CHILD ABUSE AND NEGLECT

National Sociologic Study

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Scientific Consultancy

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Introduction

Save the Children has been concerned about fighting all forms of violence against children for more than ten years, a significant moment being the incorporation in Law 272/2004 of the articles on forbidding physical punishment, as a practice of raising and educating children in Romania.

In 2002, the date the last national study on the incidence of child abuse and neglect was published - „The Abused and Neglected Child in Romania – National Prevalence Study, Risk Factors, Means of Prevention and Intervention”, done by the National Agency for Children's Rights Protection, UNICEF, World Health Organization and the World Bank, the figures shows a concerning reality amongst parents, over 60% of them admitting the use of various forms of violence in raising and educating children.

A decade later, the mission of Save the Children is to permanently improve the way in which children are treated and to generate immediate and sustainable changes in their lives. Save the Children fights for eliminating all forms of physical punishment and humiliating or degrading treatments, from all life contexts of children. Thus, we constantly promote through our programs activities and campaigns for preventing all forms of violence in all child's environments.

Save the Children supported and promoted the legislative reform. The obligation to forbid any form of physical punishment is generated by the child’s right to respect, for their physical integrity, human dignity and equal chances to protection, under the law. The purpose of the legislative reform is not to punish the parents, but rather to send a clear message that violence against children is not tolerated. We fight so that the elimination of physical and humiliating punishments, child abuse and neglect in all children’s life contexts is a priority on the political agenda and in the community debate space.

Save the Children fights for education and social change that in time will generate new attitudes and practices of raising and educating children. It is essential to change the
level of social acceptance of the physical and humiliating punishments, as well as increasing their visibility and awareness as a form of violation of the child's rights. We promote the transfer of know-how by drafting educational and sensitizing materials.

As an organization that promotes child’s rights, Save the Children constantly outlines the importance of the **child’s participation**. We involve children, we listen to their proposals, we take into consideration their suggestions. Children have the right to be heard both within the family and in the public space.

Save the Children promotes **positive strategies for parenting education** and proposes to help parents become more aware of the importance of a positive approach when interacting with their children, an approach that takes into consideration their rights. Save the Children wishes to offer parents clear messages regarding positive education, declaring that physical punishment is always unacceptable.

Save the Children militates for eliminating all forms of violence in all contexts of life of the child and for guaranteeing their rights are respected.

This study presents an up-to-date measurement of the of the violence against children phenomenon, after ten years of awareness campaigns and seven years of legislative measures that forbid violence against children. It is a measurement of the consisting efforts made in the last decade, but also one of the steps that Save the Children and its partners have to make from now on until the complete elimination of violence in the life of our children.

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**Gabriela Alexandrescu**

**Executive President**

**Save the Children Romania**
Purpose and Objectives

This study started from the need of qualitative and quantitative information regarding child abuse and neglect in families, in order to improve the system of prevention, intervention and fighting of this phenomenon.

The main objectives that were the basis for this research were:

- To determine the incidence of the abuse and neglect cases in families in Romania, from the perspective of the main dimensions of the phenomenon: abuse and emotional, physical and educational neglect;
- To distribute the value of the abuse and neglect indexes on the rural/urban dimension and in a territorial profile (historical regions);
- To measure the frequency of the child abuse and neglect by forms and real types of manifestation;
- To distribute the abuse and neglect indexes compared to various socio-demographic, socio-economic and psycho-social characteristics of the parents or caregivers;
- To determine the profile of the families showing different forms of abuse and neglect, profile built based on statistically significant associations between the characteristics of those families and various forms of abuse/neglect;
- To measure population’s attitudes and perceptions with regard to child abuse and neglect in families, school, group of friends, proximity group etc.;
- To measure the phenomenon’s frequency from the child’s perspective.
Chapter 1
Conceptual Specifications and Legislative Regulations

Conceptual specifications are necessary for the sociological investigation proposed by this research for two reasons. On one hand, there is a need to define the concepts of „abuse” and „neglect” and their main indicators in order to draft a methodology that catches as accurately as possible these phenomena; on the other hand, they are necessary in order to draft prevention and intervention recommendations in abuse and neglect cases, according to the national legislative regulations in the field.

A common understanding of the meaning of the terms used is this field of action is essential for a fluent and intelligible communication between the professionals who work directly with the child and family, in various fields of activity, or/and those that do not work directly with the child (mass-media representatives, community leaders etc.) but who are involved in the life of child and family, through the nature of their activity.

In Romania, the terminology recommended by the 2006 UN World Report on Violence Against Children is recommended, as well as the definitions in the national legislation.

There are several operational definitions for the various forms of violence against children.

Violence against children represents a complex concept, integrating various forms of physical, verbal, emotional and sexual abuse, neglect, economic exploitation/labour exploitation, sexual exploitation, kidnapping and/or disappearance, migration in risky situations, trafficking, Internet violence etc., relating to all environments with which the child has a relationship: family, education, medical and protection institutions, crime investigation and rehabilitation/detention environments, Internet, mass media, jobs, sports, community etc.
Based on the particularities of the way the violent act was committed, respectively the relation between the aggressor and the child, all these forms of violence against the child can be subsumed to the following types of violence:

- violence against yourself;
- interpersonal violence;
- collective violence.

**Violence in families** has a part common with violence against children, respectively physical, emotional and/or psychological and sexual abuse, and neglect done by the parents of the legal tutor, and a part specific to adult who is the adult victim.

**Violence against children** represents the forms of bad treatment done by parents or any other person that has responsibilities or power over the child or that has a relationship of trust with the child, who do actual or potential damages to the child's health and endanger his/her life, development, dignity or morality. Depending on the characteristics and severity of the deed, violence against children leads to civil, disciplinary or criminal liability of the offender/aggressor.

The main forms of violence against children are abuse, neglect, exploitation and child trafficking.

**Abuse** is defined in Law no.272/2004 on protecting and promoting child’s rights (art.89, paragraph 1) and may take various forms, the categories being physical, emotional, sexual and economic abuse (Government Decision no. 49/2011, Annex 1, Chapter II.2.1. Operational Definitions).

- **Physical abuse** consists in bodily harming the child during a single or repeated interaction, with a person that has responsibility or power over the child or who has a relationship of trust with the child, being the result of intended acts that cause sufferance to the child in the present or in the future.

- **Emotional abuse** consists in repeatedly exposing the child to situations with an emotional impact that exceeds his/her capacity of psychological integration. Emotional abuse comes from an adult who has a relationship of trust, responsibility or power with the child. In other words, these acts can be
verbal or nonverbal humiliations, intimidation, threats, terrorisation, restricting freedom of action, denigration, false accusations, discrimination, mocking and other hostile or rejection attitudes towards the child. If emotional abuse is repeated and sustained it affects the different levels of the child's psychic (e.g. personality structure, emotions, cognitions, adjustment, perception) turning into psychological abuse, which has more serious and on a longer term consequences on the child's development. The child that is a witness of family violence indirectly suffers an emotional and/or psychological abuse.

- **Sexual abuse** represents the involvement of a child or minor, dependent and immature in terms of the psycho-sexual development, in sexual activities that he/she is not capable to understand, which are unsuited for his/her age or for his/her psycho-sexual development, sexual activities that he/she bears being constrained by violence or seduction or which transgress the social taboos related to family roles; these activities usually include physical contact, with or without sexual penetration. In this category we may have:

- sexual molestation, exposing the child to bad language or a language with sexual connotations, as well as touching the child in the erogenous zones with the hand or by kissing, irrespective of the child's age;
- the situations that lead to satisfying the sexual needs of an adult or of another child who has a relationship of responsibility, power or trust with the child victim;
- luring into or obligating the child to obscene actions;
- exposure to obscene materials or providing such materials etc.;
- early marriage or children engagement, which involves sexual intercourse (especially in the Roma communities);
- genital mutilation;
- sexual harassment, defined for the workplace, for the children who work in the formal system, being either under the incidence of the Labour Code, or of the Civil Code.
Neglect is defined in Law no.272/2004 on protecting and promoting child’s rights (art.89, paragraph 2). Neglect can take various forms (Government Decision no. 49/2011, Annex 1, Chapter II.2.1. Operational Definitions):

- nutritional neglect – food deprivation, lack of several food products essential for growth, uneven meals, unsuited food products or that are inappropriated for the child’s age;
- clothing neglect – clothing that is inappropriate for the season or that are too small, too dirty or the lack of clothing;
- neglecting hygiene – lack of body hygiene, unpleasant odour, parasites;
- medical neglect – absence of necessary care, lack of vaccination and medical check-ups, lack of treatment prescribed by the doctor, not going to the recovery sessions;
- educational neglect – under-stimulation, instability of the reward-punishment system, lack of following school progress;
- emotional neglect – lack of attention, physical contact, affection gestures, praises.

Leaving the child/family abandon represents the most severe form of neglect.

Child exploitation corresponds to the definition of people exploitation from Law no.678/2001 on preventing and fighting human trafficking (art.2 point 2), and the operational definitions are mentioned in the Government Decision no. 49/2011, Annex 1, Chapter II.2.1.

- Sexual child exploitation represents a practice where a person, usually an adult, obtains a sexual bonus, a financial gain or a promotion, abusing/exploiting a child’s sexuality, violating the child’s right to dignity, equality, autonomy and physical and mental welfare; examples: prostitution, sexual tourism, trade with marriages (including by mail), pornography, striptease.
Child prostitution and pornography are defined by the Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography to the UN Convention of child's rights, adopted by the UN General Assembly on September 6th, 2000 (art.2 letters b and c) and ratified by the Decree of the President of Romania no.690/2001.

- Child labour exploitation corresponds to the definition of the most severe forms of child labour in the Convention of the International Labour Organization (ILO) no.182/1999 concerning the prohibition and immediate action for the elimination of the worst forms of child labour (art.3), ratified by Law no.203/2000, as well as in the provisions of the ILO Convention no.138 on the minimum age for admission to employment. Details about preventing and fighting child labour exploitation, complementary to this document, can be found in annex 2 to the Government Decision no. 49/2011 – Methodology for the multidisciplinary and inter-institutional intervention for exploited children and children with a risk of labour exploitation, for children victims of human trafficking and for migrating Romanian children victims of other forms of violence in other countries.

**Child trafficking** corresponds to the definition of the trafficking of minors in Law no.678/2001 on preventing and fighting human trafficking (art.13 point1).

According to the definition, human trafficking, including the one with minors, is done for exploitation purposes. In the field of child protection, the expression “child trafficking” is used, in accordance with the provisions of the UN Convention on child's rights.

Another issued worth to mention is the inclusion of the sexual exploitation for commercial purposes (child prostitution and pornography) and child trafficking amongst the worst forms of labour exploitation (ILO Convention no.182).

A particular form of violence against children is Internet violence defined in the Government Decision no. 49/2011, Annex 1, Chapter II.2.1 namely, violence through computers and mobile phones, and includes the following categories:

- illegal and/or offending content (pornography, child pornography, erotic photos or child images – for example, the Lolita phenomenon, erotic
- contact online and in the real world (by chat and e-mail, the aggressor wins the trust of the child, who provides information that can lead to the identification of the child and/or his/her address, and to subsequent abuses and crimes, by meeting the child face-to-face or not);
- games and Internet addiction (the excessive use of the computer and browsing the Internet more than four hours per day have devastating effects on the physical health, school performance and the capacity to socialize of the child and on the relationship with the parents);
- trade and advertising (e-trade without the parents' supervision can lead to the fraudulent use of the personal data; for example, the illegal use of credit cards, identity theft).

Child abuse, neglect, exploitation and trafficking, as well as the other forms of violence against child can be committed by parents, by people known by the child or not, as well as by children other than the child victim. Thus, these acts can occur both in families and in public or private institutions, dedicated to children and/or family, as well as outside them, like at the workplace.

This delimitation between various forms of violence against child is strictly theoretical. In reality, they frequently occur together; for example, physical abuse is accompanied by emotional abuse, sexual abuse usually supposes physical and emotional abuse.

Violence in the family

Violence in families is defined by Law no.217/2003 (art.2). We underline the difference between domestic violence regarding violence between partners and violence in families where it refers to violence towards any member of the family. In other words, the concept of domestic violence is included in the concept of violence in families, which includes violence between partners, either spouses or concubines, as well as violence against children, elderly people or other relatives.
For operationalization for monitoring purposes, Government Decision no. 49/2011 categorizes violence in families as it follows:

a) Physical violence - consists in painful touching or physical contact, including physical intimidation towards the victim. Manifestation forms: pushing, slapping, hair pulling, arm twisting, disfiguration, causing bruises, contusions, burns, beating, hitting with the fist, palm or leg, throwing various objects at the victim, hitting the victim against the walls or furniture, using weapons. Physical violence includes the destruction of goods belonging to the victim or that the two partners own and use together.

b) Psychological violence - precedes and accompanies the other forms of violence/abuse, but it can manifest also separately through cursing, threats, intimidation, killing favourite pets, depriving the victim of the essential personal needs (food, sleep etc.). This type of violence includes six important behaviours: fear, depersonalization, deprivation, responsibilities overload, reality distortion and degradation. It also represents a central factor in controlling and manipulating the partner.

c) Sexual violence - consists in degrading comments addressed to the victim, unpleasant touches and various slander during or related to sexual intercourse, including also marital rape.

d) Violence by deprivation / neglect - represents the nonphysical form of violence. It is manifested through the incapacity or refusal of the aggressor to give to the person the things necessary for all aspects of his/her life: health, education, emotional development, nutrition, shelter, life security – in the context where family or the legal caregiver has access to the necessary resources. It includes the lack of supervision and the lack of protection / help of the person facing a danger, lack of freedom, family abandon, not observing the measures regarding the entrustment of the minor, throwing the person out of the house, etc.

e) Economic violence - is manifested through the control of the victim's access to money or other personal belongings, food, transportation means, phone and other sources or protection or care that the victim could benefit from. It leads to the victim's diminished of resources and autonomy.
Causes and Consequence of Violence

Risk and Protection Factors


Addictions and social limits that children are submitted to in an adults’ world create a series of situations that predisposes them to the risk of being victims of violence. Besides these situations, there are also factors that act in favour of the child, in a protective sense. Also, the areas where risk manifest themselves may give birth to just as many areas of intervention, and the risk situations can also be warning triggers. The risk and protection factors mentioned below are valid both for violence against children and for violence in families.

**Risk Factors**

a) Child’s characteristics: prematurity or low weight at birth, perinatal problems, problems with development (for example, attachment disorders), health, disabilities, behavioural problems or disorders, child outside the marriage etc.

The Cinderella effect defines the increased incidence of violence against children outside marriages committed by the stepmother/stepfather compared to general violence against natural children. The concept was extended also to adopted or foster children.

b) Characteristics of the adult victim/family: low education level, traumatic experiences during childhood, alcohol and drug consumption, the mother is very young when she gives birth to her first baby, mental health problems, deprivation of freedom of one of the parents / family member, disabilities or chronic diseases, empathy towards the aggressor, instability of family structure, big number of children in the family, single parent families, violence in the family of origin, isolation from family and friends, high levels of expressing anger and impulsiveness, unreal expectations from children,
aggressive reaction to stress, frequently moving from one place to another, lack of role models etc.

c) Socio-cultural characteristics: poverty, unemployment, cultural beliefs regarding men’s authority, increased tolerance towards violence in families, weapon possession, institutional violence, societal violence, audio-visual violence.

**Protection Factors**

Child development in an environment that offers protective elements may lead to preventing the consequences of abuse, neglect and exploitation, especially of the long term ones and even abuse.

a) Child characteristics: good health, resilience, level of development, safe attachment, social skills, self-esteem etc.

b) Protective factors of the adult victim/family: existence and involvement of enlarged family, affectively harmonious family, support, credibility and family respect for the child, various and positive interactions, joint family activities etc.

c) Protective factors in the community: community information and sensitizing level, the support social network, personal appreciation, the existence of professional and support community services and the level of access of children and families to them, strong social skills etc.

Knowing risk and protection factors is very important for the professionals who interact with the child in order to evaluate the risk of exposure to a certain situation of abuse, neglect and exploitation. This is why, you should rather use risk assessment tools.

**Violence against children in the family**

Besides the classic forms, the definitions of which have been presented above, Government Decision no. 49/2011, Annex 1, Chapter III states a series of specific aspects related to violence against children in families that professionals should take into account when they identify and solve cases:
- The negative perception of the children by their own parents, sometimes even from birth, leads to various levels of rejection of the children: they are overlooked, mocked, rejected or seen as a source of the parents’ problems.

- Repeatedly threatening the child with punishments, with abandonment or throwing out lead to a state of anxiety with which the child can hardly cope and that leave scars on the long run.

- Child neglect often leads to undertaking responsibilities that children may not be mature enough to handle. As a consequence, they are left with only little energy and joy to invest in play, in the relationships with other children and in education. Many years later we can notice identity problems in these children, problems of awareness regarding their own value or sexual identity.

- The children of drug users are already affected while they are in the womb. The fetal alcohol syndrome is characterized by: specific physiognomy, congenital malformation, growth disorders and mental retard. For mothers who use drugs during pregnancy, there is also the risk that the newborn develops withdrawal symptoms: shaking, agitation, vomit, diarrhoea, abdominal cramps. In case of older children, they see that adults are so preoccupied by their own world, by their own needs and problems that they can't take care of their children and their needs. Hence, children undertake responsibility taking their parents places. Moreover, drug users often use denial and projection as defence mechanism. They deny, minimize and rationalize the abuse they commit. Very often, the drug user projects on the child, whom he might make feel responsible for any problem that may occur. A drug user may distort the child’s perception of reality just as much as a parent with a severe mental disorder.

- The nonorganic failure to thrive syndrome is defined as a form of emotional neglect having as consequence abnormal weight and growth retardation. In child psychiatry, this is known as a primary attachment disorder which results in dwarfism related to height and weight.

- Divorce is another traumatizing moment for a child, because it can lead to emotional abuse. Thus, children see themselves thrown in the middle of a chronic
conflict where one of the parent accuses the other, and they are forced to „take sides”. The child becomes anxious and may have often confused feelings. He/she loses a parent without being allowed to be upset or to ask for or receive help. Anger, associated to these experiences, as well as the child’s desperation many times are not expressed directly, the child becoming depressed and/or problematic. The child goes through a process that may affect his connections to the close ones in a negative way and on the long run. The following situations can be identified as emotional abuse:

a) the child develops a chronic anxiety of separation and the feeling of guilt because he took the side of one of the parents;

b) the child is intentionally or unintentionally used to support „the operation” of one of the parents; for example the child is used to send messages, to spy, etc.; in such cases the child will develop psychosomatic and behavioural disorders;

c) the kidnapping of the child or his/her illegal separation from one of the parents;

d) the parents fighting in front of the child.

**Consequences of violence on the child**

*(Government Decision no. 49/2011, Annex 1, Chapter III)*

Violence can have immediate and/or long term consequences on the health, development and wellbeing of the child. On the long run, the consequences influence also his/her adult life, being reflected by the difficulty to develop or maintain intimate relations with the opposite sex or even social relations in general, to find a stable job, to have the skills and capabilities needed by a good parent etc.

The act of violence itself is not the only one with consequences, but also the context in which this takes place. There is usually an interaction between several risk factors that lead to consequences and an increased impact. Repeated interviewing/hearing the child after having discovered the act of violence may also hurt the child again.
The consequences are reflected on the child's development in terms of emotional level, as well as on other development aspects and school adjustment.

- At emotional level: atypical attachment (disorganized), lack of emotions, negative emotions, aggressiveness, low self-esteem, etc.

- Other development aspects: growth retardation, delays in locomotor, cognitive and language development, low social skills etc.

- School adjustment: low educational results, learning problems, school abandonment.

**Consequences of physical abuse**

Physical abuse may have physical and neurological consequences and may lead to diseases, fractures, disabilities and even death. It also frequently leads to aggressive behaviours, emotional and behavioural problems, learning problems and lower school performance. The context of the physical abuse can be in families, various institutions (e.g. school, re-education centre and foster care centre), in the community (e.g. in the street) and even in the society.

**Consequences of emotional abuse**

Sustained emotional abuse has consequences especially on long term on the child's development, mental health, behaviour and self-esteem. The contexts for this type of abuse are usually related to domestic violence/ violence in families, adults with mental health problems and parents with low parenting skills.

**Consequences of sexual abuse**

Sexual abuse is often recognized based on self-aggressive behaviours, depressions, loss of self-esteem and sexual behaviour improper to the child's age. The severity of the
impact is proportional to the duration and intensity of the abuse, to the age of the child, to whether there is a component of premeditation, threat, coercion, sadism or not, etc. In sexual abuse cases, once the child admitted and revealed the abuse, the presence of an adult is crucial, especially the presence of a protecting parent or of a caregiver that the child trusts, to help the child cope with this dramatic experience and to understand what has happened to him/her, giving him/her support and protection.

**Consequences of neglect**

Severe neglect especially in younger children majorly affect the physical and intellectual growth and development of the child, and in extreme cases it may lead to child's hospitalization, disabilities and/ or death.
Chapter 2
Research Methodology

In line with the objectives of this research, we chose to have a double approach of the research:

- **qualitative-type approach** which wanted, mainly, to outline the child’s perceptions, attitudes and behaviours related to the abuse and neglect phenomenon, to identify the main players involved in these phenomena, the social context of the phenomena and solutions to limit them;
- **quantitative-type approach**, which meant measuring the opinions of parents and children with regard to the social phenomena studied here.

Qualitative research regarding children’s perception of abuse and of main types of abuse

**Focused Group was the research method we used**, methods that allows the detailed investigation of the subject's perceptions and attitudes. *Focus Group as a qualitative research technique can be described as a mediated discussion, focused on a given topic (focused) discussion between 6 to 12 people, by taking into account the homogeneity of the opinions, the age of the participants, the socio-demographic or status characteristics, etc. The participants were selected based on a questionnaire which ensures the homogeneity of the discussion group and, at the same time, filters the participants based on the desired socio-demographic characteristics.*

**The target group** of the qualitative research was represented by children grouped by education cycles, as it follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Inquired group</th>
<th>Method</th>
<th>No. of units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Primary education</td>
<td>Focus Group</td>
<td>2</td>
</tr>
</tbody>
</table>
The children who participated to the qualitative research came from the following counties: Argeş, Caraş Severin, Constanţa, Dolj, Hunedoara, Iaşi, Mureş, Neamţ, Suceava, Timiş, Vaslui.

Qualitative research amongst children and parents in order to estimate the incidence of abuse and neglect

The research method that was used for both target groups (parents and children) was a survey based on a questionnaire, as it follows:

1. **The survey amongst parents** had as target group the households (families) with at least one child under 18 in their care.

   **The selected sample** was stratified, random, in three stages and had as stratification criteria the development regions (North – East, South– East, South, South – West, West, North – West, Centre, Bucharest – Ilfov), the residence area (urban – rural) and the size of the cities or towns (big urban area, medium urban area, small urban area, big rural area and small rural area).

   **The volume of the parent sample** was of 1,436 households, and the sampling was done by random selection of the towns (58 towns) and of the people (random selection, with statistical step and based on the birthday method).

   The sample is representative at national level, for the population of the target group, with an error margin of +/- 2.5% at a level of trust of 95%. The sample was validated based on the data of the National Institute of Statistics.

   The interviews took place at the subjects’ residence between May and July 2012.

2. **The survey amongst children** had the same territorial distribution as the one for parents, and it included 1,120 people.
The sample that was used is representative for the school population (from the primary education, the first cycle of the secondary education and high school under 18), with a margin error of +/- 3%, at a level of trust of 95%.

The data was gathered by people filling in the data, and the selection of schools, classes and students was random.

Research tools (the questionnaire for parents, the questionnaire for children and the interview guide) are available in the annexes. The research tools followed the next dimensions:

Interview guide: the way children relate to abuse, defining violent behaviours and the main forms of violence and abuse, typical abuse situations, etc.

Questionnaire for parents: the family structure, living conditions, material and financial status of the family, existence/ lack of conflicts in the family and their type, substance abuse, the behaviour of the parents towards the child (care, emotional behaviour, communication, supervision, spending time with the child, behaviours to punish the child, child exploitation), traumatic experience of the parents in their childhood etc.

Questionnaire for children: parent and children socio-demographic data, family structure and living conditions, child’s perception on the material status of the family, child neglect and abuse (the affection in the family, parent's openness to the child's needs, attention paid to the child, means of punishing the child), questions regarding the behaviour and emotional state of the child who suffered various punishments.

The analysis of the qualitative data was done using the content analysis method. The quantitative data was analyzed using specific descriptive or inferential statistical procedures.
Chapter 3
Abuse perception and types - qualitative research amongst children

Qualitative research was focused on the way in which children decode violent / abusive behaviours, no matter the form - verbal / psychological/ physical - or the various environments (family, equals, online, school) and had two main objectives:

- Identifying the main patterns in the way children relate to the abuse or violence phenomenon;
- Calibrating the quantitative research tools.

What do children understand by abuse/ violence?

Most of the focus group participants spontaneously mentioned three types of violent / abusive behaviours against children: verbal, physical and psychological.

„Violence is any thing that leads to mentally or physically hurting a person. For example, physical - to hit a person, or mentally- to denigrate a person.” (child, Focus Group)

„Just to make you suffer. No matter what that person does; it’s not necessary to beat you, just to do something which might bother you.” (child, Focus Group)

Violent behaviour decoding is done at two levels, on one hand, based on the way in which this is felt by the victim („it bothers you”, “it makes you suffer”), and on the other hand, based on the intention of the players involved. The latter way of relating leads to excluding from the behaviours defined as violent the actions made with the obvious intent to hurt, even if they imply physical violence (usually light physical violence, „playful” kicks amongst equals).

„Not all actions are violence. For example, you may push your friend or you may slap him, but this is not violence, this is just play. Just like guys say to each other bad words, or may
joke by offending each other. In order to be violence, the person who is the centre of the attention has to feel hurt” (child, Focus Group)

„Categorizing an act as violent depends on the closeness between the two people. It's important who starts this and what is his/her intention; you know that a friend doesn’t want to hurt you if he smacks you over the head, for example.” (child, Focus Group)

Perception of abuse / violence based on the environment and the authors of the action.

Most participants have identified the following environments for child abusive behaviours:

1. **Family** – according to the participants to the focus groups, we may have all types of violence: physical, verbal, psychological, child neglect. Relating to the authors of the action, children identify both the violent / abusive behaviours of the parents against children, as well as those of a parent against the other or violence amongst siblings. Marginally, another type is underlined by the children as potential behaviour, namely children's violence against the parents, seen as a perpetuation of the abusive behaviour.

„If the child is beaten when he/she is young... beaten again and again, and when he/she asks why, he/she doesn't understand, when he/she will grow up the child will do the same. When the child will grow two meters tall may end up beating his parents, as you can see on the news” (child, Focus Group)

Talking about the causes of abuse in families, the children identify the following: parents’ stress level, lack of communication, authoritarian education methods, perpetuation of violent behaviour from a generation to the other, by copying the example:

„This is how they were brought up – our parents – and they learnt that this is the simplest way; why explain to the child something for two hours, when you can slap him twice and the problem is solved immediately”. (child, Focus Group)
2. **School** – based on the authors, we may have violent behaviours between students (where both actors are children), abusive behaviours of the teachers against students and of students against teachers. 

Violence against children, in the opinion of the participants to the focus groups, is characterized mainly as the violence of the older colleagues against the younger ones. As main typology of manifestation, children mention: physical, emotional and psychological violence ("when you scare a person") and verbal violence (offenses). A special category identified here is violence through nonverbal behaviour – body posture, signs and symbols. 

The violence of the teaching staff against children – most children consider that this is decreasing, especially physical violence:

„Teachers no longer touch children, they just scold them verbally, without touching or hitting them“ (child, Focus Group)

This declining trend of the physical violence against students comes, in the children’s opinion, by the change of the teachers' mentality, mass-media interventions („such cases have been reported, and this has a big influence on teachers“), legislative changes and the involvement of the parents in fighting this forms of violence.

Some of the children participating to the focus groups have emphasized the fact that teachers can be victims of some forms of violence coming from students. In most cases, it’s about verbal violence (direct offenses/ raising the voice) or „leaving the classroom by slamming the door“. Marginally, some of the children mention forms of physical violence against teachers.

3. **The street** – is, in the children’s opinion, the environment where the risk of abuse is the highest, either if we talk about verbal or physical violence. The causes identified by children are multiple, going from the aggressor's anonymity („it is hard for somebody to find him afterwards“), to no intervention from the authorities („if you get beaten and you call 112, it takes two hours for the police to come...“).
4. **The Online Environment** – children identified behaviours like cyber-bullying, where children/teenagers post online things that are upsetting or disturbing/painful/unpleasant for other people (usually also children) or sexting, respectively posting messages of sexual nature.

In the opinion of the participants to the focus group, the most frequent form of online violence is represented by posting images which „ruin the image” of that person (pictures in funny situations made public for the people „to laugh at him”).

In the opinion of most participants to the focus group, as regards the online environment, in defining a behaviour as abusive or not it matters the nature of the relationship between the actors (if they are friends or not) – for example, posting a funny or humiliating picture is accepted in a group of close friends, but is defined as a form of abuse when people outside the group see it.

**The causes of violence/ abuse, in the children’s opinion**

Most children participating to the focus groups relate to violent behaviours (no matter if it’s physical, verbal or psychological violence) taking into account the following dimensions/factors:

1. Factors relating to the aggressor’s socialization, with an important emphasis on primary socialization, „the first seven years of education”. In this case, elements like role models and family values are important - “what the child learns from his/her parents”.

   In the case of teachers, they use violence in order „to discipline”, when they „do not know other methods”.

2. Factors related to entourage / group of friends and its pressure on the child, especially amongst teenagers and youth:

   „*Most often, the entourage is to blame, the child can be very good in front of his parents and when he goes out curses and does all sorts of things. Parents can’t know, because they don’t see him*”.
3. Aggravating factors which exacerbate already existing problems: alcohol use, material problems, a parent leaving, or worst, both parents leaving to go abroad (by losing the “control over the child”) etc.
Chapter 4
The quantitative dimension of abuse and its factors

Living conditions/Housing

Parents’ opinion

The average total income per household in the researched population (parents with children under 18 years) is of 2200 lei (1591 in the rural environment and 2747 in the urban environment). By comparison, the average of the cash revenues per household for the general population (which was, according to the National Institute of Statistics, 1974 lei in 2011 for the general population, 1394 lei in the rural environment and 2416 lei in the urban areas), the average income of the studied population is a little bit higher. The difference can come from the fact that we talk about a young population, characterized by higher levels of income.

In terms of the subjective perception of the income, 19% of the parents who have children under 18 years old say that their income is not enough for the basic needs, and 45% of them say that it is enough only for their basic needs. Compared to the available data about the general population (the last report regarding the quality of living conditions of ICCV underlines that, in 2011, 31% of the Romanian cannot provide for their basic needs), the percentage of extreme poverty is smaller by 12 percent. The difference can also be explained by the age structure of the population.
In terms of the evolution of the income, 44% of the respondents say that the current living conditions are worse or much worse compared to last year, approximately 43% of them say it is the same, and 13% say that it has improved.
Taking into consideration the main categories of expenses, 45% of the respondents said that there were cases when they had no money to buy basic food, 82% said that they run out of money for the daily expenses, 70% said that they had no money to buy the goods for the basic needs of their children and 76% said they had no money to buy other things that children wanted.
In terms of household structure, the average number of people per family is 4.05, and the average number of children per household is 1.4. Similarly to the general population, the households are bigger in the rural environment (4.45 people and 1.56 children per household) compared to the urban environment (3.7 people and 1.3 children).
Children's opinions

Most children (86%) consider that their family's financial situation is similar to the one of their friends / colleagues and that parents buy them most of the school materials they need (92%). However, one must take into account the desirable nature of the answers, the indicators that measure living conditions as they are perceived by children can be overestimated in a positive way – thus, even though in this set of questions 9% of the children say they don’t eat enough at home (”the food is good, but I don’t eat enough”), in the case of the questions measuring child neglect 18% say that ”there are cases when they go to bed even though they are still hungry”.

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**Dacă ar fi să compari situația financiară a familiei tale cu cea a unora dintre prietenii sau colegii tăi, crezi că familia tăi este:**

- Mai săracă decât a majorității celor de vârsta ta: 4.39%
- Cam la fel ca a celor de vârsta ta: 85.98%
- Mai bogată decât a majorității celor de vârsta ta: 9.62%
Family environment

83% of the parents say that they argued with the spouse, most of them saying that this happens rarely or very rarely. Out of this 83%, 14% say that they argued in front of the children.

Taking into consideration the type of respondents, women admit they fight with their life partner to a greater extent than men. Also, people with an income below 700 lei and people living in the urban environment fight more often with the spouse.

An important factor in increasing the frequency of family arguments is the excessive alcohol use by one of the partners. Thus, people that answer with yes to the item “is somebody in your family drinking heavily” they admit to a greater extent that they fight with their partner.
In terms of physical violence, approximately 6 percent of the respondents say that “they got to a stage where they fought with the wife/husband”. Compared to family arguments, where most respondents said that conflicts were rare or very rare, when there is physical violence, the incidence rate is higher.

As in the case of family arguments, the excessive use of alcohol is strongly correlated to family violence.
**The parent-child relationship**

Most parents say that they spend more than 2 hours per day together with the child / children, the percentage being higher (approximately 90%) for those that have children younger than 10 years, compared to those that have children between 10 and 18 years old (70% of the parents).

![Bar charts showing time spent playing with children by age group.](chart.png)

Also, between 70 and 90% of the parents say that they involve the child / children in family activities and don't hesitate to show them affection. To be noted that approximately 63% of the parents do not ask for the child's opinion (or do this very rarely) when it comes to important family decisions.
83% of the children say that they have a good or very good relationship with their parents (or with the caregivers) and 95% say that they feel safe at home. Analysing the answers for this last measured item, we can see a strong correlation between children that say do not feel at home (approximately 5% of the sample) and those that are victims of the abuse in families.
General Opinions Regarding Child Education

Most of the parents tend to moderately agree with the statement „if a parent loves his/her child, he/she must fulfil all the wishes of the child”. Even though most of the respondents (statistically) ten to select the value in the middle (5) on a scale from 1 to 10, where 1 means completely disagreeing and 10 completely agreeing, we can see that most parents tend to rather agree to the statement, instead of disagreeing.

If we take into account the type of respondents, women tend to agree with a value from the middle of the scale, and men with one of the extremes (even though most of them rather agree with the statement, instead of disagreeing). In terms of education, high levels of education are correlated to a higher agreement with this statement („if a parent loves his/her child, he/she must fulfil all the wishes of the child”). Moreover, single-parent families tend to agree more with this statement.

Dacă un părinte își iubește copilul trebuie să îi îndeplinească toate dorințele.

Răspunsurile o scală de la 1 la 10 unde 1 înseamnă dezacord total, iar 10 acord total.
Most parents are rather against punishing the child every time the child makes a mistake, than agreeing with this („if a parent wants to discipline the child, he/she must punish the child every time the child makes a mistake”), but most respondents have selected the value in the middle of the scale.

In terms of the types of subjects, men tend to disagree with punishing the child every time the child makes a mistake, women showing a more moderated agreement with this statement. Also, highly educated people tend to disagree with this statement („if a parent wants to discipline the child, he/she must punish the child every time the child makes a mistake”), and the same thing applies to those that come from single-parent families. People with secondary or vocational studies and people from the rural environment have a higher level of agreement.

58% of the parents think „a good child is the child that always listens to his/her parents”, while 27% of them neither validate, nor invalidate this statement, while 14% say that a child is „bun” even though he/she doesn’t always listen to his/her parents.

Taking into account the socio-demographic profile of the respondents, we can say that there is a higher level of agreement with this statement („a good child is the child that
always listens to his/her parents") in the case of the people in the rural areas, who have secondary or vocational studies and an income under 1400 lei.

52% of the parents say they agree with a parent yelling at his child when the child makes a mistake, and 19% agree with a beating as a correction method. However, even though 81% of the parents say they do not agree with using physical violence when a child makes a mistake, 38% of them say that, in the last year, they have used „ear pulling or slapping” against the child/children. This difference may be explained by the social desirability of the answers (a part of the parents say they do not agree with physical punishment, even though they use this means of constraint), either by the fact that light violence acts (ear pulling, slapping) are not defined as a beating.

Checking the association of the answers given for these two items, we see that 33% of the parents who are totally against beating say that they pulled the eras or slapped the child in the last year (a percentage smaller by 5 percent than the one for the general population). Of those that say they agree with a beating „in exceptional cases”, 56% say that they have used ear pulling and slapping against the child, the percentage going up to 73% in the case of the parents that say „yes” to this question („Do you agree that when a child makes a mistake, the parents should beat him/her?”).
In terms of sanctioning improper behaviours, most parents say they prefer to cancel certain privileges of the child, to let the child bear the consequences of his actions or not to support the child in the activities the child prefers.

Analysing the answers given by children, we see that the main punishments are no computer access (47% of the cases), not granting permission to go out and play (31%) or no TV watching (6%).

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<tr>
<th>In opinia dvs., ce sancțiuni pot fi aplicate copiilor pentru comportamente neadecvate?</th>
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<tbody>
<tr>
<td><strong>Da</strong></td>
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<tr>
<td>Să i se anuleze anumite privilegii de care se bucură</td>
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<td>Să i se reușească ajutorul pentru anumite activități pe care le preferă, hobby-ul</td>
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<td>Să suporta consecințele ce decurg natural din faptă sa</td>
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<tr>
<td>O sancțiune pe care nu au mai aplicat-o adulții și care să-i spună pe copil prin nouitatea ei</td>
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<tr>
<td>Orică sancțiune, cu cât mai aproape de atât mai bine, important este sa nu mai reapea greșeala</td>
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The main causes of neglect / abuse are, according to the parents, poverty (68% cumulated percentages), promiscuity (57% cumulated percentages), lack of state support for families with problems (22% cumulated percentages), the big number of undesired children (22% cumulated percentages).

**Care credeți că sunt principalele două cauze pentru care copiii sunt neglijați sau abuzați în unele familii?**

- Adânc
- Necunoașterea legislației privind drepturile și îndatoririle părinților
- Lipsa de informare a părinților privind creșterea și educația copiilor
- Servicii insuficiente pentru creșterea și educația copiilor
- Lipsa sprijinului din partea statului pentru familii cu probleme
- Promiscuitatea
- Numărul mare de copii nedorită
- Sfârșitul
Child Participation to the Household Chores

68% of the parents say they are helped with the house chores, to different extents, by their children, while 32% say that children never participate to such activities (however, if we take into account the children’s age, a significant part of this 32% is explained by this variable – children do not have the necessary age to participate to house chores).

Analyzing the data based on the residential environment, we may emphasize that, in the rural areas, children participate to a significantly greater extent to house chores, compared to those in the urban areas (the percentage of those that say they never participate is significantly lower in the rural areas and the frequency of the activities is higher).

The participation of children to house chores is also significantly correlated to the income level of the household, namely, the higher the income, the lower the child's participation. Thus, not taking into consideration the children's age, in the families with an income lower than 700 lei, 82% of the children participate to house chores, the
percentage going down to 50% for families with an income over 2500 lei. Related to participation frequency, most children in households with a low and very low income participate often and very often to house chores, while in the families with an income over 2500 lei, the involvement of children is rather occasional (rare and very rare).

Based on the type of family, children’s participation to house chores is more frequent in the case of single-parent families. There is a correlation between this variable and the region where the respondents come from as it follows: in the North, North-West, West and Centre, children's participation to house chores is higher.
The parent-school relationship

Most parents (96%) consider school is regularly attended by their child/children. The 4% of the respondents who answered negatively to the question say that children skip school because they have to take care of their younger brothers or to do house chores, that the school doesn’t provide any future for the child/children or that children no longer want to go to school.

Related to how often parents go to school to find out the situation of their children, 50% of them say they do this monthly, and 7% quarterly. At the same time, 30% go to school exclusively when there are parents meetings, 10% when they are called, and 3% say they never go.

Related to how often parents go to school to find out the situation of their children, the respondents in the urban areas say they go to school every month, while those in the
rural areas say they go only when they are called in / when there are parent meetings. This pattern is kept also for the income and education variables, the respondents that have higher education / with an income over 2000 lei (per household) saying they go to school every month in order to find out their children's situation, while people with secondary or vocational education / with an income under 1400 lei say they go only to meetings or when they are called. There is also a strong association from the gender's point of view, women saying that they go more often to school in order to find out the child's situation.

If in the case of the frequency with which parents go to school to find out the situation of their children there are differences in terms of the parents' income, residential environment and level of education, in the case of helping the children / checking if the children have done their homework there are differences only in terms of the gender of the subjects, this activity usually being the task of the mother.
Talking about the children’s school results, most parents (92%) say these are good or very good. Even though the percentage (over 90) may seem very high, we must keep in mind two issues: the social desirability level of an answer like this is usually high (there is tendency to overestimate) and the comparing method is purely subjective.

The answers given by children to this question are comparable to the one’s of the parents, approximately 88 % saying their results are good or very good.
In terms of the parent-school relationship, most children say their parents “often” come to school to meetings (73%) and are interested in their grades (71%). A lower frequency refers to the direct communication with the classmaster (36%) or checking to see if children actually attend classes (49%).
The Child-School Relationship

Most children say they feel happy at school (77% of the answers, percentages cumulated between the first and the second option). However, if for the first option, most children appreciate the time spent in school, for the second option we often see considerations like: indifferent (29%), nervous (22%), shy (16%) tensed (10%), unsure (9%) or worried (6%).

Taking into consideration the socio-demographic characteristics of the inquired sample and the attributes mentioned above, we notice a set of particularities, as follows:

- students in the rural areas tend to say to a greater extent that they feel „shy” or „tensed” in school, while those in the urban areas use „indifferent” more often;
- compared to girls, boys say to a greater extent that they feel „indifferent”, while girls associate regular school attendance to „shy” or „unsure”;
- compared to the other children, Roma students say to a greater extent that they are usually „tensed”, „sad”, „nervous” or „shy” in school.
93% of the children say that, during the breaks, they play or they spend time with other children, 5% say they do this with only one classmate, and 2% say they remain alone. Even though the percentage of the children that spend their time isolated is small, we can say that the majority of these children are in the urban areas and of Roma origin.
Abuse in school:

7% of the children say they are beaten, 33% say they are offended, and 86% say they are scolded by the teachers when they make a mistake.

We can notice a set of particularities of the physical abuse of the teachers against students, that we can analyze from the socio-demographic perspective, as it follows:

- physical violence has a double occurrence frequency in the rural areas compared to the urban ones;
- taking into consideration the school cycle, more 5th-8th grade students say they are beaten by their teachers compared to high school students;
- compared to girls, more boys say they are beaten by their teachers (11% for boys compared to 2% for girls);
- the difference is the same also for nationality, 14% of the Roma children say they are beaten by their teachers, compared to 6% of the Romanian children.

Compared to physical abuse, verbal abuse done by teachers is more frequent (33% of the children say they are offended by teachers, compared to 7% who say they are beaten when they make a mistake). Taking into consideration the socio-demographic dimensions, we can say that:

- the distinction between rural and urban still exists, in the sense that verbal violence against children is more often met in the rural areas, but the differences between the two environments are more reduced (the frequency with which they occur is more similar);
- there is no difference between school cycles. If, for physical abuse, this is more frequent in the 5th-8th grade compared to high school, the verbal abuse has a similar frequency (approximately 33%) for the all inquired students;
- Boys say they are more often offended by their teachers than the girls, but, the difference is much smaller compared to physical abuse (the frequency of the verbal abuse is of 37% for boys, compared to 29% for girls);
➢ in terms of nationality, there are no significant statistical differences in terms of verbal abuse.

Child’s Group of Friends

Most parents say they agree with (89%) and know (90%) their child’s friends. In terms of their age, 66% of the parents say that the friends are children of the same age, 14% say they are of different ages, 9% say they are exclusively members of the family (the child has no friends outside the family), 8% say they are from all age groups and 3% say the friends of the child are adults.

Analyzing the date, we can state that there is a strong positive correlation between „knowing” the friends and „agreeing” with them. In other words, parents who say they know who are the friends of their children, say they agree with them and, the other way around, parents who say they don’t know their children’s friends, do not agree with them. Also, parents who say their child’s friends are adults tend not to agree with this friendship.
Children’s answers to the items regarding the group of friends are similar to the ones of the parents, most of the children saying that their parents agree with their group of friends.

Related to spending spare time, 65% of the children say their family “knows what they do all the time”, 27% say they are sometimes left unsupervised, 8% say they are rarely or never supervised by their parents.

Taking into consideration the background, compared to the children in the urban areas, more children from the rural environment feel supervised by their family. The same trend is valid in the case of the gender variable, girls saying they feel more supervised by their parents, compared to boys.
Analyzing the answers of the parents, 86% say that „they always know where and with whom their children spend their free time”, and 11% say „they know where and with who the child goes, but they do not check”. If, for the children's answers there is a difference in reporting based on the children’s background (children in the rural areas say they are more supervised by their family than the ones in the urban areas), this is not valid for the parent's answers. However, in their case, we notice that women are those who supervise the children (compared to men, more women say they „know where and with whom” their children spend their spare time).
3% of the parents say “it has happened for their children to miss / run away from home”. Their percentage is similar if we analyze it, compared to the data obtained for the item above („Do you usually know where and with whom your child spends his/her spare time?”). Thus, in the case of the parents who do not check how their child spends his/her spare time, the percentage of those who say that „it has happened for one of the children to miss / run from home” is approximately 3 times higher compared to the general population.
**Child punishment behaviours in families**

48% of the parents say that, in their family, only in exceptional cases the child is punished when he/she is wrong, 12% say he/she is punished every time, and 40% say he/she is never sanctioned. The main punishments mentioned by parents can be grouped, by their frequency of occurrence, as it follows: forbidding some activities (access to computer, TV, mobile phone), not letting the child go out to play, locking the child in his/her room, restricting the allowance, beating (slapping/with the belt).

Analyzing the answers from the perspective of the socio-demographic variables, it results that the people who say they punish the child every time the child is wrong (irrespective of the punishment’s nature) are, to a greater extent: women, people with secondary or high education, with average income, coming from single-parent families. There is no difference in terms of the background.
**Verbal/ emotional abuse (in families)**

19% of the parents say they „used threats in order to convince” the child to listen to them, compared to 34% of the children who have declared the same thing.

Based on the measured dimension, verbal abuse is between 2 and 5 percent of the studied population, and emotional abuse around 3%. If in the case of other child punishment behaviours (especially light physical abuse), women are the ones that do this most often, in the case of verbal abuse, the behaviour is associated to man. Taking into account the socio-demographic dimensions, we can underline that this is most often seen in the case of people with low income, but is not correlated with the background of the subjects.
Analyzing the answers given by children, verbal abuse has a value of approximately 16%, the incidence being higher by 10% compared to the data given by parents. The explanation can be the social desirability of the answers given by parents, the behaviour of offending / cursing a child being defined as improper by most people. In this context, even if verbal / emotional abuse takes place, most parents tend not to admit such behaviours.

On the other hand, isolating the child as a punishment, an action less desirable socially, has a similar incidents both for parents, as well as for children (approximately 3%).
Physical Child Abuse

Talking about the physical punishment of the child, 81% of the parents say they do not agree at all with using beating as a correction method, and 82% of them say they never beat their child/children.

A more in-depth analysis of the data shows that there is a significant statistic association (i.e. the association between the answers is not accidental, there is a consistent
relationship between these two variables) between the answers to the above questions. In other words, those who state that they don’t agree to beating, state further on that they never hit their child/children. This fact could also be translated in another way: the occurrence of the use of beating as a means of correction, within the parent population in Romania (to which other people who have children in their care) is approximately 18%.

Yet, taking into account the answers to the following question: “During the past year were there any situations when you pulled the ears, slapped lightly your child, without leaving any marks?” – where 38% of the parents say “yes”, we can take into consideration the following assumptions:

1. there is a 20% difference between those who state that they use beating as a means of correction (18%) and those who answer that they “have pulled the ear, slapped lightly” their child/children (38%);

Ați urecheat (copilul), lovit ușor cu palma fără a rămâne urme?

2. moreover, according to the opinion of the children, 62% of them state that they are hit by their parents with the palm of their hand (when they are in the wrong), 18% with the “stick” and 13% with the “belt”;
3. Analysing the socio-demographic profiles (available below) of those who state that they use beating as a means of correction and of the children stating that they are beaten by their parents, we can see that they match.

Taking into account the three above assumptions, the parents’ answers to the open questions and of the children within the qualitative research, we can conclude that:

- the corrections, as “slapping lightly”/”pulling the ear” are not perceived by the parents (and to a certain extent neither by the children) as acts in the area of physical abuse;
- the level of light physical abuse among the parent population is between 38 and 63 percents;
- approximately 20% of the parents (to which other people having children in their care are also added) appreciate positively beating as a means of correction.
With regards to the socio-demographic profile we can state that beating/light physical correction is used more often by:

- women, as opposed to men;
- people with primary education, middle school or high school education, by comparison to people with university education or post-graduate studies;
- people who live in consensual communion;
- people with low or near average income, as compared to people with high income;
- from a regional perspective, the behaviour of punishing the child by use of beating is more frequent in Muntenia, Banat, Oltenia and Bucharest – Ilfov.

With regards to the other acts of physical abuse, there are radical differences between the answers provided by parents and children. For example, approximately 1% of the parents state that it has happened (during the last year) that they beat their children using an object (belt, stick, rod), compared to 18% of the children who state that they had been beaten with the stick/rod, 13% with the belt, 8% with the wooden spoon.
The occurrence of severe physical abuse is lower, but, in this case too, we notice differences between the answers of parents and children. Thus, under 1% of the parents state that “the child was left with marks after the beating”, compared to approximately 5% of the children.

**Neglect / Exploitation of children:**

Physical neglect was measured through items regarding access to economic or social resources. Thus, 8% of the children consider that food at home is “good” but insufficient, and 18% say that it happens that they go to bed, though they are still hungry. Lower percentages, around 2% (of the children) state that they have suffered of cold last winter, because they did not have proper shoes, and another 1% say that they stole in order to eat.
Medical neglect reaches alarming figures, 34% of the children stating that it happens that no doctor sees them when they are sick, and for 13% of them their parents don’t buy drugs when they are sick.

Talking about neglect (both physical and medical), it is noticed that this happens more often in the urban environment and in the counties in the South-East, Center and North-East of Romania. At the same time physical neglect is mainly associated to the one-parent families (due to the economic risks), low income families, those with a low level of education and with many children in their care.

Exploitation of the children by the family occurs in 2 to 8% of the cases, depending on the measured amount. Thus, 2% of the children state that they have been sent to beg, 5% that they work instead of going to school and 8% that they stay at home to look after their younger siblings, instead of going to school.
Children’s perception of punishment

32% of the children consider that they are always or for the most part guilty when they are punished by their parents, and another 38% appreciate that they are sometimes guilty, other times not. The cumulated percentage of those stating that it is all right to be punished without any reason is about 7%. With regards to the features associated (in a non-assisted manner) to the punishment (regardless of the shape such punishment takes), most children state that they feel sad or unhappy (cumulated 60%), guilty (30%) or not understood (28%).
When punished, most children state that they adopt the following behaviours: talk to someone (40%), cry (36%) or suffer in silence (30%). Taking into account the sociodemographic variables, the behaviours adopted as a reaction to punishment may be described according to the sex of the respondents. Thus, the girls mainly state that they cry, while the boys suffer in silence or talk to someone.
Ce faci atunci când ești pedepsit?

- Suferi în tâcere: 28.93%
- Îți închipui că te răzbuni: 7.27%
- Vorbești cu cineva: 39.65%
- Plângi: 36.62%
Abuse outside the family

The main form of abuse the child is subject to outside the family, according to the parents’ opinion, is the physical one, approximately 4% of the parents state that it happened that one of their children came home from school being beaten. With regards to the answers given by the children, the percentage of those saying that they had been beaten on the street by an unknown person is a bit higher, approximately 6%, but it is comparable to the answers given by the parents.

<table>
<thead>
<tr>
<th>Now please tell us if, during the past year, any of the following situations had occurred in your family:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of your children came home beaten</td>
<td>3.78%</td>
<td>96.22%</td>
</tr>
<tr>
<td>Somebody attacked your child/children</td>
<td>0.81%</td>
<td>99.19%</td>
</tr>
<tr>
<td>One of your children was beaten so hard by a family member, that he/she had to be committed to hospital</td>
<td>0.45%</td>
<td>99.55%</td>
</tr>
<tr>
<td>One of your children was beaten so hard by somebody outside the family, that he/she had to be committed to hospital</td>
<td>0.18%</td>
<td>99.82%</td>
</tr>
<tr>
<td>One of your children was sexually abused</td>
<td>0.54%</td>
<td>99.46%</td>
</tr>
<tr>
<td>Your child witnessed (saw) violence in the family or outside the family</td>
<td>1.72%</td>
<td>98.28%</td>
</tr>
<tr>
<td>One of your children saw grown-ups having sex</td>
<td>0.27%</td>
<td>99.73%</td>
</tr>
</tbody>
</table>

There were significant differences between the answers given by the children and by the parents, but in case the former had access to pornographic materials, thus: less than 1% of the parents state that “one of your children saw grown-ups having sex”, as compared to 16% of the children that answer affirmative to the same question.
With regards to the situations of abuse described in the above chart, 5% of the parents state that they had lived one of them in their own childhood, while 9% state that they have friends/acquaintances that had been in such situations in the past.
With regards to the extent of the abuse in the proximity group, this has values between 4 and 13%, depending on the type of abuse, as follows:

Taking into account a series of socio-demographic features of the respondents, those that state to a significantly higher extent that know of situations of abuse against children amongst their friends, acquaintances, neighbours, etc., are men, from the rural environment, with low or very low income.

Out of the respondents that know of cases of abuse of children in their group of proximity, about 8 % say that they notified the situation to someone. The main institution mentioned by these is the police (61%), followed by the public institutions that deal with child care (17%) and NGO's (9%).
Chapter 5
Comparative analysis of the results

How did the child punishment and abuse behaviours evolve in the recent years?

Compared to the research done in 2001 and published in 2002, „The Abuse and Neglected Child in Romania“, done by the National Authority for Child Protection and Adoption, with the support of The World Bank and The World Health Organization, research which followed similar topics, based on the same methodology and involved a comparable sample, the child punishment / abuse behaviours have evolved as follows:

- verbal abuse (offending words, direct slander) has significantly decreased (according to parents) from 24 – 38% to 3 – 5%. Analyzing the answers given by children, in 2012, verbal abuse has a value of approximately 16%, the incidence being with approximately 10% higher compared to the data provided by parents. The explanation for the difference between the analyzed periods and the difference between parent’s and children’s answers may result from the social desirability of the answers given by parents, the behaviour of offending / cursing a child being defined as improper by most people. In this context, even if verbal / emotional abuse takes place, parents tend not to admit such behaviours;

- light physical abuse (hitting the child with the hand without leaving any marks) is constant, around 38%, in the parents’ opinion. Analysing the answers of the children, the value of this indicator has decreased from 84 to 62 percent;

- the incidence of severe physical abuse (hitting with various objects) has significantly decreased, measured both for the answers of the children and the parents. However, this form of abuse stays somewhere around 10% for the answers given by parents and 30% for the answers given by children;
- the indicators regarding neglect and exploitation were constant in the opinion of the children participating to the study. For the parent sample, these indicators recorded a slight decrease;
- the incidence of sexual abuse was around the same values (0.1 – 0.5% for the parents sample 2 – 5 % for the children one).

<table>
<thead>
<tr>
<th>Abuse type – Answers given by parents</th>
<th>2001</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal abuse*</td>
<td>24 - 38%&lt;sup&gt;1&lt;/sup&gt;</td>
<td>3-5%</td>
</tr>
<tr>
<td>Physical abuse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hitting with the hand without leaving any marks</td>
<td>38%</td>
<td>38%</td>
</tr>
<tr>
<td>hitting with various objects</td>
<td>10%</td>
<td>2%</td>
</tr>
<tr>
<td>child has marks after the beating</td>
<td>6%</td>
<td>2-3%</td>
</tr>
<tr>
<td>Emotional abuse*</td>
<td>24 - 48%&lt;sup&gt;2&lt;/sup&gt;</td>
<td>19%</td>
</tr>
<tr>
<td>Neglect</td>
<td>62%</td>
<td>45%</td>
</tr>
<tr>
<td>Child exploitation</td>
<td>7%</td>
<td>1-2%</td>
</tr>
<tr>
<td>Sexual abuse</td>
<td>0.1%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

* 19% of the parents say that they used threats in order to convince the child to listen to them, while approximately 3-5% say that they used offending words.

<table>
<thead>
<tr>
<th>Abuse type – Answers given by children</th>
<th>2001</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal abuse</td>
<td>22%</td>
<td>16%</td>
</tr>
<tr>
<td>Physical abuse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hitting with the hand without leaving any marks</td>
<td>84%</td>
<td>62%</td>
</tr>
<tr>
<td>hitting with various objects</td>
<td>29%</td>
<td>18%</td>
</tr>
<tr>
<td>child has marks after the beating</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>Emotional abuse</td>
<td></td>
<td>3-5%</td>
</tr>
</tbody>
</table>

<sup>1</sup> based on the type of verbal abuse (degrading words, direct slander)
<sup>2</sup> based on the type of emotional abuse (threats to beat the child, degrading words, direct slander)
<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neglect</td>
<td>8-18%</td>
</tr>
<tr>
<td>Child exploitation</td>
<td>2-8%</td>
</tr>
<tr>
<td>Sexual abuse</td>
<td>1-3%</td>
</tr>
</tbody>
</table>
Chapter 6
Conclusions and Recommendations

Characteristics of child abuse done by parents in families:

- 38% of the parents admit using child physical abuse in family;
- 63% of the children say that they are beaten by their parents at home;
- Corrections like „slapping the child over the hand“ / „ear pulling“ are not perceived by most of parents and, to a certain extent, by children either, as a behaviour of physical abuse;
- 20% of the parents consider beating as a positive mean of educating the child;
- 18% of the children say that they were beaten at home with a stick, 13% with the belt, 8% with a wooden spoon.

As it results from the figures in the study, the level of light and moderated physical abuse, for the population of parents, has an incidence between 38 and 63 percent. At the same time, approximately 20% of the parents (to which the caregivers are added) consider beating as a positive mean of correction. There are concerning figures that show that, in spite of the fact that even since 2004 law forbids any forms of child violence in family, parents not only still use physical punishment in the daily educational practice, but a significant part of them consider beating as a positive mean of educating the child.

The belief that through punishment, children will learn the most important life lessons is widely spread amongst parents. However, what children learn is completely different from what parents try to teach them.

- Physical punishment, irrespective of intensity, weakens the attachment connection between parents and children. To be safe, children depend on the parents. When parents hurt them physically or emotionally, children learn that they can’t trust their parents for protection. Building a strong trust relationship is the foundation for an efficient education and for the healthy development of the child. A weak link between parents and children can lead to emotional and behavioural difficulties.
- Physical punishment, irrespective of intensity, affects the emotional development of children. Children need to know they worth something. Physical and humiliating punishment may be felt by children as a rejection from the people they need most in this world. This experience may have long term negative effects for building the feeling of personal value. Children that are physically punished are more likely to develop anxiety and depression, to use drugs and alcohol, to develop severe mental health disorders. Children that are punished emotionally are more likely to have a low self-esteem, to be emotionally unstable, to have difficulties in becoming independent, to be socially isolated, introverted or very compliant, to have depression symptoms and suicidal thoughts.

- Physical punishment, irrespective of intensity, may create resentment and hostility towards parents, that children do not express directly. Moreover, it makes children fear their parents and even lie. This type of punishment offers an aggressive model to solve conflicts, that children may apply in their own relationships. Together, these effects lead to an increased level of aggressiveness in the children that have been punished physically and emotionally. These punishments lead to an increased level of violence amongst brothers and colleagues, and later to intimidation, aggression and hurting the partner. They are associated to lies, theft and violence. Both physical punishment and humiliation are associated with a low level of empathy and a highly developed antisocial behaviour.

- Physical punishment increases the risk for a child to be injured, as violence can easily escalate. A parent who believes that physical punishment works will increase the intensity of the hit when the child is not compliant.

- Beating has long term effects and affects the way in which the future adult will behave and will feel in the contexts typical for adults. The most frequent consequences of childhood abusive behaviour in the adult life are: the perpetuation of the abuse behaviour with one’s own children or with the life partner; relationship failure; professional failure; wasting the individual development potential; risk of mental disorders; social adjustment difficulties; substance abuse.

In terms of severe physical abuse actions, there are remarkable differences between the answers given by children and by parents. For example, approximately 1% of the parents say that (in the last year) they beat their child with an object (belt, stick, rod) compared to 18% of the children saying that they have been beaten with a stick/rod, 13% with a belt, 8% with a wooden spoon. The consequences for the evolution and development of the child are similar to those mentioned above, adding also the high risk of severe mental disorders, like post-traumatic stress disorder, depression, teenager behaviour problems, substance use.
The qualitative research showed also that, in their families, children are confronted with all types of violence: physical, verbal, psychological, neglect. Children refer both to the violent/abusive behaviours of parents against children, as well as to those of a parent against the other, seeing the devastating negative consequences that violence between life partners has on the psycho-emotional development of the child. The children in the study also refer to the violent behaviours of children against parents, which they explain as the perpetuation of the abuse behaviours of adults, subtly noticing the mechanism of transmitting aggressive behaviours in families, across generations. Besides the perpetuation by learning from a generation to another, children mention as risk factors for abuse behaviours in families:

- the parents’ high level of stress, due to the socio-economic context;
- lack of alternative sources of education for parents related to raising and educating children;
- communication difficulties between children and parents and the importance granted to the „authority” concept in building the parent – child relationship.

In terms of sanctioning the improper behaviours in family, most parents say that they prefer to cancel certain privileges of the child, to leave the child to bear the consequences of his/her actions, or not to grant their support for the activities the child prefers. Analyzing the answers given by children, we see that the main punishments are no access to the computer (47% of the cases), not granting permission to go outside and play (31%) or no TV watching (6%).

48% of the parents say that, in their family, the child is punished when he/she does something wrong only in exceptional cases, 12% that the child is punished every time, and 40% that the child is never sanctioned. The main punishments mentioned by parents can be grouped as it follows, based on their frequency: forbidding certain activities (access to computer, TV, mobile phone), no playing outside, locking the child in his/her room, no allowance, beating (with the hand/belt).

19% of the parents say that „they used threats to make the child” to listen to them, compared to 34% of the children that say the same thing. However, at the same time, verbal abuse, in families, is somewhere between 2 and 5 percent for the population in the research, and the emotional abuse around 3%. Analyzing the answers given by children, verbal abuse has an approximate value of 16%, the incidence being with approximately 10 percent higher compared to the data given by parents. What these figures analyzed together show is that, in the parent-child relationship, in different disciplinary situation, behaviours and messages are used that neither children nor parents correctly define as emotional and verbal abuse practices. The example above shows how 19% of the parents do not consider using threats as a abusive
behaviour – this is the only way to explain the 3%, respectively 5% of the parents that admit using verbal and emotional abuse behaviours.

Thus, the need for education is relevant once again, both for children and parents, with regard to the manifestations and consequences of various forms of child abuse, as well as with regard to parenting education from the point of view of the child’s rights.

**Children being exploited by their families** has an incidence between 2 and 8 %, depending on the measured dimension. Thus, 2% of the children say that they were sent to beg, 5% say they work instead of going to school, and 8% stay home and take care of their younger brothers, instead of going to school.

Even if they seem small, these percentages are concerning and must be correlated with the fact that 19% of the parents consider their income is not enough for the basic needs, and 45% of them say it’s enough for the basic needs only – that is a total of 64% of families that live in poverty. Poverty is an additional risk factor for child abuse in families and for child exploitation, with a severe negative impact on the emotional balance, health and physical integrity of the child, as well as on the relationship with the school.

In the same category, we can mention the participation of children to the household chores - 68% of the parents say that they are helped, to different extents, by their children with their household chores, while 32% say that the children never participate to such activities (however, if we take into consideration the age of children, an important part of the 32% is explained by this variable: children do not have the age needed to participate to household chores). Analyzing the data based on the residential environment, we may outline the fact that in the rural areas children participate to a greater extent to the chores compared to the urban areas (the percentage of those that say that never participate to chores is significantly lower in the rural areas and the frequency of the activities is higher). The participation of children to household chores significantly correlates to the income level of the households. To be more exact, the higher the income, the lower the children’s participation. Once more, it results that poverty is more likely to lead to additional situations where children are at risk and it limits full access to educational contexts that not only are essential for the complete development of the child, but also contributes, on the long run, to breaking the vicious cycle that feeds poverty and abuse. Example: a child who, because of poverty, works in order to contribute to the family’s survival, will abandon school or will have poor school results; interrupted/ poor quality education prevents access to the labour market in positions that are properly paid; this only contributes to keeping the family poor.
Characteristics of child abuse done by teachers in schools

! 86% of the children are scolded by teachers when they make a mistake;
! 33% of the children are offended and labeled in school by teachers;
! 7% of the children say they are beaten by their teachers.

The study emphasized the frequency still high in the educational context of the emotional and verbal abuse behaviors that teachers employ in the name of the “educational method”. 86% of the children say their teachers react by „scolding” (raised voice, criticism, reproaches, unsuit words) when they make a mistake, and 33% of them are offended. These educational practices are considered abuse behaviors with negative consequences for the emotional and educational development of the child:

- it tenses the teacher-student relationship, generating emotions like fear, anxiety, concern, incertitude, anger and frustration amongst students;
- it negatively affect student's self-esteem, by failing to offer information on the student's skills and resources, as well as by excessively outlining his/her limits.
- Are lacking any educational value, by ignoring the learning mechanisms of the students, which, according to the specialized studies of educational sciences and psychology, are activated by the following factors:
  o positive feedback;
  o praising the made efforts;
  o showing models / examples of correct /positive alternatives;
  o reinforcing the effort made by the student for the task, and not the final result;
  o comparing the child's result with the previous performance level, in order to show the child his/her personal development, and not the performance of the other students etc.
- are increasing children's resilience to the teaching process;

7% of the children say they are beaten by their teachers at school. We notice a series of particularities of the teacher's physical abuse against children, which we can analyze from the perspective of the socio-demographic variables, as it follows:

- physical violence has a double occurrence frequency in the rural areas compared to the urban ones;
- taking into consideration the school cycle, more gymnasium students say they are beaten by their teachers compared to high school students;
- compared to girls, more boys say they are beaten by their teachers (11% for boys compared to 2% for girls);
- the difference is the same also for nationality, 14% of the Roma children say they are beaten by their teachers, compared to 6% of the Romanian children.

A concerning factor is related to the difference in behaviour towards the children in the rural areas and towards Roma children. Thus, children who come from disadvantage areas and areas with a higher rate of family violence, neglect, involvement in house chores are exposed to a higher level of violence from teachers at school. This discourages the child and is an additional risk factor for school abandon and deepens the negative effects of abuse, taking into consideration that school consolidates abuse behaviour against children. So, teachers in the rural areas need an additional skills consolidation for positive education, as well as the consolidation of physcho-pedagogical skills that can allow them to answer to the specific needs of vulnerable children, who come from such environments, in order to encourage them to continue their education.

In terms of the decrease of teacher’s physical violence against children, children explain this in the following way:

- increased risk of media coverage of the teachers’ violence acts against children, recorded with the mobiles by the students, witnesses to that situation;
- teachers changing their beliefs related to education, this becoming more positive and also admitting that beating has negative effects on the child’s development and on the quality of education;
- legislative changes in order to protect the child in the educational environment;
- the involvement of the parents in fighting these forms of violence;

However, in the context of the school violent behaviours of the children are also very frequent. They can correctly decode and easily recognize various forms of violence that they are confronted with – verbal, emotional, physical, and they can make the difference between intended violent behaviours and the ones that are not intended to hurt. Unfortunately, though, they exclude from the „violence” category the behaviours which involve hurt or light and/or moderated hits („pushing, slapping, kicking, offenses”), where the intention to harm is not very obvious, even though:

- the frequency of these behaviours between children, in school, in the school yard or in the community is very high;
- these behaviours significantly increase the risk to harm children in educational and community contexts;
these behaviours precede and /or facilitate „bullying” situations in school, when vulnerable children (withdrawn, perceived by their colleagues as being different, lacking a social network) are victims, with deep negative consequences for their socio-emotional development and school performance, which sometimes go up to refusing to go to school and mental disorders (e.g. depression, anxiety);
- it favours the increase of the tolerance level towards different manifestation of violence in school, community and family, as well as it desensitizes the children as witnesses to the violence phenomenon; there is a decrease in the intensity of the emotional and behavioural reactions of children in front of violence, in its various forms, as a result of their overexposure to aggressive behaviours.

In terms of the causes children invoke to explain aggressive behaviours between children, the order is the following:

- violent behaviour is learnt in family most often from the parents (the child is either a victim or a witness of family violence);
- lack of information and skills to solve possible conflicts which arise in the educational/ community environment, in a different manner (skills to solve conflicts and problems); In the case of teachers, they use violence in order „to discipline”, when „they don’t know other methods”;
- the pressure of the group of equals, where the child imitates the aggressive behaviours valued within the group, wanting to feel accepted and integrated;
- the absence of one/noth parents in the family environment (divorce, death, working abroad);
- stress due to material difficulties.

It is important to emphasize the data regarding the emotional states experienced by children in school. Thus, most children say they have emotional states that vary from indifference (29% of the children), anxiety, withdrawal, incertitude and tension (57% of the children) and worries (6% of the children).

Regarding the family-school relationship: most parents (96%) say that their child/children regularly attend/attends school. The approximately 4% of the respondents that answered negatively to this question say that children skip school because they have to take care of the younger siblings or to do house chores, because school doesn’t provide any future for children or they no longer want to go to school. In terms of the frequency with which parents go to school to find out the situation of their children, 50% of them say they do this monthly, and 7% quarterly. At the same time, 30% are present exclusively for the parents meetings (1-2/school year), 10% only when are called in, and 3% say they never go to school.
The discontinuous relationship that 50% of the parents have with the school is a prove for the already most too often invoked gap between family and school (the most important contexts for the development of the child) and an additional explanation for the occurrence/existence of many of the academic, emotional and behavioural difficulties that children are confronted with. At the moment, in the Romanian society, not only there is no consensus between the objectives of the family and the ones of the school related to the child, but we often see how they throw the responsibilities from one to the other, especially in the cases where children with difficulties are involved. Far from being in the benefit of children, this reality increases the difficulty to find the best solutions for vulnerable children.

**Recommendations**

1. The finalization, approval and implementation of the strategic documents necessary in order to regulate the situation of the victims of child abuse in families: The National Integrated Strategy for the Training and Development of Parental Skills and the National Strategy for the Mental Health of the Child and Teenager.
2. To increase the population's awareness regarding the negative consequences the physical punishment has on the child's psycho-social development, by campaigns of public interest, carried out with the support and involvement of the central institutions;
3. To develop educational materials dedicated to parents and professionals from the field of education, health and social protection that interact with parents and children, meant to increase the level of knowledge of adults with regard to methods and techniques for the positive disciplining of the child;
4. To develop and pilot parenting skills programs, available in kindergartens, schools and high schools, and adjusted to the various ages of the child (preschool, school, teenagehood);
5. To open parenting education centres and child and family support services in each county of the country;
6. To put to good use the best practices developed by NGOs and other institutions in designing the services for parents, at national level;
7. Integrating the multidisciplinary perspective – education, health, child protection, occupational health – in drafting parenting skills programmes;
8. To develop the parenting skills of the professionals who interact with parents in educational contexts and not only (e.g. teachers, educators, pediatricians, family doctors, psychologists, social workers etc.);
9. To finance the services and programmes dedicated to parents, in order to increase the population's accessibility to such services and programmes;
10. To encourage the continuous training programmes for family doctors and pediatricians in order to early identify and properly report the child abuse and neglect cases;

11. To encourage the continuous training programmes for school counselors and doctors in order to early identify and properly report the child abuse and neglect cases;

12. To encourage school counsellors to obtain screening skills in the field of mental health and intervention in the case of children who are victims of violence in school and family;

13. To encourage the continuous training programmes for teachers in order to gain the minimal knowledge with regard to positive education methods and techniques;

14. To develop communication networks and working methodologies between the professional in the field of education – health – child protection;

15. To develop specific programmes dedicated to children at risk, victims of abuse and violence in family and school.

It is also recommended that are targeted on the child be build in accordance with the following principles:

1. Respecting the child’s best interest in all actions and decisions that concern the child;

2. Avoiding and fighting interventions that victimize again the child;

3. The participation of the child and protective parent or, as the case may be, of the caregiver to solving the situation of violence; The participation of the victim adult and, as the case may be, his/her trustee, in the process of solving the situation of violence in the family;

4. Working in multidisciplinary teams, in an interinstitutional network, and in partnership with the family;

5. Ensuring a unitary and specialized intervention for the victim child and/or adult, the alleged offender / aggressor in or outside the family and the family members;

6. Ensuring and facilitating the access to support and specialized services for all children in the family, (victims, witnesses, brothers or systems of the victim);

7. Ensuring stability and continuity in caring for, raising and educating the child; Supporting the adult victim in maintaining the domicile until the legal procedures are finalized;

8. Observing the confidentiality and the deontologic norms, without prejudicing the activity of notifying cases of violence or case solving.
Annex 1 - Questionnaire for parents

Family Profile

Q1. How is your current living standard compared to last year?
   1. much better   2. better   3. nor good, nor bad   4. worse   5. much worse
   9.NS/NR

Q2. How do you think your current family income is compared to the necessities?
   1. It’s enough only for the basic needs
   2. It’s enough also to buy other goods, but with restrictions
   3. It’s not enough for the basic needs
   4. It’s enough for the every day life, but can’t afford to buy other goods
   5. It’s enough to buy everything necessary, without restrictions
   9.NS/NR

Q3. How would you describe your current professional situation? (check only one answer)
   1. No job for less than 12 months   2. No job for more than 12 months
   4. Retired (all categories)   5. Housewife   6. Farmer
   7. Working for the public sector   8. Working for the private sector
   9. Entrepreneur/ Employer
   10. Other. Which?.........................

Q4. For each of the following questions please tell us which one best fits you family situation.

<table>
<thead>
<tr>
<th>How often ...?</th>
<th>Very often</th>
<th>Often</th>
<th>Rarely</th>
<th>Very rarely</th>
<th>Never</th>
<th>NS/NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. you had no money for daily shopping/expenses?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>2. you had to delay payments for the household or other taxes?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>3. you can't buy the necessary goods for your children?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>9</td>
</tr>
</tbody>
</table>
4. you can't buy other things (toys, books etc.) that they want or that you want to give them?  
5. you borrow money to get buy for a while?  
6. you have no money to buy basic food products (bread, sugar, oil, fruits, etc.)?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>9</th>
</tr>
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<tr>
<td>4.</td>
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<td>5.</td>
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<td>6.</td>
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</tr>
</tbody>
</table>

**Family**

**F1. How many people live in your household? (including you)**

**F2. How many minors do you have?**

**F3. How many of them live with you?**

**F4. If you have children who live somewhere else, where are they staying? (several answers are possible)**

1. With the other  
2. With the grandparents  
3. With other relatives  
4. In the orphanage/foster house  
5. They were adopted  
6. In care  
7. They ran away from home  
8. I don't know  
9. Not applicable, I have no other children

**F5. Are all your children alive?**

1. Yes  
2. No, one died  
3. No, two died  
4. No, 3 or more children died

**F6. If one or more children died what was the cause of death?**

**F7. Since your first child was born, have you or somebody in your family been to jail? (several answers are possible)**

1. No  
2. Yes, I  
3. Yes, the husband/wife  
4. Yes, one of the children  
5. Yes, somebody in the family

**F8. Is somebody in your family a heavy drinker (several answers are possible)?**

1. No  
2. Yes, I  
3. Yes, the husband/wife  
4. Yes, one of the children  
5. Yes, somebody in the family

**F9. Is somebody in your family a heavy smoker (more than one pack per day)?**
1. No   2. Yes, I   3. Yes, the husband/wife   4. Yes, one of the children   5. Yes, somebody in the family

**F10. Is somebody in your family using drugs?**
1. No   2. Yes, I   3. Yes, the husband/wife   4. Yes, one of the children   5. Yes, somebody in the family

**F11. How often do you argue with your husband/wife?**

**F12. When you fight with the wife/husband, do you usually do it in front of the children?**
1. Yes   2. No   9. NC

**F13. Have you ever hit your husband/wife?**
1. Yes   2. No

**F14. If yes, how often?**

### Parenting Practices/ Family Relationships

**O1. If a parent loves his/her child, he/she must fulfil all the child’s wishes.**
Complete against  Complete agree

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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<th>6</th>
<th>7</th>
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<th>9</th>
<th>10</th>
</tr>
</thead>
</table>

**O2. If a parent wants to discipline his/her child, he/she must punish the child every time the child is wrong.**
Complete against  Complete agree

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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<th>6</th>
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<th>10</th>
</tr>
</thead>
</table>

**O3. A good child is the child that always listens to his/her parents**
Complete against  Complete agree

<table>
<thead>
<tr>
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<th>10</th>
</tr>
</thead>
</table>

**O4. In your opinion, what sanctions may be applied to children with improper behaviours?:**
Check all the answers you agree with √

| Yes | No | I |
1. Any sanction, the harsher, the better; the important thing is not to repeat the mistake
   □(1) □(2) □(9)

2. A sanction that the adults have never used before and that suprises the child with its novelty.
   □(1) □(2) □(9)

3. To bear the consequences resulting from his/her deed
   □(1) □(2) □(9)

4. To withdraw the support for certain activities that he likes, hobbies,
   □(1) □(2) □(9)

5. To cancel certain privileges that the child enjoys
   □(1) □(2) □(9)

05. What do you think are the main two causes for which children are neglected or abused in some families?

1. poverty
2. great number of unwanted children
3. promiscuity (alcoholism, drugs etc.)
4. lack of support from the state for families with problems
5. insufficient services for raising and educating children
6. parents’ lack of information on child raising and education
7. not knowing the legislation regarding parents’ rights and duties
8. others (Which?__________________________________________)

P1. How often does your child help you with (participates to) house chores?

For families with children under 10 years
P2. How much do you spend in average per day playing with your child /children?
1. not at all   2. less than 1 h   4. over 2 h   8. NS/NR

For families with children between 10-18 years
P3. How much do you spend in average per day with your child/children? (e.g. on TV, games, restaurant, cinema, discussions, etc.)
1. not at all   2. less than 1 h   4. over 2 h   8. NS/NR
P4. Does the child/children attend school regularly?
1. Yes 2. No 3. Some of them yes, others not (has several children) 9. NC
   (no child/children in school)

P5. If NO, why?
1. I keep him/her home for house chores 2. I sent him/her to work to make money
3. must take care of the younger brothers 4. when he/she doesn't do his/her homework
5. when we think he/she is too tired 6. school does not provide a future
7. he/she doesn't want to go to school 5. other reasons (which? ________________)
9. NR

P6. In the last academic year (2010 - 2011), how often have you been to school to ask about your child /children?
1. once a month 2. once a quarter 3. once every six months 4. only when we are called
4. only at meetings 6. never 9. NC (no child in school)

P7. Who helps the child with the homework/checks the homework of the child the most?
1. mother 2. father 3. both parents 4. grandparents 5. bigger brothers 6. he/she does his/her own homework
7. he/she does the homework at school 8. a payed tutor 9. NC (no child in school)

P8. How do you consider your child’s school results to be?

P9. Who are the friends of your child, in general?
1. children of the same age  
2. children of a different age  
3. doesn’t matter  
4. adults  
5. no friends outside the family

**P10. To what extent do you know your child’s friends?**
1. Very well  
2. Well  
3. Little  
4. Very little / At all

**P11. To what extent do you agree / approve your child’s friends?**
1. Very much  
2. Much  
3. Little  
4. Very little / At all

**P12. Do you usually know where and with whom your child spends his / her spare time?**
1. I always know where and with whom my child plays / spends his / her spare time  
2. He / she tells me where he / she goes and with whom, but I don’t check  
3. He / she doesn’t tell me and I don’t check with whom he / she spends his / her spare time

**P13. Has it ever happened in your family for one of your children to miss from home / run away, without you knowing where he / she is?**
1. Yes  
2. No


<table>
<thead>
<tr>
<th><strong>P14. How often it happens .......?</strong></th>
<th>Very often</th>
<th>Often</th>
<th>Rarely</th>
<th>Very rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>P14.1 To caress the child</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>P14.2 To praise the child</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>P14.3 To kiss the child</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>P14.4 To ask for the child’s opinion when important decisions are taken in your family.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>P14.5 To listen to the child if the child wants to tell you something</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>P14.6 To celebrate the child’s birthday or name day</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>P14.7 To go together for a walk, to a movie, a play</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>P14.8 To take the child with you when you visit friends or relatives</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
P14.8 To take the child with you during the weekend or on vacation

<table>
<thead>
<tr>
<th></th>
<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

P15. Do you agree with a parent yelling at a child when the child makes a mistake?
1. Yes  2. Only in exceptional cases  3. No, never

P16. When a child makes a mistake, do you agree that the parent should beat him?
1. Yes  2. Only in exceptional cases  3. No, never

P17. In your family, is the child punished when he/she makes a mistake?
1. Yes  2. Only in exceptional cases  3. No, never

P17.1 If yes, how.................................................................

P18. In the last year, were there situations when you (or your husband/partner) ....
Check on each row the answer that fits your situation √

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>□(1)</td>
<td>□(2)</td>
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<tr>
<td>□(1)</td>
<td>□(2)</td>
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<td>□(1)</td>
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<td>□(2)</td>
</tr>
<tr>
<td>□(1)</td>
<td>□(2)</td>
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</tbody>
</table>

P19. In the last year, were there situations when you you (or your husband/partner) ....
Check on each row the answer that fits your situation √

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>□(1)</td>
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<td>□(1)</td>
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<td>□(2)</td>
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<tr>
<td>□(1)</td>
<td>□(2)</td>
</tr>
</tbody>
</table>
f. Kicked the child out of the house

P20. In the last year, how often did you physically punish the child? (beat the child)?

1. Very often
2. Often
3. Rarely
4. Very rarely
5. Never
9. NS/NR

Please tell us if any of these situations happened to your family in the last year.

<table>
<thead>
<tr>
<th>P21. Did it happened to you in the last year...</th>
<th>Yes</th>
<th>No</th>
<th>NS/NR</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. One of your children to work instead of going to school (e.g: in agriculture)</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>2. One of your children to stay home with the younger brothers/sisters instead of going to school (if the child has no younger brothers/sisters the answer is No)</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>3. One of your children to beg in order to make money</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>4. One of your children to come home beaten up</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>5. Who beat him/her up__________________________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Somebody attacked your children</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>7. Who attacked the child__________________________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. One of your children to be beaten up so badly by a family member that the child needs hospitalization</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>9. Which family member beat him/her up?(mother, father, brother etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. One of your children to be beaten up so badly by a person outside the family that the child needs hospitalization</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>11. Who beat him/her up? ____________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. One of your children be sexually abused?</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
</tbody>
</table>
| 13. By whom? 1. somebody in the family
2. by somebody you know
3. by a stranger |     |    |       |
| 14. Was your child witness (saw) violence within the family or outside it? | 1   | 2  | 9     |
| 15. Did your child seen adults having sex? | 1   | 2  | 9     |
| 16. Did any of your children run away from home or live in the street, | 1   | 2  | 9     |
### P21. Did it happened to you in the last year...  
because the child was too afraid to be beaten up home?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>NS/NR</th>
</tr>
</thead>
</table>

### P22. Have you personally experienced any of these situations?

1. Yes  
2. No

\[ P22.1 \text{ Which one? ______________________________________________________} \]

(Write the numbers of the questions in the table above) separated by a comma

### P23. Do you have friends, acquaintances or neighbours who have been in such situations in the past?

1. Yes  
2. No  
9. NS/NR

Do you have friends, acquaintances or neighbours who have abused their children?

#### P24.1 physically (beating, starving, sending them to beg or to work)

1. Yes  
2. No

#### P24.2 psychologic, emotional (e.g. cursed, threatened, rejected, isolated)

1. Yes
2. No

#### P24.2 sexually (watching pornographic materials, sexual intercourse)

1. Yes
2. No

### P25 Did you or someone in your family call somebody?

1. Yes  
2. No  
9. NC

\[ P26 \text{ If "YES" Whom did you call?} \]

1. the police
2. state institutions dealing with child protection
3. NGOs dealing with child protection
4. somebody else (who? _______________________________)
9. NC

### SOCIO-DEMOGRAPHIC DATA
<table>
<thead>
<tr>
<th>D1. Age</th>
<th>D2. Gender: 1. Male 2. Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>D3. Last graduated school</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. gymnasium (8 grades)</td>
</tr>
<tr>
<td>2. vocational (10 grades)</td>
</tr>
<tr>
<td>3. high-school (12 grades)</td>
</tr>
<tr>
<td>4. post high-school</td>
</tr>
<tr>
<td>5. college</td>
</tr>
<tr>
<td>6. university</td>
</tr>
<tr>
<td>7. post-graduation studies</td>
</tr>
<tr>
<td>8. other forms of education.</td>
</tr>
</tbody>
</table>

Which ............... |

<table>
<thead>
<tr>
<th>D4. Civil status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. married</td>
</tr>
<tr>
<td>2. not married</td>
</tr>
<tr>
<td>3. living together</td>
</tr>
<tr>
<td>4. divorced</td>
</tr>
<tr>
<td>5. widow/widower</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D5. Last month, the total of money gained by all family members was of ________ RON.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(if there is no income, write 0)</td>
</tr>
</tbody>
</table>

City ________________  County ________________
Operator ________________  Interview date ________

Annex 2 - Questionnaire for Children

A1. How many children under 18 years old are in your family (including you)? ____
A2. In terms of age, what number son are you amongst your brothers and sisters (the oldest one is number one)?
1. The first   2. The second   3. The third   4. The fourth   5. The fifth   6. The sixth

A3. What is the situation of your family:
1. I live with both parents
2. I live with my mother, my parents being separated
3. I live with my mother, my father died
4. I live with my father, my parents being separated
5. I live with my father, my mother died
6. Another situation; which? ________________________________

A4. The age of your father ________

A5. Father’s profession:
1. Farmer
2. Worker
3. Foreman, Technician
4. Clerk
5. Seller
6. Director, Employer
7. Engineer, teacher, economist, architect
8. Other profession; which? ________
9. Unemployed, no job
10. Retired

A6. The last education unit graduated by your father:
1. No education
2. Primary education (1-4 grades)
3. Gymnasium (7-8 grades)
4. Vocational school
5. High School
6. Post high-school education
7. College, University

A7. The age of your mother ________

A8. Mother’s profession
1. Farmer
2. Worker
3. Foreman, Technician
4. Clerk
5. Seller
6. Director, Employer
7. Engineer, teacher
8. Other profession; which?
9. Unemployed, no job

10. Retired

A9. Ultima școală absolvită de mamă:
1. No education
2. Primary education (1-4 grades)
3. Gymnasium (7-8 grades)
4. Vocational school
5. High School
6. Post high-school education
7. College, University

A10. If you compare the financial situation of your family with the one of your friends or colleagues, do you believe your family is...
1. richer than the one of most children your age
2. similar to the one of the children your age
3. poorer than the one of most children your age

A11. How do you think the meals you eat at home are, in general?
1. It is good and I eat enough
2. It is good, but I don’t eat enough
3. It is bad, but I eat enough
4. It is bad and I don’t eat enough
5. Different situation

A12. To what extent, the people in your family buy you school supplies and other things you need in school?
1. They buy me everything I need
2. They buy me only a part of the things I need
3. They buy me few of the things I need
4. They don’t buy me anything I need

A13. Do you think your clothes are pretty enough? 1. Yes 2. No

A14. What about the shoes? 1. Yes 2. No

A15. What is your relationship with your parents, in general (or with the caregivers)?
1. Very good  
2. Pretty good  
3. Nor good, nor bad  
4. Bad  
5. Very bad

A16. Do you believe your parents are interested in what you are doing?  
1. Yes  
2. No

For the following questions (A18-A22), you may circle maximum two numbers for each row.

<table>
<thead>
<tr>
<th>Question</th>
<th>Father</th>
<th>Mother</th>
<th>Brother</th>
<th>Grandparents</th>
<th>Somebody else</th>
<th>Nobody</th>
</tr>
</thead>
<tbody>
<tr>
<td>A17. Who helps you with your homework?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>A18. With whom do you spend your free time (play, walks, movies, shows, etc.)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>A19. Who caresses you (pampers) when you are in pain</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>A20. Who listens to you and helps you when you have a problem</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>A21. Who is the closest to your heart</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

A22. How often do your parents show their love for you (hugs, kisses, caresses)?
1. Daily  
2. Not daily, but pretty often  
3. Rarely  
4. Never

A23. To what extent, do you believe your parents understand your needs, desires and pleasures?
1. To a small extent  
2. So and so  
3. To a great extent

A24 Do you feel unwanted or unloved?
1. Never  
2. Very rarely  
3. Rarely  
4. Often  
5. Very often

A25. Do you feel safe at home?
1. Never  
2. Very rarely  
3. Rarely  
4. Often  
5. Very often

A26. How supervised by your family do you feel?
1. My family knows all the time what I am doing
2. Sometimes my family leaves me unsupervised
3. My family often leaves me unsupervised
4. Nobody ever asks me what I am doing

How do your parents keep in touch with school? How often....

<table>
<thead>
<tr>
<th>A27. They check to see if you come to school?</th>
<th>1. Often</th>
<th>2. Sometimes</th>
<th>3.Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>A30 They come to the parent meetings?</td>
<td>1. Often</td>
<td>2. Sometimes</td>
<td>3.Never</td>
</tr>
</tbody>
</table>

What do your teachers do when you are wrong. How often....

|-------------------------|---------|--------------|--------|

A34. How do you usually feel at school? (circle maximum two answers that best correspond to your situation)

2. Happy 5. Tensed 8. Indifferent

A35. When you are at school, who do you usually play with or hang out during the breaks?

1. With several classmates
2. With only one classmate
3. With nobody, I am alone

A36. How were your school results last year?

A37. How many friends do you have?
1. Many  2. Few  3. None

A38. Does your family forbid you to have friends?  1. Yes  2. No

A39. Do you get presents from your family on your birthday?  1. Yes  2. No

A40. When your parents think you did something wrong, do they threat to punish you in any way?  1. Yes  2. No

A41. If Yes, what are they usually threatening you with?

From now on, please answer some questions about your life, circling the answer that fits best to your current situation or when you were little/younger.

How often ...

(Circle only one number on each row)

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>A43. Do your parents buy you toys or other things you want?</td>
<td></td>
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</tr>
<tr>
<td>A44. Do your parents send you to work for money instead of going to school?</td>
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<tr>
<td>A45. Do your parents argue?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>A46. Do your parents forbid you to meet or play with other children?</td>
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<tr>
<td>A47. Has the thought of leaving your family and live with a different one ever crossed your mind?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>A48. Do you stay home and take care of your younger brothers instead of going to school?</td>
<td></td>
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</tr>
<tr>
<td>A49. Did your parents send you to beg?</td>
<td></td>
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<tr>
<td>A55. When your parents are upset with you, they hit your head against the walls or other objects?</td>
<td>1. Very often</td>
<td>2. Often</td>
<td>3. Rarely</td>
<td>4. Very rarely</td>
<td>5. Never</td>
</tr>
<tr>
<td>A59. Do your parents leave you home alone for several days (or with your younger brothers/sisters)?</td>
<td>1. Very often</td>
<td>2. Often</td>
<td>3. Rarely</td>
<td>4. Very rarely</td>
<td>5. Never</td>
</tr>
<tr>
<td>A65. Are there times when you go to sleep even though you are still hungry?</td>
<td>1. Very often</td>
<td>2. Often</td>
<td>3. Rarely</td>
<td>4. Very rarely</td>
<td>5. Never</td>
</tr>
</tbody>
</table>
A66. Are there times when you don’t go home, because you are afraid of being punished?

|--------------------|--------------|----------|-----------|----------------|---------|

A67. Are there times when you miss from home, without your parents’ knowledge?

|--------------------|--------------|----------|-----------|----------------|---------|

A69. Is one of parents drinking a lot?

|--------------------|--------------|----------|-----------|----------------|---------|

A70. When one of your parents was under the influence of alcohol, were there times when you your submitted to (shameful) indecent actions?

|--------------------|--------------|----------|-----------|----------------|---------|

A71. Do your parents argue?

|--------------------|--------------|----------|-----------|----------------|---------|

A72. Are there times when your parents heat each other when they fight?

|--------------------|--------------|----------|-----------|----------------|---------|

Parents, when they get upset and beat their children, use all kinds of objects to do this. In your case, which is the objects they used to beat you when you were young?

|---------------------|--------------------|--------------|----------|-----------|----------------|---------|

A80. When you are punished at home, how guilty do you think you are usually?

1. I am always guilty
2. I am usually guilty
3. Sometimes I feel guilty, other times not
4. I am not guilty in most cases
5. I am never guilty
6. It's not applicable (I am not punished at home)

**A81. How do you feel in most cases when you are punished?** (you can circle maximum three answers).

1. Not guilty
2. Misunderstood
3. Offended
4. Indifferent
5. Unhappy
6. Guilty
7. Revolted
8. Deserted
9. Defenseless
10. Sad
11. Restless
12. Different

**A82. What do you do when you are punished?** (you may circle maximum 2 answers)

1. You cry
2. You talk to somebody (with whom__________________)
3. You imagine how you get your revenge
4. You suffer silently

**A83. What was your last punishment at home?**

**A84. When did you parents scold/reprimand you and why?**

Answer with “Yes” or “No” to each of the following questions, if these situations ever happened to you or not. Even if some of them are more unusual, please answer if that has happened to you. We promise you that none of the people that know you will see the answers; the researchers are the only ones that will use this questionnaire, for statistical processing. The questionnaire will remain anonymous.
<table>
<thead>
<tr>
<th>Question</th>
<th>Option 1</th>
<th>Option 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A85. Have you suffered from cold last winter because you didn’t have warm clothes?</td>
<td>1. Yes</td>
<td>2. No</td>
</tr>
<tr>
<td>A86. Have you suffered from cold last winter because you didn’t have warm boots?</td>
<td>1. Yes</td>
<td>2. No</td>
</tr>
<tr>
<td>A87. Have you ever been beaten in the street by a stranger?</td>
<td>1. Yes</td>
<td>2. No</td>
</tr>
<tr>
<td>A88. Have you ever been beaten so hard to need to be hospitalized?</td>
<td>1. Yes</td>
<td>2. No</td>
</tr>
<tr>
<td>A89. Have you ever been asked to get undressed in front of somebody?</td>
<td>1. Yes</td>
<td>2. No</td>
</tr>
<tr>
<td>A90. Have you ever been forced to let yourself caressed in your intimate parts?</td>
<td>1. Yes</td>
<td>2. No</td>
</tr>
<tr>
<td>A91. Have you ever been forced to have sexual intercourse against your will?</td>
<td>1. Yes</td>
<td>2. No</td>
</tr>
<tr>
<td>A92. Have you ever been offered money for sexual intercourse?</td>
<td>1. Yes</td>
<td>2. No</td>
</tr>
<tr>
<td>A93. Have you ever been offered money to pose naked?</td>
<td>1. Yes</td>
<td>2. No</td>
</tr>
<tr>
<td>A94. Have you ever seen adults having sex?</td>
<td>1. Yes</td>
<td>2. No</td>
</tr>
</tbody>
</table>

In the end, please tell us:

A95. What is your age? _____

A96. Gender: 1. boy 2. girl


A98. What grade are you in? _____

A99. School

A100. City A101. County

if you want to add something, you can do it in the rows below:
Thank you for your collaboration!

Annex 3 – Focus Group for Children Guide

„Hello, my name is …. Today we will discuss a topic of interest for us all, respectively the topic of violence / abuses which involve children. In order to have a more efficient discussion, we will set some rules even from the beginning:
- This discussion is not a test of your knowledge, thus, there are no incorrect answers;
- Your opinion is important to us and this is why we kindly ask you to answer the questions fully and honestly;
- Respect the opinions of the other participants, irrespective of their content;
- Speak clearly, loud and one by one;
- All people should participate to the discussion.

The discussion will be audio recorded. We do this in order to process the information we get and in order not to lose important ideas. The recording will be used for research only, and your name will not be disclosed.

For the beginning, let’s introduce ourselves (the moderator is the one who introduces himself/herself first). Your name, where you come from (city), what grade you are in, what you like and what you don’t like to do?” (5-10 min)
The way children relate to the phenomenon of violence. How is violence defined? What are the main identified violent behaviours? (10 – 15 min)

1. In order to start the discussion, let's define violence ...(we must underline the fact that there is no need for a dictionary-type definition, that there are not wrong answers and that we are only interested in their opinion)

2. What do you believe are the main types of violence which children are confronted with?

3. What environments are those where a child meets most often the phenomenon of violence? Why? (as there will be identified several environments, all of them will be discussed)

Violence depending on the environment. (10 - 15 min)

5. Because we talked about violence in different environments, let's see what violence in families is (what it represents, what are the most frequent forms of violence): Family/ School/ Street/ Group of friends/ Online

6. In your opinion, what are the causes of violence in the 5 environments above?

7. What are the solutions and who should apply them in the environments above?

Types of violence: Physical violence/ Verbal violence. (5 min)

8. To which environment are characteristic, first of all, physical and verbal violence? (where it is seen most often). Why?

Socializing the violent behaviour. (5 min)

9. Do you believe that people are born violent or they become like that? Why? / justify the answer.

The purpose of the violent behaviour. (5 min)

10. What do people gain, in general, by being violent?

Violence based on the aggressor and victim. (10 min)
At the end, let's have a role play. Somebody is kidding on your account at school. In the beginning you are not annoyed, but then you become annoyed by the created situation. Even though you ask that person to stop, this doesn't happen.

How do you think you'd react? Why? How would another child react in your place? Why?
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