _____
- 3) Don't know/Refuses to answer

There is only one answer possible.

F SECTION – EMPIRICAL EXPECTATIONS

Base: all respondents

F01 [S per practice]

Based on your knowledge, does the majority of parents/caregivers in Macedonia use the following practices in disciplining their children, i.e. how many out of 10 parents/caregivers would you say use the following practices in disciplining their children?

SCRIPTER: Rotate practices

Practice	1) Number of people out of 10	2) Don't know/ Refuses to answer
1) Spank the child on the bottom, hit or slap them on the face or other body.	0 1 2 3 4 5 6 7 8 9 10	2
2) Beat the child over and over as hard as one can; beat the child with a belt, stick or hard object	0 1 2 3 4 5 6 7 8 9 10	2
3) Yell or scream at a child, call the child insulting names	0 1 2 3 4 5 6 7 8 9 10	2
4) Only use positive child disciplinary methods (i.e. always talk to their child to explain what they have done wrong, gives the child something else to do when they sense they will be misbehaving etc.).	0 1 2 3 4 5 6 7 8 9 10	2

INT. Read each practice separately

There is only one answer possible per practice.

Base: all respondents

F02 [S per statement]

Based on your knowledge, does the majority of adults in Macedonia respond to witnessing a parent physically punishing their child in the following ways, i.e. how many out of 10 adults would you say do the following?

SCRIPTER: Rotate practices

Practice	1) Number of people out of 10	2) Don't know/ Refuses to answer
1) Intervene when witnessing another parent/adult physically disciplining the child, to stop them.	0 1 2 3 4 5 6 7 8 9 10	2
2) Call authorities (police, social assistant etc.) to report a case of violent discipline, witnessed in their neighbourhood.	0 1 2 3 4 5 6 7 8 9 10	2

INT. Read each practice separately

There is only one answer possible per practice.

G SECTION – NORMATIVE EXPECTATIONS

Base: all respondents

G02 [S per statement]

In your opinion, what would be the attitude of the majority of parents in Macedonia if they see another parent:

Practice	1) Would understand it as a right of every parent	2) Would condemn it as inappropriate way	3) Would ignore it as it is that parent's own matter	4) Don't know/ Refuses to answer
1) Spanking the child on the bottom, hitting or slapping them on the face or other body	1	2	3	4
2) Beating the child over and over as hard as one can; beating the child with a belt, stick or hard object	1	2	3	4
3) Yelling or screaming at a child, calling the child insulting names	1	2	3	4
4) Strictly positive child disciplinary methods (i.e. never punish be it physical or psychological)	1	2	3	4
5) Intervening when witnessing another parent/adult physically disciplining the child, to stop them.	1	2	3	4
6) Reporting violence to authorities	1	2	3	4

INT. Read each practice separately together with possible answers

There is a single answer possible per statement.

Base: all respondents

G03 [S]

Other parents/people in your community, when your child misbehaves, expect you to:

- 1) Immediately intervene and punish your child
- 2) Physically punish your child
- 3) Threaten your child with physical punishment
- 4) Neglect the child and continue with your own activity
- 5) Stop the activity and talk to your child to discuss about his/her behaviour
- 6) Other (specify) _____
- 7) Don't know/Refuses to answer

INT. Read the answers

There is a single answer possible

Base: all respondents

G04 [S]

In Macedonia, people believe that a parent who does not use physical punishment is:

- 1) Weak
- 2) Negligent
- 3) Strong
- 4) Non-caring
- 5) Other (specify) [O] _____
- 6) Don't know/Refuses to answer

INT. Read the answers

There is a single answer possible

H SECTION – KNOWLEDGE CHILD DEVELOPMENT

(NEW) H03 [O]

Based on what you know, who has the most influence on the way an individual grows up to:

- 1) think [O] _____
- 2) feel [O] _____
- 3) behave [O] _____
- 4) learn [O] _____

(INT. Prompt only if necessary: Throughout childhood, children have relationships with many people – eg with siblings, peers, grandparents, parents, teachers, etc. who has the most influence)
INT. Write down respondent's answer in full

Base: all respondents

(NEW) H04 [S]

Based on what you know, what years in life are most important for human brain development?

(INT. Do not read. Select those that are spontaneously said by the respondents)

- 1) Conception to birth
- 2) Early years - 0-3
- 3) Early years - 3-5
- 4) Childhood - 5-14
- 5) Adolescence and youth - 15-24
- 6) Adulthood 25 +
- 7) Don't know/Refuses to answer

INT. Read the answers

There is a single answer possible

Base: all respondents

(NEW) H05 [M]

Based on what you know, what development occurs during early childhood 0-6 years? (INT. Do not read.

Select those that are spontaneously said by the respondents)

1. Physical development
2. Motor development
3. Cognitive development
4. Emotional development
5. Language development
6. Social development
7. Others (specify) [O] _____
8. Don't know/Refuses to answer

INT. Do not read the answers. Select those that are spontaneously said by the respondent

Base: all respondents

(NEW) H06 [S]

Based on your opinion, is parenting something that should be learned by reading books, watching educational videos, attending seminars/lectures etc. or is it a skill that is best developed intuitively through practice?

- 1) Learned
- 2) Intuitively developed
- 3) Don't know/Refuses to answer

(INT. Prompt if necessary: if believed a combination of both learned and intuitively developed which of the two in your opinion is the better approach)

Base: all respondents

(NEW) H07 [M – LIST THREE]

Based on your opinion, what are the characteristics/traits that a person needs to be successful and happy in life – list three:

- 1) Self-awareness
- 2) Persistence
- 3) Resilience
- 4) Independence
- 5) Creativity
- 6) Self-discipline
- 7) Curiosity
- 8) Sense of purpose
- 9) Drive
- 10) Passion
- 11) Other (specify) [O] _____

INT. Do not read the answers. Select those that are spontaneously said by the respondent
Up to 3 (three) answers are possible.

Base: all respondents

(NEW) H08 [S]

Have you ever heard of the concept of “parenting styles” e.g. Permissive, Uninvolved, Authoritarian, Authoritative parenting styles?

1. Yes - if yes – What can you tell me about the concept? [O] _____
2. No

INT. Read the answers

There is a single answer possible

Base: all respondents

(NEW) H09 [S]

Have you ever heard of the concept of “emotional attachment”?

1. Yes – if yes – What can you tell me about the concept? [O] _____
2. No

INT. Read the answers

There is a single answer possible

Ia SECTION – CAMPAIGN AWARENESS – “И родителството се учи”

Base: all respondents

(NEW) I1 [S]

Have you seen or heard a campaign “И родителството се учи”?

1. Yes (go to I2, then I4)
2. No (go to I3)

INT. Read the answers

There is a single answer possible

Base: all respondents

(NEW) I2 [M]

Where have you seen or heard a campaign “И родителството се учи”?

1. Printed newspapers
2. Radio stations
3. TV
4. Internet/websites
5. Internet/social networks (Facebook, Twitter or other social network)
6. Event
7. Billboards
8. From friends and family
9. Other, please specify?: [O] _____.

INT. Do not read the answers

Multiple answers are possible.

Base: all respondents

(NEW) I3 [S]

Do you remember seeing or hearing about a campaign to help parents raise happy, healthy, smart children? Maybe a video “Тежината на зборови”?

1. Yes (go to I4)
2. No (go to A04)

INT. Read the answers

There is a single answer possible

Base: all respondents

(NEW) I4 [O]

Can you tell me what you remember about the campaign; what was it about, what was it asking you to do?

INT. Write down respondent's answer in full

Base: all respondents

(NEW) I5 [S]

Did the campaign/material/event help you learn something new?

1. Yes (please specify "What") [O] _____
2. No

INT. Read the answers

There is a single answer possible

I SECTION – SOCIO-DEMOGRAPHY – Part 2

Base: all respondents

A04 [S]

How old are you?

- 1) Less than 24 years
- 2) 25-34 years
- 3) 35-44 years
- 4) 45-54 years
- 5) Over 55 years
- 6) I prefer not to answer

There is only one answer possible.

Base: all respondents

A05 [S]

Respondents' gender

- 1) Male
- 2) Female

There is only one answer possible.

Base: all respondents

A06 [S]

What is your ethnicity?

- 1) Macedonian
- 2) Albanian
- 3) Roma
- 4) Other, please specify [O] _____
- 5) Refuses to answer

There is only one answer possible.

Base: all respondents

A07 [S]

Place of living (urban/rural)

- 1) Urban
- 2) Rural

There is only one answer possible.

Base: all respondents

A08 [O]

Municipality _____

SCREENOUT

Thank you. We need other respondents' profiles.

END OF QUESTIONNAIRE

Thank you very much for participating in the survey.
