

# Building Appropriate Questions on Violence for the Violence Against Children Surveys (VACS) in Four Regions of Colombia

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## SUMMARY REPORT

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## Abbreviations and Acronyms

CDC	Centers for Disease Control and Prevention
ICBF	Instituto Colombiano de Bienestar Familiar (National Family Welfare Institute)
LGBTQ	Lesbian, Gay, Bisexual, Transgender, and Queer
SIEDCO	Sistema de Información Estadístico Delincuencial, Contravencional y Operativo
TfG	Together for Girls
VAC	Violence Against Children
VACS	Violence Against Children Surveys

## Conducting a Cognitive Lab: Summary of the Process

The Cognitive Lab was conducted with 98 youth ages 13-24 across four departments of Colombia, over a period of three weeks. These four departments captured both urban and rural populations, and included marginalized populations such as indigenous, LGBTQ, and Afro-Colombians. The study protocol followed the VACS protocol of sex-stratified sampling, when possible, to reduce risk of harm to participants. The process of conducting the Cognitive Lab demonstrated the importance of collaboration with community leaders in obtaining the trust of respondents, especially when working with more marginalized populations. Communications regarding the study also highlighted the somewhat delicate nature of maintaining contact and communication with government representatives, in order to obtain support and permission through official channels.

The Cognitive Lab revealed numerous areas of improvement for the VACS questions. Many suggestions seek to clarify unclear references in the questions that may result in unintended meanings. Notably, there were some questions that generated concerns from respondents about confidentiality, interviewer perceptions of the respondent, and respondent distress. While questions about violence would reasonably be expected to generate some level of distress, the research revealed that questions about opinions may trigger distress among survivors of violence, or be subject to social desirability bias among the populations interviewed. The Cognitive Lab also presented some challenges, the most significant of which was the goal of obtaining rich information on the questions of interest within the short data collection period. The interview guide, which contained 64 primary questions and 2-4 probes per question, initially resulted in interviews that took upwards of three hours to complete. To avoid compromising data quality due to interviewer and participant fatigue, the interview guide was divided into two separate tools. Each tool was tested with half of the population, resulting in a minimum of 12 respondents per question for each age/sex strata, and in average interview length of about 1.5 hours.

Additionally, despite modifications to reduce the length of the interview, another significant challenge to data collection was keeping younger participants engaged throughout the interview. Youth ages 13-15, particularly males, frequently lost interest after 45-50 minutes; although youth insisted that they wanted to complete the interview, their loss of interest was most visible through provision of very short responses ('yes'/'no') to probing questions. Due to the length of the VACS questionnaire, there is potential for youth to become disinterested if the interview takes longer than one hour.

Working with marginalized populations also posed some barriers to completing the Cognitive Lab that may have implications for the VACS survey. Indigenous participants had greater difficulty understanding interview questions and terminology in Spanish, and their caregivers frequently were not able to read the consent form. Completing interviews with LGBTQ participants demonstrated that sex-stratified sampling ignores the potential for same-sex partnerships and victimization. Including transgender individuals also revealed some ethical dilemmas in respecting gender identity, while trying to maintain sex-stratified sampling. More detailed information on working with these populations is included below.

Lastly, conducting the Cognitive Lab also illuminated some challenges in maintaining a flexible interview schedule that could accommodate the needs of employed children and caregivers, due

to concerns about the safety of the research team. In both cities and rural areas, it was not advised to travel in early morning or late evening hours; at the same time, caregivers frequently left for work in the mornings and did not return until late evening.

## Methodology

### Study sites

The four proposed study sites, Bogotá, Barranquilla, Quibdó, and Juanchaco, were chosen in consultation with database records of existing organizations working on issues of violence against children, such as the ICBF, Sistema de Información Estadístico Delincuencial, Contravencional y Operativo (SIEDCO), and Ministry of Social Protection. These four sites span four departments (Valle, Chocó, Cundinamarca, & Atlántico), represent the geographic, cultural and ethnic diversity of Colombia, and offer an opportunity to gauge how a national questionnaire may capture the reality that forms of violence against children vary by region (McIlwaine & Moser 2001).

#### ***Bogota:***

As the capital city, Bogotá provides a snapshot of an urban, networked area, where forms of violence such as cyberbullying may be more prominent due to higher levels of internet access and connectivity compared to more rural areas. According to a recent ICBF (Colombia's National Family Welfare Institute) report, Bogotá has the highest number of reported cases of child abuse in Colombia. Bogota would provide an opportunity to ensure that survey tools properly document forms of child abuse and fill gaps in national statistics.

#### ***Barranquilla:***

Barranquilla, the capital of the Atlántico department, has a high incidence of multidimensional poverty amongst children and adolescents. A previous mixed-method study found different forms of violence exposure present in the city (García and Ritterbusch 2015).

#### ***Quidbo:***

The city of Quibdo, on the Pacific coast, is home to a large indigenous population and receives displaced people fleeing violence throughout the region. From an early age, indigenous girls in the region are potential targets for violence by armed groups in the form of sexual violence, forced sex work, or sex in exchange for “protection” (Springer, 2012).

#### ***Juanchacho:***

Juanchaco, a fishing and island community whose primary income sources are informal, houses a primarily Afro-Colombian population, and has many similarities in terms of infrastructure and access to services as other farming communities in rural Colombia. Youth in Juanchaco face an intersectionality of vulnerabilities due to their socio-economic position, ethnic status, and access to services. Additionally, children are especially vulnerable to exploitation in areas around the coastal city Buenaventura, such as Juanchaco, as criminal entities have been known to use children as look-outs, messengers, transporters of drugs and weapons, as well as for sexual favors and prostitution.

## Sampling, eligibility, and participant recruitment

A total of 98 participants age 13 – 24 were enrolled. Gender, language and age group informed selection in each of the four study sites. Per site, 24 adolescents were recruited: 6 girls aged 13-17, 6 girls aged 18-24, 6 boys aged 13-17, and 6 boys aged 18-24. In two sites, an extra male participant was included.<sup>1</sup>

Researchers used maximum variation sampling for qualitative research (Glesne 2006, pg. 35), stratifying target neighborhoods or communities by sex when possible. Maximum variation sampling ensures recruitment of a diverse group of children in each study site. Sex stratification guidelines, which have been used by VACS teams in other settings, were adapted for use in the Colombian context as well. Sex stratification aims to reduce potential risks of harm associated with participation, such as violence or other repercussions from perpetrators of violence. Additionally, interviewing more than one person within the same household may present an opportunity for perpetrators to learn or assume that victims living in the same household have disclosed violence, which could lead to unintended harm such as further violence or other repercussions for the victim. Thus, to reduce potential for unintended harm, researchers also limited participation to one person per household. Researchers collaborated with local partners to identify both in-school and out-of-school adolescents and young adults, and to include participants from diverse socio-economic backgrounds in each site. In Bogotá and Barranquilla, where there are active and public LGBTQ organizations, sensitive and discrete attempts were made to include youth of different sexual orientations. In addition to collaboration with local partners, researchers used door-to-door recruitment to select participants.

Prior to conducting interviews, researchers completed training on consent, cognitive interview methodology, and confidentiality, and reviewed national laws and guidelines for the protection of minors as per the National Institute of Family Welfare (ICBF) and other relevant governmental agencies. At each site, participants identified through local partners were asked by research team members to provide consent to participate. For youth under age 18, permission was first obtained from primary caregivers, and then assent was obtained from youth. Researchers made attempts to ensure that spaces used for interviews were confidential, including taking actions such as pausing the interview or switching to general non-sensitive questions if local partners or other community members entered the interview space.

## Survey instruments

Researchers used a modified version of the ‘verbal probing’ cognitive interview technique to conduct interviews. Cognitive interviewing is a technique for improving survey questions, and asks the participant specific questions to gauge understanding of survey content. Verbal probing is a type of cognitive interviewing that places the responsibility of obtaining information on the interviewer, rather than the participant. Verbal probing interviews typically ask individuals to

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<sup>1</sup> There was one case in which the team felt that asking the participant’s biological sex may have been offensive. Rather than cause unintended harm to the participant by not respecting his gender identity, the research team recruited an additional participant who fulfilled the target age and sex for that site. Further details on respecting gender identity are included in the Considerations and Recommendations section of the report. Additionally, in another site, two team members in different locations interviewed an adolescent male of the same age range at the same time. In order to obtain at least 6 interviews per age/sex strata per site, this additional participant’s interview did not replace an interview in another site.



respond to the questions being tested, and also answer questions about how they understood the questions themselves. However, given the sensitive nature of the questions and potential for disclosure of violence to trigger procedures related to mandatory reporting laws, the research team asked participants to respond to probes relating to each question, without answering the sensitive questions, themselves. With this technique, the researchers used a combination of probes that are pre-scripted to gauge comprehension, connotations of key terms, and whether developed answer responses are appropriate to the question (Willis 1999).

Use of this technique in this context included development of probing questions to gauge understanding, meaning, and applicability of quantitative questions developed by the funder, and review of the Spanish translations provided by the funder. An initial round of translation revision was completed by native Spanish speakers prior to field implementation, in collaboration with the funder. Testing in the first site of demonstrated that completion of the cognitive interviews was taking upwards of three hours, which presented challenges for retaining the engagement of participants. The researchers and funder jointly determined that dividing the original interview guide into two sections and testing each section with half of the population was the most feasible solution to preserve both data quality and project timeline.

## Analysis

Since the final VACS questionnaire will be quantitative, a primary goal of analysis is to identify appropriate phrases and connotations for asking sensitive closed-ended questions on violence. Analysis included documentation of commonly misunderstood questions; identification of key terminology that is easily understandable by youth ages 13 – 24 of different genders, socio-economic statuses, and ethnic groups across four departments; and compilation of considerations and concerns for conducting the survey on a larger scale. After transcription and a first cycle of descriptive coding in NVivo 11.0, analysis used a matrix-display approach to examine item summaries and develop a coding scheme on problem types that is specific to the VACS instrument. The item summaries were used to make recommendations about revision, retention, or removal of individual items. This approach has precedent when using verbal probing techniques to gauge interpretation of questions without soliciting responses on those items (Knafl et al. 2007). If problems were identified by less than 10% of respondents, recommendations were made at the research team's discretion. The full codebook, which includes problem codes and definitions, is available in Appendix A.

## Results

Of 104 participants who were approached to participate in the study, four were ineligible, due to lack of verbal Spanish language fluency ( $n = 3$ ) and familial relationship to another participant who had already completed the study ( $n = 1$ ). Of the 100 eligible participants, 99 provided consent, and 98 completed the study. The reason for non-completion by one participant was illness.

Participants were divided fairly evenly across age and sex strata (Table 1). Additionally, nine participants identified as gay, lesbian, or bisexual across Bogotá and Barranquilla. Four of these

participants were under age 18, and five were age 18 – 24. Three participants age 18 – 24 were transgender; the gender identity of two of these participants was male.

The educational and socio-economic status of participants was diverse across settings. Education levels in Quibdó were fairly low, as a majority of the participants were recruited from informal settlements located on the outskirts of the city. Four university students were interviewed in Barranquilla (2 male, 2 female). In Bogotá, six male participants were recruited from a middle-class neighborhood, while other participants were recruited in partnership with a community center that serves low-income youth. In Juanchaco, the sample included youth who were both in school and out-of-school.

**Table 1. Demographic Characteristics**

	N	(%)
<b>Site</b>		
Barranquilla	25	(25.51)
Bogotá	24	(24.49)
Juanchaco	24	(24.49)
Quibdó	25	(25.51)
<b>Gender: Female</b>		
Age 13-17	24	(50.0)
Age 18-24	24	(50.0)
<b>Gender: Male</b>		
Age 13-17	25	(50.0)
Age 18-24	25	(50.0)
<b>LGBTQ Status</b>		
Lesbian, gay, or bisexual	9	(9.2)
Transgender	3	(3.1)

### Question-by-question: findings and suggestions

Specific recommendations for individual questions tested during the study are included below. The accompanying tables are included at the end of this report, starting on page 36.

### Demographics

The transcripts revealed heterogeneity on perceptions of the temporary or more permanent nature of the question on reasons for not attending school (F4.1 - What are the main reasons for you not attending the school?). Responses provided by participants, as indicated in Table 2, demonstrated that *'no estar asistiendo la escuela'* could mean both missing school for a few days, and dropping out of school completely. CDC representatives indicated that this question was meant to capture school drop-out, rather than missing school on a more temporary basis. Thus, the research team has recommended rephrasing to clarify that the question refers to dropping out of school, changing the phrasing to “¿Cuales son las razones principales porque tu abandonaste los estudios?” (“What are the main reasons that you abandoned [dropped out of] school?”).

## Gender attitudes

Interviews with youth illuminated opportunities to improve phrasing of key words in this section, as the connotation of some phrases did not match the intended meaning. For question F38A (Do you believe: Men, not women, should decide when to have sex), while many participants provided responses indicating that they understood phrases such as *‘relaciones sexuales’* (sex), there was less clarity on the connotation of *‘decidir cuando’* (decide when) as a phrase that implied power. Additionally, there was limited understanding that the question was specifically asking if only men should have the power to initiate or refuse sex. Our suggested wording changes place more emphasis on men as decision-makers in the question. The English translation of the suggestion in Table 3 is, ‘only the man should decide when to have sex’.

Additionally, for question F38B (Do you believe: If someone insults a boy or man, he should defend his reputation with force if he needs to), both the words ‘reputation’ and ‘force’ were either not understood or misinterpreted. The word ‘reputation’ was difficult for respondents in Quibdó in particular to describe or define. The phrase *‘buen nombre’* (good name) was understood more easily, and respondents’ examples of *‘mala nombre o reputación’* (bad name or reputation) indicated perceptions related to both appearance and actions: “Sí, todo, su forma de vestir, de hablar, todo, vulgarmente” (‘yes, everything, his form of dressing, of speaking, everything, vulgarly’). Examples of a good reputation included working to support the family, and being known as a respectful and kind person, which were more reflective of one’s treatment of others than misogyny.

In this question, the concept of ‘force’ was frequently equated to effort or mental strength, rather than physical violence. In the example listed in Table 3, the respondent relates force to self-belief or confidence, rather than to a visual display of aggression. Respondents’ suggestions for rewording the question included “agresión física” (physical aggression) or “pelea” (fight), to clarify the use of physical force in the question.

For question F38D (Do you believe: Women who carry condoms have sex with a lot of men), while the interviews demonstrated some heterogeneity in the meaning of ‘carrying condoms’, less than 10% of respondents suggested rephrasing this question. The most common suggestion was to replace “cargar” with “llevar” (both words meaning ‘carry’), though this suggestion was infrequent (n = 3, 5.2% of respondents). Generally, “carrying condoms” was understood to mean that a girl had condoms in her purse, or was taking them with her as she moved about outside of the home. Respondents also believed that participants as young as thirteen would be familiar with the word condom:

“Yo diría que sí, porque ya a los 13, uno ya debe estar en octavo y pues... en un caso a mí me tocó a los 12 que me hablaron sobre eso.” (Mujer, 17 años)

*“I would say yes, because already at 13, one should already be in eighth [grade] and then... in my case, I turned 12 when they told me about it.” (Female, 17 years)*

Since “cargar” was understood by the vast majority of the population, and respondents believed that younger adolescents were aware of terminology such as condoms, we have not suggested rephrasing this question.

The interviews revealed respondents' apprehension about responding to questions on *Actitudes de Género*, which were related to a fear that others would believe that their opinions would imply certain behaviors that may not be socially accepted. For example, a female respondent indicated that other youth may worry that their response to questions such as F38A would lead the interviewer to infer that they were themselves participating in sexual intercourse:

“Pero hay gente que sí se preocupa, la gente pensará que tengo una vida sexual muy activa, que tengo sexo 3 veces al día, o cosas así, cuando simplemente es una simple pregunta de qué opinas.” (Mujer, 19 años)

*“But there are people who would worry, ‘these people will think I have a very active sex life, that I have sex three times a day’, or things like this, when it is just a simple question about your opinion.” (Female, 19 years)*

The example listed in Table 3 for question F38C (Do you believe: There are times when a woman deserves to be beaten) also illustrates that these questions might be sensitive for survivors of violence, who may fear that the perpetrator will somehow find out if they respond to the question. Respondents' fears that attitudes may be associated with behaviors illuminate the possibility that these questions will capture respondents' perceptions of socially desirable answers, rather than their personal attitudes. These fears also suggest that hypotheses on linkages between attitudes and behavior are not limited to communities of academics and practitioners working to prevent or change norms around violence.

In order to improve validity for this section, we recommend reordering questions to include less sensitive questions first. Since questions about sexual activity generated a greater level of discomfort, the suggested structure is as follows:

- i. F38B: Si alguien insulta a un niño o hombre, él debe defender su reputación o imagen usando fuerza física si es necesario.
- ii. F38C: Hay situaciones en que una mujer debe ser golpeada.
- iii. F38A: Solamente el hombre debe decidir cuando tener relaciones sexuales
- iv. F38D: Las mujeres que cargan condones tienen relaciones sexuales con muchos hombres
- v. F38E: Una mujer debe aguantar la violencia para mantener a su familia

The Considerations and Recommendations section of this report (page 23) includes some recommended strategies to reduce respondents' fear of responding to questions about behavior that may be more stigmatized or considered inappropriate for their age, and of potential harm.

#### Physical Discipline

Generally, respondents understood the content of physical discipline questions, and only a few questions were found to have unclear references or missing options. Probing on the language used for 18-24 year-olds in the description for question PD1 (When you were growing up, did a parent or adult caregiver ever punish you when you misbehaved by), for example, highlighted

that the translation of the phrase “when you were growing up” was frequently interpreted as experiences prior to adolescence. A male respondent provided an interpretation of the meaning of “cuando eras niño”:

Entrevistador: ¿Qué significa para usted “cuando eras niño”? ¿A qué edad uno es niño?  
Respondente (Hombre, 21 años): De unos 5, 4.

Entrevistador: ¿A qué edad uno deja de ser niño?  
Respondente: Por ahí 15, 16, en la cultura más temprano.

Entrevistador: Si quisiéramos llamar a una persona de 17 años niño, ¿O cómo podríamos llamarla?  
Respondente: Joven.

*Interviewer: What does ‘when you were a child’ mean to you? At what age is one a child?*  
*Respondent (Male, 21 years): 4 or 5*

*Interviewer: At what age does one stop being a child?*  
*Respondent: Around 15, 16, in the earliest culture*

*Interviewer: If we wanted to call a person who is 17 years old a child, or how could we say it?*  
*Respondent: A young person*

This example also provided a suggestion for rephrasing the question to include adolescents. Respondents more frequently recommended using “adolescencia” (“adolescence”) than “joven” to capture all children under age 18. This recommendation has been incorporated into the analysis for both questions PD1 and PD4 (Table 4).

Respondents indicated that references were also unclear for questions PD1b, PD1c, PD1d, and PD1k; PD1c and PD1k (each questions asking about specific forms of discipline experienced) each caused confusion to over 20% of respondents. For PD1c (giving you a reminder or warning not to do it again), the word “advertencia” (“warning”) was interpreted as a threat by some respondents, and as advice or an explanation by others. The example in Table 4 illustrates what could be either a warning or a threat, depending on how the mother referenced in the quote would punish or discipline her child. Since the question in English implies the meaning of “warning” is closer to a reminder than a threat, the word “diciendote” (“telling you”), has been added to the question.

For PD1k (Taking away food or drink), some respondents suggested that the word “bebida”, which is the literal translation for “drink,” could be misunderstood as an alcoholic beverage. The association between the word “bebida” and alcohol was pronounced in Quibdó, and respondents at this site revealed that it was common for young people below the legal drinking age to obtain and consume alcoholic beverages. Respondents in other sites also agreed that “bebida” could mean alcohol, though as indicated in Table 4, some believed that the inclusion of “food” in the question implied a non-alcoholic beverage. Since the understanding of “bebida” may depend on

patterns of local consumption of alcohol by youth, which may vary across departments and neighborhoods in Colombia, including examples of non-alcoholic drinks may help avoid confusion.

While there were some unclear references associated with questions PD1b and PD1d, these were not significant enough to justify changes. For example, for PD1b, rather than misunderstanding the meaning of the punishment itself, some respondents believed that “explaining why” a behavior is bad should not be considered a punishment (Table 4). For PD1d, some respondents thought the connotation of the word “sacudiéndote” (shaking you) related more to objects than people, as is illustrated in Table 4. Generally, respondents who did not understand “sacudiéndote” understood “zarandeándote”, and vice versa. Similarly, PD1j was very well understood, and the few cases in which participants had trouble understanding the question were related to their definition of punishment.

Interviews also indicated that youth could also experience physical discipline or punishment from actors whom were not included in the original formulation of the VACS questions. Interviews in Quibdó revealed that in some communities in Colombia, it may be considered acceptable for teachers or other adults to punish students, and that at times caregivers may give permission for other adults in the community to punish their children for misbehaving. Further, while children might primarily interact with a teacher in smaller schools, interviews in Barranquilla and Bogotá illustrated that there were other adults who work in larger school buildings that might punish children, such as the headmaster or other administrative staff. Since the VACS questions may want to know specifically about parents/caregivers and about teachers, it might not be necessary to modify questions PD1 and PD2. However, if the purpose of question PD2, for example, is to capture abuse from all adults in schools, then rephrasing this question to include other adults who work in the school would also allow for disclosure of abuse from adults such as headmasters or other administrative staff.

In addition to the example in Table 4 for question PD1m (other type of discipline or punishment), respondents in three of the four sites referenced a punishment that may be more common in rural areas:

Entrevistador: Entonces en tu opinión, ¿Que es un castigo?

Respondente (Hombre, 24 años): Un castigo es como cuando lo arrodillan a uno, o cuando vas a salir y te dicen que no puedes, eso para mi es un castigo.

Entrevistador: ¿Que eso de “arrodillan”?

Respondente: Cuando lo ponen de rodillas y con una silla en la mano, le colocan unos granos de maíz, y lo hacen arrodillar ahí.

*Interviewer: Then in your opinion, what is a punishment?*

*Respondent (Male, 24 years): A punishment is like when they kneel him, or when you go to leave and they tell you that you can't, this for me is a punishment.*

*Interviewer: That they 'kneel'?*

*Respondent: When they put him on his knees and with a chair in his hand, they put some*

*grains of corn [on the floor], and they make him kneel there [on the grains].*

Considering the length of the VACS tool and feedback that this section of the survey felt long and repetitive, we have not made an official recommendation to include additional types of punishments into the tool. Even so, interview teams working in rural areas of the country should be aware that “arrodillan” may be used as shorthand for kneeling on grains or seeds if participants are asked about other forms of punishment.

Interviews with adolescents and youth demonstrated that the translation of the answer options for question PD2 misattributed gradations of frequency. In English, the options are commonly used in several scales: rarely, sometimes, most of the time, all of the time. However, these phrases do not have direct translations into Spanish, and the respondents indicated that the translation for ‘rarely’ (“unas veces”) implied greater frequency than the translation for ‘sometimes’ (“pocas veces”). “Pocas veces”, for example, was operationalized as once or twice, whereas “unas veces” was considered to be three to four times. To avoid confusion, we have recommended rephrasing ‘rarely’ to ‘almost never’ (“casi nunca”), which provides a clearer distinction from ‘sometimes.’

Due to mandatory reporting laws in Colombia, researchers could not formally test the sequence of ‘ever’ versus ‘last 30 days’ for questions on physical discipline. For this section, respondents were instead asked for their preference on discussing questions related to punishment at one time point (ever) prior to moving to a different time point (last 30 days), in comparison to discussing one punishment at a time, and including both time points per punishment before asking about the following punishment. Interviewers gave brief demonstrations of each potential option. Almost 70% of the respondents asked preferred to discuss one punishment at a time, rather than reviewing all of the punishments that had ever happened prior to asking about the last 30 days. Thus, for each form of punishment covered in the physical discipline section, we recommend asking both the ‘ever’ and ‘last 30 days’ before asking about the following punishment.

Additionally, there were some indications that certain types of punishments may be easier to remember than others. For example, one respondent believed that being slapped was not an experience that would be easy to forget, while others thought that it may be hard to estimate the frequency of being given a warning to not do something again:

Entrevistadora: ¿Cuál es el que más se acuerda y cuál es que menos se va acordar?

Respondente (Mujer, 17 años): El que menos se va acordar es la advertencia.

*Interviewer: Which is the most remembers and which is less to be remember?*

*Respondent (Female, 17 years): Warning is the least one you will remember*

Respondents believed that the validity of reporting would be greater for more severe punishments, and punishments which occurred less frequently.

For questions PUN1-PUN4 (questions focused on attitudes towards the acceptability and necessity of physical punishment for a child’s misbehaviour, by caregiver and by teachers), interviews revealed that translations for the words “acceptable” and “necessary” conflated the meanings of the two words. The translation of “acceptable” indicated an obligation to do

something, which did not reflect the intended meaning in English. Similarly, the translation for “necessary” implied acceptability rather than obligation. Thus, the phrasing of these questions have been amended to more accurately reflect the intended meaning.

Importantly, the most common issue voiced by respondents on this set of questions is concern about anonymity and participants’ willingness to disclose information about experiences of domestic violence and coercion from parents, especially if abuse may be ongoing at the time of the interview. Respondents indicated that their peers may be ashamed of their past or afraid of future retaliation. Respondents also believed that it may cause their peers psychological distress to disclose information about abuse from parents. Concerns about disclosure were most frequently cited for questions PD1e, PD1d, and PD1g, which all ask about forms of physical punishment from caregivers. Similarly, for PD2 (the frequency with which experiences of discipline occurred) respondents were concerned that disclosure of physical punishment from professors could result in retaliation from teachers or parents.

Since questions related to more severe punishments were particularly sensitive, we recommend reorganizing this section of the survey so that these questions are asked after questions about less severe punishments. One means of reorganization is as follows: PD1, PD1b, PD1c, PD1h, PD1j, PD1k, PD1l, PD1a, PD1e, PD1f, PD1i, PD1g, PD1d, PD1m. Suggestions for assuaging fears related to disclosure are addressed in the Considerations and Recommendations section of this report (page 23).

### Immigration

There were some issues with question phrasing and answer options identified in the section on immigration. Some of the phrasing in Spanish was thought to be ambiguous, especially in that the phrasing could conflate the meanings of questions about relocation within the county to relocation outside of the country. For example, in question F15A (Have you received money or goods from abroad in the last three years?), while ‘*exterior*’ is the literal meaning of the word ‘abroad,’ it does not capture the intended meaning of the English word. In fact, many respondents thought the question referred to the *exterior* of their state, community, town or barrio; this could include a big city within Colombia such as Medellin. When probing for alternative wording, even the phrase ‘from outside the country’ created problems of unclear reference. In order to best convey the meaning of ‘abroad’ as something coming from outside the country, we propose amending the question to ‘have you received money or goods from another country...’. This eliminates the issues with unclear reference, as well as the need to list possible ‘other countries’ from which someone might receive goods.

Additionally, for the answer options in questions H17H and H28D (What were the main reasons for you moving from your home? And What were the main reasons you left?), the word “forzado” (forced) was, at times, viewed as having too strong of a connotation, as youth may have left their homes to escape violence in the family, but not have felt that someone forced them to do so. We have not removed this word from the answer options. However, this answer option may be ambiguous to some respondents, and if the intention of the answer option is to capture adolescents who left to escape violence but were not explicitly asked to leave, there may be a need to further clarify the answer option or remove the word ‘forzado’ from answer option C.



Respondents also felt that this section lacked answer options that were not directly related to violence. For questions H17H and H28D, which ask about the main reasons for leaving home or living abroad, respectively, respondents felt strongly that options should be added to reflect the many who left for reasons other than violence such as ‘greater (non-economic) opportunities’, such as education. Since education often leads to better economic opportunities, we propose expanding answer option B (economic/work reasons) to include education. Other examples for leaving one’s home or moving abroad included “para tener más libertad” (to have more freedom than one would have in their parents’ household, as well as “echan de la casa” (kicked out by parents), or “para conocer otra parte” (to become familiar with another part of the country). Respondents also discussed the presence of problems in the family that are not related to violence, which illuminates limitations of the answer option “forzado por la violencia al interior de mi familia” (forced by violence in my family). To make this answer option more inclusive, we have amended it slightly to include language recommended by participants, with the caveat that ‘forzado’ has not been removed (as indicated above): ‘forzado por la violencia o maltrato dentro de mi familia (intrafamiliar)’.

While the Colombian experience provides many examples of forced displacement, in the context of questions regarding immigration, respondents frequently regarded displacement within the country as a form of violence in the community, rather than a reason meriting own separate answer option. We recommend adding an answer option to reflect a desire for more autonomy (option f: Para tener más libertad, o independencia, de los padres o la familia), and discussion within the interview team to determine whether being kicked out of the house by parents for reasons not related to violence (such as parents wanting children to find work or be independent adults) should be considered ‘forzado por otras circunstancias’, or would be better classified as ‘por otras razones’.

Additionally, the answer option ‘family reunification’ refers to the process by which families are reunited. The crude translation of this phrase was incomprehensible to respondents and required more information. Upon further probing, ‘reencuentro familiar’ was determined to be both understandable and consistent with the process being described. We recommend the answer options for questions H17H and H28D to be changed to reflect the findings of the interviews.

Lastly, a relatively small number of respondents indicated barriers to disclosure for this section. Reordering the questions in this section to discuss relocation within the country before relocation outside of the country may help build rapport and reduce confusion about questions that ask about living outside the country. The research team proposes changing the order of these questions to: H17H, H17G, H17F, H28E, H28A, H28B, H28C, H28D. This is the order in which questions are presented in Table 5.

### Community Violence

Findings for questions F41A and F41.B (What are the main reasons for you not feeling safe at all in your community/neighborhood? And To what extent do you think your neighbourhood/community is affected by violence?) revealed a high level of comprehension among respondents, but posed concerns about disclosure. For question F41A, many respondents were of the opinion that some answer options were more likely to yield honest responses than others, leaving some to suggest that while respondents would disclose that they did not feel safe, they would be elusive

regarding the exact reason. Respondents were wary of disclosing violence in the home due to fears about interviewers reporting abuse to national social services organizations:

“Qué tal si cuando vengán a hacer la Encuesta Nacional, ofrecen esos servicios, no te van a obligar, que oye, si tú me cuentas algo, te voy a reportar al Bienestar y tal cosa...”  
(Mujer, 18 años)

*“What if when you all come to do the National Survey, you all offer those services, they won’t obligate you, listen, if you tell me something, I am going to report you to the [ICBF] and something like that...” (Female, 18 years)*

As the example in Table 6 suggests, this is especially pertinent for instances in which a respondent personally experienced violence. This example also highlights that asking about violence in the home triggers fears about disclosure. Since question F41.B also asks about the presence of violence in the community, but asks for less details from the participant, this question may be more likely to yield an honest response than question F41.A. Thus, we recommend including question F41.B in the VACS tool, rather than F41.A.

Additionally, since scale answer options asking about a range from none/a little to a lot have posed translation challenges in other sections (see section on Physical Discipline), we have recommended changing the translation of the answer options to more clearly differentiate between gradations such as “some”, “not too much”, and “not at all”. These changes are listed in Table RR, under question F41.B.

### Sexual Behavior

When asked, respondents overwhelmingly agreed that the questions regarding sexual behavior were the most difficult. This is also reflected in the number respondents who felt that this question would lead peers ages 13-24 to worry about disclosure due to concerns over confidentiality, community pressures, or social appropriateness. Fifty-four percent of respondents described some form of *preocupaciones* for question F409, compared to 43 percent for question F410—these were both much higher than other questions examined through cognitive interviewing, including the weapons/arms questions.

For question 409 (How would you describe the first time you had sex? Would you say that you wanted to have sex, you did not want to have sex but it happened anyway, or were you forced to have sex?), respondents were concerned about someone else finding out their response to the question for fear that “la podrían castigar o algo” (“she would be punished or something”). As with community violence, respondents believed that some would not answer this question honestly especially if they had experienced sexual violence. Respondents insisted that participants “no van a querer decir sus cosas íntimas” (“do not want to talk about their intimate things”), and if they had been the victim of sexual assault as their first sexual experience “le daría más que todo pena o vergüenza de que le pasó eso” (“it would give more than anything pain or shame that this happened”).

Regarding question F410 (The first time you had sex, were you verbally persuaded, pressured, tricked, threatened, too drunk to say no, or physically forced?), the general consensus was “se

entiende. Pero hay muchas preguntas en la misma pregunta” (“I understand. But, there are a lot of questions in the same question”). The options ‘verbally persuaded’ and ‘tricked’ were largely viewed as the same, as they implied that one person had lied in some way, or coerced. Respondents did not believe that these options were mutually exclusive in reality—their peers could have experienced multiple forms of pressure or coercion during their first sexual encounter.

In addition to feeling that there were too many options, the option “too drunk to say no” was said to be vulgar:

“A mi me da pena decirlo, dicen unos que hacen corrupción, pichan como dicen los hombres, se oye súper horrible, a mi no me gusta” (Mujer, 18 años)

*“For me I am ashamed to say this, those who corrupt others would say it, [slang for ‘having sex’] how the boys say, it sounds super horrible, I don’t like it.” (Female, 18 years)*

Additionally, respondents may not be honest about being too drunk to consent in particular, as they may perceive negative judgment from interviewers:

“Demasiado incómoda, uno como mujer dice qué vergüenza, no la responderían y si la responden, responden con mentiras” (Mujer, 18 años)

*“Too uncomfortable, one as a women says “shame on you”, they won’t respond to you and if they respond, they’ll respond with lies” (Female, 18 years)*

However, rather than asserting that this option should not be asked, respondents offered suggestions to soften the tone of this answer option:

“De bebidas alcohólicas o sustancias psicoactivas, yo diría que sería mejor, porque demasiado borracha para decir no, eso de pronto lo hace ver como débil.” (Hombre, 21 años)

*Of alcoholic drinks or psychoactive substances, I would say would be better, because too drunk to say no, that suddenly makes you look like weak.” (Male, 21 years)*

Since respondents had a hard time following the question due to all of the options included, we recommend reducing the number of answer options and rephrasing the option on alcohol use. As seen in Table 7, we suggest combining option 3 with option 1. We also recommend rephrasing the option about being under the influence of alcohol: “tomaste bebidas alcohólicas o otras sustancias, y no podías decir no” (“You had consumed alcoholic drinks or other substances, and could not say no”). Lastly, we recommend making this question a ‘check all that apply’, to capture the multiple forms of coercion that participants may have experienced during their first sexual encounter.

To combat the high level of apprehension discussing the topic of sexual activity, we recommend the continued use of the disclaimer preceding this section. We also recommend that data collectors be adequately trained, and that data collectors and respondents be matched by sex, i.e. female data collectors to interview girls and female young people. Additional strategies for improving disclosure of sensitive questions are included in the Considerations and Recommendations section (page 23).

### Sexual Violence/Exploitation

Overall, analysis of questions related to sexual violence and exploitation confirmed their appropriate use of language and understandability. Respondents overwhelmingly referred to these questions as “ententible” (understandable). However, while the original question was understandable, in practice the language seemed too formal, resulting in respondents feeling that the questions were an interrogation rather than an interview. Since questions related to sexual attitudes and behavior have elicited worries about disclosure throughout the VACS tool, we recommend replacing formal language in question F501 with more informal language that is easy to comprehend (Table 8).

Furthermore, changes to answer options respond to unclear references and incorporate suggestions provided by respondents. Since “seguridad” (security) came up repeatedly as an unprompted synonym for protection, we recommend using it in conjunction with protection in the answer options for question F501. For question F502, respondents’ lexicons did not include the words “proxeneta” or “chulo”, which were translations provided for “pimp.” While “proxeneta” is the technical term for “pimp” in Spanish, there was near-universal agreement that youth in Colombia would not have exposure to this word. “Chulo,” was equally unidentifiable, and respondents informed researchers that this word could be confused with “cholo,” a sometimes derogatory slur that refers to indigenous people in Colombia. Probing elicited two words that would more accurately describe “pimp” for this population: “patron” and “jefe” (boss).

Entrevistadora: ¿pero el proxeneta no?

Respondente (Mujer, 18 años): No creo, porque o sea yo sí sé que... Y si yo tengo mi patrón yo trabajo para X persona, y me acuesto y le tengo que dar el dinero, pero no sé, no entendí, pero por lo menos no entendí cuando usted me dijo así.

*Interviewer: But the pimp, no?*

*Respondent (Female, 18 years): I don't think so, because or that is I do know that... if I have my boss I work for X person, and I sleep with [someone] and I have to give him the money, but I don't know, I didn't understand, but at least I didn't understand when you said it like so.*

The pimp, or “patron/jefe”, was also presented as a missing answer option for question F503, which asks who the respondent had sex with because that person provided things that are important, helped with expenses or gave the respondent money. This indicated that young people engaged in transactional sex may also be exchanging sex with their pimp. Furthermore, a few respondents (~10%) believed that 'male/female stranger' and 'male/female I met on the internet' both implied strangers. A small number of respondents suggested adding father to the list. While

we have not suggested changes to the table for options relating to strangers and people met via the internet, there is potential to revise 'stranger' to ensure that it is distinct from 'stranger I met on the internet', or to remove 'stranger I met on the internet' if the online aspect of this option is not particularly important. We do recommend adding “patron/jefe” as an option to the list of answers for question F503. In order to reduce confusion with answer option D (“empleador/jefe”, or employer/boss), we have removed “jefe” from this option.

It is interesting to note that while these questions did elicit reservations about disclosure, there were fewer concerns about discussing transactional sex in communities that relied on tourism as a staple of their economy, such as the coastal towns of Juanchaco and Ladrilleros.

“Aquí vienen partes de allá de donde ustedes, partes lejas, parte... Y vienen aquí y buscan... Y sí, buscan más que todo los negritos. Los buscan y les pagan, les pagan hasta, digamos ‘quiero yo decir esa plata de estados unidos como es rara, son dólares... (Risas) Y bueno, y sí, pasa.” (Mujer, 22 años)

*“Here they come from parts from there where you are from, far away places... and they come here and look... and they look for more than anything the dark ones. They look for them and they pay them, they pay them even that money from the United States how strange, the dollars... and well, and yes, it happens.” (Female, 22 years)*

There was heterogeneity in respondents’ perception of willingness to disclose participation in transactional sex. When asked if they would disclose this information to an interviewer, female respondents believed that other female youth would disclose to a female interviewer. It is unclear if males would likewise disclose to a male interviewer, but women and at least some men claimed that tourists did not discriminate based on gender and men sleeping with men in exchange for money did occur. As shown in the examples provided for question F504 in Table 8 (How old were you the first time you entered into a relationship because someone provided you things that are important, helped you with expenses or gave you money?), some responses about the conditions in which someone may disclose engagement in transactional sex demonstrated both concerns about perceptions of the interviewer and beliefs that disclosure was linked to “Madonna/whore” stereotypes. The example in Table 8 illustrates that adherence to stereotypical beliefs may have led some respondents to think that young women who had chaste reputations in the community would be less likely to disclose than young women who had reputations for engaging in sexual behavior. Other responses indicated, as in other sections of the survey, that perceptions of confidentiality of information disclosed during the interview would impact disclosure. Suggestions for addressing disclosure of sensitive information is included in the Considerations and Recommendations section on page 23.

### Physical Violence Perpetration

There was only minor confusion on phrasing for questions on physical violence perpetration. For question F200A, there were many examples of misunderstanding the use of the word ‘lanzado’, with some understanding this as “...estoy jugando con esa botella, entonces por ejemplo, alguien tirela hacia arriba” (“I am playing with a bottle and then for example someone throws it towards above”) or playing with an object. The connotation of the word ‘lanzado’ did not readily match the concept of throwing an object at someone. Prompts for synonyms that conveyed the intended

meaning of the question led us to a more appropriate word, 'tirado'. This change has been recommended in Table 9.

Concerns about disclosure were apparent for this section. Only a small number of respondents believed that someone would answer question F200B (punching, kicking, whipping or beating a current or previous boyfriend, romantic partner/husband) honestly. The conditions under which someone might respond honestly was usually described as an individual who was openly chauvinist:

“Porque hay hombres que son muy machistas, ellos dicen que todo, que ellos son los mejores.” (Mujer, 17 años)

*“Because there are men that are very chauvinistic, they say everything, that they are better.” (Female, 17 years)*

Interviews also revealed the belief that both male and female adolescents and youth would respond in the affirmative to being perpetrators of physical violence against a partner if they felt justified:

“Porque ellos justifican a veces muchos sus actos y pensarían a veces que dirían, se lo merecía.” (Mujer, 17 años)

*“Because they sometimes justify their actions a lot and would sometimes say, they [the victim] deserved it.” (Female, 17 years)*

As the severity of the physical violence increased, the level of perceived apprehension and fear that would meet these questions was also amplified. While F200A and F200B were relatively easy to answer, F200C and F200D were considered “ya son cosas más grandes...” (“those are much greater things...”). Respondents mentioned vergüenza (shame), pena (embarrassment), and fear of being reported to the police or their perpetration becoming public knowledge. In questions F200.A and F426, the majority of respondents thought that it would be easier to describe how many times a partner had been drinking (F426) than their own drinking habits (F200.A). Other respondents conceded that participants might use drinking as a means of justifying their previous answer to F200. Similarly, respondents felt that it would be easier to answer question F201, regarding physical perpetration committed towards a non-intimate partner, than F200, which asked about perpetration against an intimate partner.

These findings indicate the presence of social norms that disapprove of violence within communities included in this study, and barriers to discussing intimate partner violence specifically. In this context, in addition to non-disclosure due to shame or embarrassment, respondents may provide answers that they believe to be socially desirable or to elicit positive assessment of their character from interviewers. Suggestions on improving disclosure can be found in the Considerations and Recommendations section of this report (page 23).

## Perpetrators of Intimate Partner Violence

Questions tested in this section focused on the identity of perpetrators of intimate partner violence against the respondent. Questions F104.1 and F104.2 were developed on the same content, and tested with the intention of gauging which one might be more preferable. In consultation with the CDC, the content for question F104.2 was changed to refer to gangs (“pandillas”) and illegally armed groups (“grupo armado ilegal”) prior to testing, since the terms “homeboy” and “clicka” – developed for the Central American context – did not have relevance in the Colombian context. However, interviews revealed distinctions between community violence and involvement in an illegally armed group in Quibdó: community violence was interpreted as violence between individuals that lived within the same neighborhood, and armed groups were perceived as actors who were not part of respondents’ communities. In Juanchaco, on the other hand, community violence encompassed both actions by armed groups, and disputes between neighbors:

“O sea que de pronto hubo un atropello entre la sociedad y la comunidad, de pronto vio reflejado en otra pareja, puede ser muchas cosas.” (Hombre, 18 años)

*“Or it could be that there was an altercation between the society and the community, or seen reflected in the other partner, it could be a lot of things.” (Male, 18 years)*

There were also cases in which respondents included intimate partner violence as violence in the community. In Quibdó, the family and the community were not always viewed as distinct entities. Retaining language on the armed groups would help clarify that this question is not asking about whether the perpetrator is only involved in intimate partner violence, or violence within the family. Since the definition of community violence was broad and non-uniform across settings, we recommend excluding question 104.1 and retaining question F104.2.

This section also revealed concerns about disclosure. In addition to concerns found in other sections, such as negative repercussions to the respondent, the interviews demonstrated concerns that participants may have about consequences for their partners (Table 10). Although there were concerns about responding to questions on organized violence, respondents did not think that these questions should be excluded from the survey:

Entrevistadora: ¿Entonces tú piensas que es peligroso hacer este tipo de preguntas en el Chocó?

Respondente (Mujer, 17 años): No, porque es para el bien, el bienestar de las personas.

*Interviewer: Then do you think that it is dangerous to ask these types of questions in Chocó?*

*Respondent (Female, 17 years): No, because it is for the good, the well-being of the people.*

These findings illustrate that sensitive questions can be asked, but that researchers should ensure a safe and confidential environment to facilitate disclosure. Recommendations for improving disclosure of questions such as this are included in the Considerations and Recommendations section of this report (page 23).

Questions F105 and F106 were easy to understand and did not elicit large worries about disclosure. Respondents also affirmed that other youth would have sufficient information with which to recall information about differences in age, which were central to these questions. Thus, we do not recommend changes for F105 and F106.

Notably, the majority of responses regarding intimate-partner violence, prompted or unprompted, assumed male aggression towards a female victim. These assumptions dictated how the participant perceived the subject of the question or the assumed guilt of that person. A female participant remarked, “él dice...yo le he pegado una cachetada a mi novia” (“he says [to himself] ... I have slapped my girlfriend”), and that he would be worried about responding. This assumed directionality of violence may be reflective of larger trends in victimization, but, as indicated during interviews, may also pose issues for the perceptions of male youth in the applicability of these questions to their own experiences. Thus, male participants’ disclosure of victimization of either intimate-partner violence or sexual and gender based violence may be related to assumptions made about their own potential victimization during the interview. Male youth might be more likely to provide responses that reflect social desirability when discussing victimization:

Entrevistador: Y crees que un joven de tu edad estarían preocupados de lo que nosotros pensamos de ellos cuando van a responder?

Respondente (Mujer, 20 años): Ahí sí se preocuparía más el hombre.

*Interviewer: and do you think a young person your age would be worried about what we think of them when they’re going to respond?*

*Respondent (Female, 20 years): Yes there the man would be more concerned.*

For this and other reasons listed in the report, we recommend gender neutral wording whenever possible.

### Arms/Weapons

In terms of the broader context, laws in Colombia restrict civilian possession of firearms and bladed weapons, especially in urban environments. Given this context, it is not surprising that thematically, the primary issue with questions on arms and weapons is non-disclosure. Common reasons for non-disclosure of weapons carrying included fear of judgment or negative perceptions by the interviewer, fear that interviews may inform local authorities, and fear of retaliation from violent organizations. Responses indicated that adolescents and youth may be more likely to disclose general information about whether they had carried a weapon, but that more detailed questions would cause greater discomfort. Information such as the frequency of times a respondent carried or used arms within the last 30 days could be seen as too invasive. Thus, we recommend rephrasing the questions to yes/no, rather than asking respondents to provide the number of times they carried weapons.

In addition to verbal affirmations that youth may not be likely to disclose specifics of weapons carrying, non-verbal cues observed by researchers in the field demonstrated respondents’ concerns about other community members overhearing the interview. These concerns were palpable in Quibdó, an active conflict zone, where researchers were largely working in smaller, tight-knit communities with non-standard housing structures. Working in small communities



frequently meant that other people from the community, while not able to overhear the interview, could more easily learn which respondents had participated. Concerns about weapons questions also arose in Barranquilla, where the research team was working in a neighborhood that was identified by respondents as unsafe.

A small number of respondents also indicated that there might be some missing options for this section. Although some respondents mentioned regionally-specific weapons could be included for question F1210A, interviews demonstrated that the phrasing of this question was sufficiently understandable and that respondents may include regionally-specific weapons in their responses without being explicitly prompted to do so. Additionally, an ‘olla’, or place where people deal drugs, was offered as an option to question F1210E. However, considering the concerns about discussing details, and links between the drug trade and the armed conflict in Colombia, we would not advise including options that ask a participant to disclose his or her involvement in the drug trade, as this may be perceived to imply involvement in the armed conflict and pose a safety threat to researchers. Following guidance from participants on concerns about providing details about weapons or arms carrying, answer options for most questions in this section have been rephrased to ask loosely about number of times, rather than the number of days (“nunca, una vez, pocas veces, varias veces, o siempre”) (Table 11).

### Cyberbullying

In addition to formally testing proposed questions to the VACS, researchers asked a series of open-ended questions related to cyberbullying through social media. These questions provided insight into topics ranging from motivations for engaging with social media, applications that were frequently used to cause harm, and forms of harm that youth might experience while using the internet. In some interviews, these open-ended questions also shed light onto respondents’ attitudes and opinions towards possible dangers regarding using social media.

The most frequently used applications were Facebook, Facebook Messenger (which is now a separate texting/instant messaging app from Facebook), and Whatsapp. The complete list of applications mentioned includes Snapchat, Instagram, Twitter, Skype, Google Chat, Hi5, Badoo, SOMA, Grindr, and Line<sup>2</sup>. Gmail, Yahoo, and Hotmail were also mentioned. Additionally, respondents mentioned websites such as Ask.com, where they could create profiles that allowed other people to message them anonymously, and which posted questions and responses to their Facebook profile. These applications and sites were frequently accessed through either mobile phones or internet cafés. Even in poorly networked areas without consistent wireless service such as parts of Quibdó, young people were aware of applications and traveled into the city center if needed in order to use them.

The most cited reason for using these forms of social media was “para comunicarse” (“to communicate”) or “para intercambiar información” (“to exchange information”). Respondents described talking with friends, classmates and strangers using these tools. Other reasons included

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<sup>2</sup> For reference, Snapchat is a mobile app that allows people to send each other temporary photos and videos, and has functions for live videochat. Instagram is a mobile application that allows users to share photos publicly or privately. Line, like Whatsapp, is a mobile application for phone calls and text messages. SOMA is also a video call and chat application. Badoo is a mobile application that allows users to chat with people who are in close physical proximity. Grindr is a mobile dating application marketed specifically to members of the LGBTQ community.

to become or feel popular, complete or exchange information on homework, or to find new musical artists. Information that was commonly exchanged included sharing pictures or images, but in some cases also meant sharing phone numbers, addresses, and other personal information.

Among the indigenous community of Quibdó and the Afro-Colombian community of Juanchaco, another popular reason for using social media was “para conseguir amigas, novias” (“to make friends, girlfriends”). Further probing illustrates what participants describe as the use of these applications “para no hablar siempre con los mismos sino para conocer otras personas” (“to not only speak with the same [people], to know other people”). Meeting new people was a commonly cited reason for using the internet, and reasons for doing so included a desire to meet friends or romantic partners from other countries in the hopes of one day leaving Colombia.

Along with the term cyberbullying, or “bullying cibernético,” the phrases “matoneo” or “matoneo virtual” are used to describe the practice of deliberately causing harm through social media. Many perceived Facebook to facilitate bullying more frequently than Whatsapp. Facebook was seen to be more public and accessible to a broader range of peers and strangers, which facilitated public humiliation.

Entrevistadora: Como, ¿qué tipos de cosas le hacen?

Respondente (Mujer, 17 años): La hace quedar mal, digamos yo tengo un facebook y yo te puedo hacer daño a ti, y empiezo a... ahora salió un cosito, un programa, para ponerte digamos a ti y yo te desnudo toda.

Entrevistadora: ¿En serio?

Respondente: Sí.

Entrevistadora: Y eso lo haces público.

Respondente: Sí.

Entrevistadora: ¿Y cuáles son otros ejemplos de cuando alguien hace daño?

Respondente: Amenazando.

Entrevistadora: ¿Y esas cosas causan problemas psicológicos o otros daños a la gente?

Respondente: Sí, claro psicológicos.

*Interviewer: Like, what types of things do they do?*

*Respondent (Female, 17 years): We say I have a Facebook and I can hurt you, and I start to... now this little thing came out, a program, to put you—we say to you and—I can take off all your clothes. [Note: referencing a mobile application that lets people put faces of people they know onto naked bodies]*

*Interviewer: Seriously?*

*Respondent: Yes.*

*Interviewer: And you make this public.*

*Respondent: Yes.*

*Interviewer: And what are other other examples of how someone can harm [others]?*

*Respondent: Threatening.*

*Interviewer: And do these things cause psychological problems or other forms of harm?*

*Respondent: Yes, definitely psychological.*

Cyberbullying seemed to be more limited on Whatsapp, partially due to the nature of the application, in which someone must have your contact information in order to initiate contact. However, interviews also revealed that Whatsapp chat groups are popular, and can put people in contact with strangers on the application. Whatsapp users can join chat groups with loose affiliations, such as fans of a particular sports team, or groups with peers from the same school. These chat groups can be started by an individual person, and grow as those individuals receive requests from members to add more people to the chat. From these sometimes-large chat groups, it is possible for unwanted contact to be initiated or vice versa. Although Ask was not mentioned as frequently as Facebook and Whatsapp, it was also perceived to have risks:

*Respondente (mujer, 16 años): ‘Ask’ es una red social donde te hacen preguntas y tú respondes. A veces tú sabes quién te está haciendo la pregunta, y hay veces que son anónimos y te preguntan cosas. Es una red social bastante peligrosa.*

*Entrevistador: ¿Sí? ¿Y porque?*

*Respondente: Porque tú no sabes quién te está preguntando y porque te está preguntando. Y hay veces que te hacen unas preguntas bastante personales como hay veces que las hacen por joder.*

*Respondent (female, 16 years old): ‘Ask’ is a web site where they ask you questions and you respond. At times you know who is asking the question and there are times that they are anonymous and they ask you things. It is a very dangerous website.*

*Interviewer: Yes? And why?*

*Respondent: Because you don’t know who is asking you and why he/she is asking. And there are times que they ask very personal questions like there are times that they do it to [mess with you].*

Respondents also believed that contact with strangers through the internet can facilitate violence that occurs face-to-face. For example, interviews indicated that the practice of ‘catfishing,’ meaning when someone creates a fabricated profile in order to attract an individual under false pretenses for nefarious purposes, may be widespread across platforms. One participant indicated that she had been a victim of ‘catfishing’ before:

“A mí me han creado usuarios falsos. Entonces he procurado tener mis redes sociales privadas en donde tenga que tener permiso para aceptar. Si, toca hacer mucho eso. Si te contara que me salió un admirador, lindo el pelado, pero terminó siendo una mujer que le gustaba. Y me di cuenta después porque las cosas no concordaban.” (Mujer, 24 años)

*“To me they have created false users. So I have tried to have my social media [settings] private where you have to have permission to accept. Yes. You have to do a lot of that. If I told you I had a male admirer, nice haircut, but it turned out to be a girl that liked me. And I found out later because there were a lot of things that didn’t add up.” (Female, 24 years)*

This is especially true for members of the LGBT community, who describe being victims of false profiles that ultimately lead to harassment through either social media or in-person, once a face-to-face meeting has been arranged. One young woman revealed that she has been subject to such kind of harassment:

*“Sí, a mí me han amenazado por Facebook, en correos estos como no deseados, como spam, siempre que entro, veo, parece mentira, pero tú sabes que no te aparece, no te llega el mensaje directamente sino que tú tienes que hundir como correo no deseado o spam para verlos, y me ha pasado que un mes después se me da por entrar y entro: Maldita, lesbiana, machorra, no sé qué.” (19 años)*

*“Yes, To me they have threatened me using Facebook, with unwanted emails, like spam, overtime I go on, I see, it sounds like a lie, but you know it doesn’t appear to you, you don’t get the message directly but you have to dive into your junk mail to see them, and it has happened to me that one month ago I go on and I have: Damn, lesbian, butch, I do not know what.” (19 years)*

While ‘catfishing’ can occur on Facebook, respondents expressed fears of being targeted through dating applications marketed towards the LGBTQ community, such as Grindr. For the Colombian context, when discussing cyberbullying, it would be important to include applications marketed towards minority groups such as LGBTQ youth, and harassment that young people may face due to their identities (whether that is related to sexual orientation, racial/ethnic group, religion, etc).

## Considerations and Recommendations

In addition to specific phrasing changes that can improve understanding of many questions tested from the VACS tool, the process of conducting this study illuminated considerations for implementing the VACS questionnaire in the Colombian context. Apprehension about disclosure was prevalent throughout the survey; thus, strategies to improve disclosure are needed. Additionally, familiarity with the many institutions currently working on VAC in Colombia may benefit the CDC. Further, inclusion of marginalized populations such as LGBTQ and indigenous youth also demonstrated limitations of the VACS tool in addressing the experiences of these populations. Lastly, safety of participants and researchers remains a paramount issue when conducting a survey on violence in the Colombian context. Specific recommendations are made with regard to these themes below.

## Addressing fears related to disclosure

In addition to high levels of apprehension about questions on sexual behavior, sexual violence victimization, and perpetration of violence, this study also found that participants had moderate levels of distress about questions related to physical discipline, gender attitudes, community violence, and arm/weapons carrying. Respondents' anxieties about confidentiality, negative perceptions from interviewers, negative repercussions or reporting of violence, and concerns about repercussions to perpetrators may affect the veracity of responses to the survey. These concerns should be prioritized during all stages of study design and implementation, as willingness to disclose can have large impacts on prevalence rates obtained from a survey.

The findings of this study underscore the importance of obtaining an exemption from mandatory reporting laws for violence against children, as the fear of retaliation from perpetrators such as intimate partners, caregivers, or teachers for disclosure was palpable among youth across all four sites, and mandatory reporting laws may trigger processes that violate confidentiality. Sexual behavior, sexual violence victimization, physical violence perpetration, and physical discipline posed the greatest number of concerns to respondents about consequences for disclosure. Additionally, respondents indicated that intimate partner violence may be more challenging for their peers to discuss than non-partner violence, and that youth may be more comfortable discussing victimization than perpetration.

However, even in a context where exemption from mandatory reporting is granted, it is likely that participants may have concerns about revealing victimization and perpetration. The following are strategies that may help encourage disclosure. As indicated by the results, responses demonstrated a sophisticated awareness of perceptions of the interviewer, and the presence of social norms that condemn violence. Respondents' awareness of the interviewer as an individual who may pass judgment on them poses a major challenge to validity of responses obtained in the survey, and may be addressed by use of self-interview techniques, which may improve accurate reporting of sensitive information and reduce the potential for social desirability bias. Audio Computer-Assisted Self-Interview (ACASI) is an interview method that completely removes the interviewer from the survey: participants read and/or listen to interview questions on a phone, tablet, or laptop via headphones, and then select the responses themselves. ACASI has been used with low-literacy populations and non-written languages, and participants from more resource-poor settings have indicated that the technology is easy to use (Falb et al. 2017).

The principles behind ACASI can also be adapted to an in-person interview, especially for interview teams that use tablets or mobile phones to collect data. Rather than putting the entire survey on ACASI, for example, interviewers can give the tablet to respondents only for more sensitive questions. Following suggestions listed in the results section to reorder questions, less sensitive questions in some sections could be asked by the interviewer, and the respondent could then answer more sensitive questions by him/herself on the tablet, before handing it back to the interviewer to complete the following section. Since this study demonstrated that interview teams are likely to find respondents with varying levels of literacy in the Colombian context, additional adaptations could include asking interviewers to read more sensitive survey questions aloud from a printed copy of the survey while participants select responses on the tablet, with cues such as color-coded boxes that correspond to different answer options (see Falb et al. 2017 for visuals).

An additional option for checking the validity of the survey is to allow for anonymous reporting after completion of the survey. The World Health Organization Multi-country Study on Women's Health and Domestic Violence against Women (2005) found that anonymous reporting yielded higher reports of sexual abuse prior to age 15 years, confirming, as found in several other studies as well, that "respondents often find it easier to disclose highly stigmatized behaviours using anonymous formats" (WHO 2005, p.53). The WHO study used a two-stage process whether interviewers asked women about experiences with early sexual abuse directly, and then, at the end of the interview, asked women to answer these questions anonymously by marking a paper card instead of responding verbally. The card can then be attached manually to the interview or consent form, without the data collector reviewing the response at any point, thus ensuring the anonymity of the response, and allowing for comparison of face-to-face and anonymous reporting. Use of this methodology may result in more accurate reporting of sexual behavior, sexual violence victimization, physical violence perpetration, and transactional sex in particular.

In addition to strategies for addressing the problem of interviewer presence, the interview team can reduce respondents' fear of responding to questions about behavior that may be more stigmatized or considered inappropriate for their age, and of potential harm. For example, a written script at the start of the section on gender attitudes could:

1. Clarify that the questions are only about the opinion of the respondent, and there is no correct or incorrect answer.
2. Inform the respondent that the questions are asked to all respondents, and that they are not meant to imply that the respondent has participated in any activities mentioned.
3. Remind the participant that the survey is confidential, and that no one in their community will be able to learn their individual responses to any of the questions.

Interview teams can also create confidential and comfortable spaces. Some examples for doing so include:

1. Selecting interview spaces that are private, with doors and windows that close completely, which are not prone to interruption by others.
2. Ensuring that interviewers are not conducting interviews with respondents that they have a personal relationship to (for example, a nephew/niece or other relative, or child of a good friend).
3. Reminding participants about confidentiality, and their right to choose not to answer questions.
4. Asking for clarification when necessary, rather than to satisfy curiosity.
5. Securely storing all paperwork related to the study.
6. Being mindful of the interviewer's verbal and non-verbal language, and keeping neutral facial expressions and tones throughout the interview.
7. Addressing the assumptions and perspectives of research teams on acceptability of violence, and how those perspectives can influence interviewers' tone and language during interviews.

8. Recruiting qualified data collectors with good rapport-building structure, and developing a system with layers of management to support these data collectors. One suggestion is to use regional coordinators to oversee team leaders, who each oversee a small number of data collectors.
9. Working with community leaders to help ID participants

Strategies for addressing other concerns related to disclosure, such as participant and researcher safety are included below, on page 31.

### Institutional considerations, looking forward

The government of Colombia has demonstrated interest in implementing the VACS. Dr. Alejandro Gaviria Uribe, current minister of Health and Social Protection of the Republic of Colombia (MSPS) formally requested a collaboration with the Center for Disease Control (CDC) its to implement the Violence Against Children Survey (VACS) in Colombia. Citing the expected post-conflict era, he stated the need to assess the magnitude of violence against children and adolescents in order to increase the impact of the current policies aimed to prevent violence against children. His request was sent under a 2011 Memorandum of Understanding between the CDC, and the Ministry of Health and Social Protection (MSPS), as well as the 2014 Joint Plan Commission Meeting agreement with participation of the MSPS, and the Colombian National Institute of Health (INS). Subsequently, Dr. S. Hillis (CDC) & Dr. Ligiero of Together for Girls (TfG) informed Dr. Gaviria that preliminary work for the cultural adaptation of a Spanish version of the VACS would be done in a collaborative effort by TfG, CDC, The Columbia Group LLC (NYC, USA), and the University of Los Andes (Bogota, Colombia).

In 2015 a division of the MSPS reviewed the items of the VACS. In this review, a list of the population surveys that have been implemented in Colombia to collect statistics on the prevalence of different forms of violence was included. Also included was a list of violence observatories and national agencies that gather, analyze, and interpret violence related data (See Appendix B). They will need to be taken into account when implementing the VACS. Two of the authors of this report learned of this review at a preliminary meeting with representatives of the MSPS and the Colombian Institute of Family Wellbeing (ICBF), in preparation for the Cognitive lab adaptation of the VACS. Members of the MSPS's Directorate of Epidemiology and Demography (DEyD) group were also present, and expressed their interest in participating in the eventual validation of the VACS. This is important to note because an initial step to pilot and implement the VACS will have to be requested through the MSPS, and ICBF. It is equally important to point out that these two institutions lead the child protection and health sectors services in Colombia, and work together. For purposes of the survey, both institutions, in all likelihood, will coordinate the implementation of the VACS as it moves forward.

Of greater interest, and in preparation for a national administration of the VACS, is the list of institutions actors, policies, and institutional mechanisms that need to be taken into account. In 2013 the MSPS released their guide to implement health related population surveys and studies. The guide contains the steps necessary to seek approval to conduct a health survey in Colombia. Accordingly, the initial step for the implementation of the VACS will be to contact the MSPS in order for them to identify an expert (thematic leader) in the area of violence against children. The

thematic leader will conduct the initial evaluation. In all likelihood the appointment this expert will be done in consultation with the ICBF. At the time the thematic leader is identified the DEyD-MSPS will appoint a technical leader (an epidemiologist) from the Knowledge Management and Information Sources Group to configure the (first) group that will be present throughout all the phases of the survey. The initial evaluation of the thematic and technical experts is then sent to the Committee of Population Studies of the MSPS for final approval and implementation (see flow diagram, Appendix C). Once the survey is conducted the results will be presented to the MSPS group charged with the evaluation of the data, and for a final repository at the Integral System of Information for Social Protection (SISPRO). Administratively and in order to provide continuity for periodic evaluations the MSPS has an overarching committee, Committee for Health Studies, to insure sustainability (Appendix D), in case several waves of a survey are proposed and projected.

In light of the previous consideration, in our opinion, we have already identified the governmental officials that need to be contacted and know the steps necessary to set into motion the process of piloting and implementation of the VACS. Therefore an initial, and official request to move forward with the VACS should go to the “*Grupo de Gestión del Conocimiento y Fuentes de Información -Dirección de Epidemiología y Demografía*” of the MSPS. They have already offered to work with the CDC on VACS implementation.

The two key institutions that should be specifically contacted, at the national level for the implementation VACS are listed below:

*Ministerio de Salud y Protección Social. MSPS*

*Instituto Colombiano de Bienestar Familiar. ICBF*

Additionally, at the time the fieldwork is conducted the MSPS’s “Secretarías de Salud, Gobernaciones y Alcaldías” (state and local health secretaries) will have to be informed of the work in their localities. The formal introduction of the VACS teams to the local health departments will have to be done in collaboration MSPS.

Further Institutional Considerations:

A newly (November, 2016) released guide by the MSPS lists (Appendix E) the governmental agencies that are participating in the strengthening of the information gathering, monitoring, observatories, and evaluation of gender violence data for the National Violence Observatory – Gender Violence Line (ONV-LVG). These agencies’ mission is to foster the collection of information to aid in the compliance of the laws that pertain to the prevention of sexual violence, pornography and exploitation against children as specified by Colombia laws 1098 (2006); 1146 (2007); and 1336 (2009) among others. Foremost among the considerations of the guide, is that it is the responsibility of the MSPS to promote the implementation of studies and surveys to generate knowledge that complements the current available information.

It is our recommendation that in order to advance with the implementation of the VACS in Colombia, and in the light of the guides to implement surveys that will lead to violence prevention policies, all initial efforts to implement the VACS should be directed to the MSPS. This is not only because of stated national policy, but also because of their formal working relations with other governmental institutions under their newly created “Comisión Intersectorial de Salud Pública.”



This commission coordinates and follows all actions of the MSPS health plans as they affect the different governmental sectors.

The list of institutions (Appendix E) that are part of the gender violence observatory will need to be carefully examined for the implementation the VACS in order to work within the framework of the newly created ONV-LVG directive. This should be done, specifically, in consultation with the Director of Epidemiology and Demography (MSPS), the Director of the Promotion and Prevention (MSPS) and the delegate of the High Commissioner for Peace to the MSPS. This last officer is important inasmuch as the surveys will have to be administered in territories that are of specific interest, but where conflict situations still remain. The CDC has already made contacts with all three offices, which are looking forward to the VACS implementation.

Cautionary observations. Community acceptance of questionnaires with similar thematic content to the VACS demonstrates potential barriers to VACS implementation. An annual national survey administered to boys and girls in grades 7-11 by the DANE, the Survey of Behavior and Attitudes about Sexuality – ECAS, was recently (September, 2016) halted due to concerns from parents and educators on the subject matter of the survey questions. Two examples are reproduced below, in Spanish and with English translation:

¿Conoces a alguna persona que haya recibido algo a cambio de tener relaciones sexuales; por ejemplo, dinero, ropa, calificaciones u otros regalos?

*Do you know someone who has received something in exchange for sex, such as money, clothes, qualifications, or other gifts?)*

¿Alguna vez te han tocado alguna parte de tu cuerpo de manera sexual, sin que tú lo quisieras?

*Has anyone ever touched any part of your body in a sexual manner, when you did not want them to?*

There are survey questions in the VACS that are the same or very similar. Therefore, in order to avoid similar issues during implementation, we consider it prudent for the VACS team to discuss ECAS implementation with officials from the DANE.

One last consideration is the implication of Chapter V of Law 1146. This law is issued to prevent sexual violence, and provide integral attention to, boys, girls and adolescents victims of sexual abuse. This chapter mandates that it is the duty of all citizens to denounce to the pertinent authorities, within 24 hours, any evidence of sexual of minors.

As the piloting, and eventual implementation of the VACS takes place, an exemption to reporting requirements under this law will be vital to completion of the survey and validity of the data.

## Inclusion of LGBTQ participants

### Challenges in Sampling

The research team attempted to use the sex stratification guidelines used by VACS teams in other settings, which recommend that male participants are sampled from different neighborhoods or communities within a city than female participants (CDC ND). By using sex stratification, VACS teams seek to reduce potential risks of harm associated with participation, such as violence or other repercussions from perpetrators of violence. Sex stratification assumes that violence is primarily perpetrated by members of the male sex towards members of the female sex; however, implementation of this sampling strategy with communities highlighted that this fundamental assumption ignores the potential for same-sex violence.

To account for the flaw in this assumption, in Bogotá and Barranquilla, the research team took an additional precaution by asking local partners to avoid enrolling both members of an ongoing same-sex intimate partnership. The success of this strategy was dependent on the knowledge of local partners within target communities that worked with LGBTQ youth, and has obvious limitations: local partners' knowledge of partnerships and relationships could be limited. Additionally, this strategy likely misses same-sex acquaintance violence, as well as other violence occurring outside of intimate partner relationships. Reliance on local partners for such information is likely not a viable solution when conducting household sampling, since a random sample of participants may not be as well-connected to community organizations or leaders as participants who were purposively sampled for this study.

In addition to challenges in accounting for same-sex partnerships, conducting interviews with transgender participants also exposed a tension between adhering to the sampling plan and respecting gender identity. The VACS protocol in other countries has used biological sex when conducting sex-segregated sampling, and pairs participants with an interviewer of the same biological sex. For the cognitive interviews, the desired sample size was twelve male and twelve female youth per site; an advance discussion with CDC partners determined that the research staff should classify participants by their biological sex. However, not respecting the gender identity of participants can itself be a form of violence (see Namaste 1996; Namaste 2000). The research team attempted to both adhere to sampling protocols and respect gender identity by interviewing transgender participants using a researcher of the same gender identity, and privately classifying these participants by biological sex for the desired sample breakdown indicated in the methods section. Logistically, this protocol conflicted with the sex segregation protocol, as there were instances in which one or more biologically male participants were interviewed in the same catchment area as biologically female participants, and vice versa. Recognizing that a very small sample of the population is likely to be transgender, some recommendations for respecting gender identity are included below.

### Protocol recommendations to promote respect for gender identity

As argued by Namaste, “a perceived transgression of normative sex/gender relations motivates much of the violence against sexual minorities, and ... an assault on these ‘transgressive’ bodies is fundamentally concerned with policing gender presentation through public and private space” (Namaste 1996, 585; see also Namaste 2000). Namaste (1996) also highlights the danger of the fusion of sexuality and gender in the examination of violence and suggests that “an attack is

justified not in reaction to one's sexual identity, but to one's gender presentation ... women and men who transgress acceptable limits of self-presentation, then, are among those most at risk for assault" (Namaste 1996, 588). Given this conceptual context, which is particularly relevant in Colombian society where the initial failure of the recent peace process can be largely attributed to a counter-reaction to the LGBTQ rights movement and debates surrounding gender and sexuality education in the public school system, it is extremely important to train the data collection team to navigate the initial capture of demographic information with care and without assumptions based on participants' gender presentation (i.e., what gender identity, sex or sexual orientation participants appear to adhere to). An attempt to capture the 'LGBTQ' community within a data sample is particularly challenging due to the differences within this population. While for transgender individuals it is necessary to consider their gender identity when categorizing an individual as male or female, for lesbian, gay or bisexual individuals, the categorization depends on the sexual orientation of the individual, while biological sex is a less problematic issue for sampling practice. It is also important to note that the consideration of gender identity and sexual orientation is not only of concern when categorizing participants as male or female for sampling purposes. After establishing participants' gender identity, it is important that an inclusive language is employed throughout the interview, using appropriate pronouns (he/she/they [which is often preferred by gender fluid or non-binary conforming participants]). The suggested protocol consists of the following checklist that should be implemented as soon as the survey team establishes contact with each participant (either by telephone or in-person): 1) Upon initial contact with participants, the survey team should ask basic demographic questions and integrate the issue of gender identity and sexual orientation in this process in order to ensure the use of inclusive language throughout the interview/survey. We suggest formulating the gender identity demographic question in the following terms: *I would like to refer to you throughout the interview using the pronouns that best define your identity. Should I use he, she, they or another term throughout our conversation?* We suggest formulating the sexual orientation demographic question in the following terms: *During our conversation, I will be ask you questions regarding sexual relations and relationships with a boyfriend, girlfriend or other intimate partners. Should I ask about a girlfriend, boyfriend, partner or how should I make reference to this person?*

It is important to note that an in-depth training for the survey team regarding LGBTQ issues in research design and institutional ethics protocols is necessary in order to ensure a research process that respectfully navigates ambiguities in gender identity and sexual orientation. The training should include a series of workshops designed to cover the following basic issues: 1) inclusive interviewing techniques, including language use and strategies for establishing rapport [this subsection of the workshop should also cover how to discuss issues of sexual violence, relationship with partners and sexual relations in the context of LGBTQ adolescents and young people], 2) the basics of gender identity vs. sexual orientation vs. biological sex vs. gender assigned at birth, etc., 3) conceptualizations of gender-based-violence that include LGBTQ considerations, 4) informed consent processes with marginalized or minority research populations, 5) Latin America and genderbashing contexts (homophobia, transphobia, *machismo*, gender inequality, the influence of the Catholic Church and evangelical contexts), and 6) Strategies for creating a safe space and respectful environment for LGBTQ respondents. Addressing interviewer beliefs and assumptions regarding LGBTQ populations, and encouraging respectful behavior, should be a central and ongoing endeavor throughout trainings and data collection.

Lack of respect for the gender identity or sexual orientation of participants has implications for data quality in that participants will not regard the interview/survey environment as a safe space for expression and will not provide completely honest or contextualized answers, which is particularly important for a study aiming to document different forms of violence against children. Additionally, in the Latin American context of homophobia, transphobia, *machismo* and gender inequality, the failure to capture violence against children committed in reaction to their gender identity, sexual orientation or gender presentation/appearance will lead to a significant knowledge gap that would otherwise provide important information for public policy design and implementation surrounding gender-based-violence, which should not be conceived as only sexual violence only against women and children. With the consideration of the above mentioned challenges in both sampling and providing a safe and respectful research context, household surveys may not be the best methodology to capture experiences of LGBTQ populations, and for future research design, thoughtful and sensitive efforts are needed to capture violence against LGBTQ children. Qualitative studies, conducted in collaboration with local LGBT groups and using purposive sampling, may be able to capture some important aspects of how LGBT identity and risks of different forms of violence operate in Colombia.

## Spanish as a second language/Working with indigenous communities

### Challenges in Sampling

The research team's work with indigenous populations in Chocó revealed some challenges when attempting to recruit only one person per household. Small communities of indigenous Colombians live on the outskirts of Quibdó, in housing structures that both are not clearly delineated and often lacked complete privacy. There was a lot of open movement between households, and young people were frequently at the homes of relatives or friends. Additionally, as many participants had the same last name, both household and family name were inadequate means to identify familial relationships. Attempts to recruit by physical household structure led to multiple instances in which potential participants were found to be ineligible either during or after completing the consent process, because their sibling or spouse/intimate partner had already consented to participation. In addition, although there were technically two different indigenous communities living in the first neighborhood that researchers visited, the populations were not large enough to enroll sufficient numbers of participants. Local partners provided much support in supplementing sampling through contacts in other indigenous communities in the city. These issues, such as how to define and delineated a household, are likely to be significant challenges in the implementation of a household survey using random sampling, such as the VACS. Significant resources, in terms of preparatory work using existing data sources (see Appendix B for examples), and possibly mapping of communities in mapping communities, will be needed in order to create a sample frame adequate to the study design used in the VACS in other countries.

### Challenges in obtaining consent and confidentiality

#### **Consent**

In terms of consent, across the four study sites the research team faced multiple dilemmas that typically arise within the informed consent process with historically marginalized or vulnerable populations. The main dilemmas include difficulties in the effective communication and participant understanding of the research activities, literacy, scheduling conflicts and the multiple power dynamics in community leadership structures and between different social groups within

communities. While power dynamics and consent frequently pose challenges in research, interview teams may be able to address these issues through careful attention to consent and confidentiality throughout the research process.

#### *Logistical considerations for consent*

The working hours of some caregivers engaged in agriculture presented an obstacle for the consent process. In order to obtain consent the research team would have to return several times after inquiring about the caregivers' work schedule and this created inefficiency in the data collection process. Some caregivers left their homes for work as early as 5:00 a.m., and did not return until late in the evening—as Quibdó was considered an active conflict zone at the time of data collection, research staff could not travel to obtain consent during such hours due to safety concerns. In terms of the research schedule and initiating the consent process, we also faced challenges due to alcohol use among potential male participants in both indigenous and Afro-Colombian communities. During the weekend it was almost impossible to obtain consent from male participants, as the majority were drinking heavily and thus unable to make an informed decision about their participation. Creative strategies that may facilitate inclusion of families whose caregivers have long working hours, such as training of small local teams with close proximity to communities that may work in agrarian or related sectors, or explanation of consent information via phone, will need to be balanced against ethical considerations.

#### *Ethical considerations for consent*

The literacy of caregivers across study sites and Spanish speaking ability in indigenous communities was an obstacle for consent and should be a consideration for survey implementation. In our first study site in an indigenous community in Quibdó, the research team had to spend additional time explaining the content of the research process and consent form through on-site translation provided by youth and community leaders. Within indigenous communities there are also ethical implications of imposing Spanish as the primary means of communication, either while consenting or during the cognitive interviews, as native languages represent a sense of cultural pride and resistance to mainstream society. As we have found in other research contexts, the consent process generates a trust building issue which can compromise data quality (Ritterbusch 2012). Additionally, while help with translation and participant recruitment was an asset in most study sites, we caution against depending solely on community-leaders to run the logistics of the consent process, as the level of influence some leaders have in their communities may lend to coercive participation.

Viewing the consent process solely in instrumental terms, “undermines the potential for researchers to engage participants communicatively in the process of shaping the conditions of their participation to suit the contingencies of social context and self-understanding” (Butz 2008: 251). Instead of limiting the consent process to “the instrumental purposes of monitoring and control attached to the noun consent,” we should design field practices that facilitate the “communicative appreciation [and operationalization] of the adjectives voluntary and informed” (Butz 2008, 251). The objective is to conceptualize and obtain consent using field practices that are “more meaningful and consensual, more fully context-specific, and more commensurate with a relational approach to research ethics that emphasises sensitivity to contingency” (Butz 2008, 250). We therefore propose creating more productive and in-depth spaces for the consent process in order to facilitate the flow of human interaction and trust building in the research process, which

can enrich rather than inhibit communication between the data collection team and participants (see also Ritterbusch 2012; Ritterbusch 2016).

### **Confidentiality**

Doing research on violence is often fraught with issues surrounding confidentiality. Across the four pilot sites, participants in general, and female and LGBTQ participants in particular, were suspicious of the confidentiality clause in the consent form and most times deemed the statement not enough to establish trust for a meaningful, honest conversation about different forms of violence. After signing consent, some participants continued to question whether the information they shared with the interviewer, specifically surrounding sexual violence, would remain confidential before answering. Signing of the informed consent form, in the context of the VACS in Colombia, should not be perceived as an indication that respondents trust the confidentiality of the research process. This uncertainty indicates that there is something lacking in the consent and assent process that generates a sense of safety and privacy for participants. Part of this is due to a lack of private spaces for data collection as many times parents or caregivers do not allow their children to conduct interviews in places where they cannot be supervised; however, the actual research context and privacy can only go so far in contributing to participant comfort. Researchers must undergo a rigorous training regarding how to generate research contexts that optimize participant comfort through a collaborative and thorough consent process, through the use of empathetic body language and conversation tone, and through the negotiation of interview location with family members or other individuals that may inhibit participants' freedom of expression. Communication about confidentiality also needs to be continually reinforced in verbal and non-verbal ways throughout the research process. These research practices should be considered when establishing data quality control mechanisms and when planning researcher training workshops.

Additionally, notions of household and community are deeply intertwined in Colombian culture, both in urban and rural areas, and therefore permission to participate in research is often considered a community decision. This complicates the traditional understanding of consent and confidentiality at the individual level, which is especially relevant when research aims to understand and eventually work against violence, which many times depends on community-driven networks of protection and reporting.

### **Safety**

The general negotiation and safeguarding of both participants and the data collection team should occur during study-site specific preparation for fieldwork. Before initiating fieldwork in each study site, it is necessary to assess the level of risk for both participants and researchers in terms of the following issues: 1) transportation within study sites, 2) level of criminal activities within study sites that can potential compromise researcher safety, 3) level of trust of the research team within the research community and with community leaders (which necessarily contributes to the safety of both participants and the research team), and 4) researcher experience navigating complex field situations (this is of utmost importance when selecting the data collection team).

As discussed in Adams & Moore (2007), traditional human subjects protection protocols and institutional ethics protocols generally overlook the issues of researcher safety. The authors discuss the importance of conducting a participatory risk assessment and designating an "...emergency contact person who knows: (a) who is in the research team, (b) the locations and/or addresses of

research sites, (c) what you will be doing and (d) when you are expected back and/or to make contact” (Adams & Moore 2007: 47). In the four study sites, the research team was exposed to different levels of risk in terms of physical safety, potential exposure to weapons, the presence of armed groups, and safety risks in terms of taking transportation or walking in the evenings between interview locations. Careful liaison with community leaders was critical to ensuring safety even in urban, well-networked sites such Bogotá and Barranquilla. In the Colombian context and in other Latin American country contexts, safety concerns should always be assessed per study site and protocols should be developed with the input of local institutional actors, such as community leaders, NGOs or trusted government entities. Thoughtful efforts should be made to identify local formal and informal organizations working in different departments and sub-communities of larger cities in advance of survey implementation.

## Conclusion

This study identified numerous areas where validity of the VACS in Colombia can be improved. Across most sections of the survey, use of less formal language improved understanding of question content. Interviews also highlighted the importance of confidential reporting of violence, and barriers that mandatory reporting may pose in obtaining valid data. Beyond fear of repercussions, this study also revealed the extent of respondents’ awareness of the interviewer as an individual with his or her own perceptions and judgment. Adaptation of self-interview techniques may improve rates of report for sensitive subjects, such as sexual behavior and victimization.

Additionally, the process of conducting the study also revealed challenges in working with marginalized populations. Following the sex-stratification process by which interview teams may attempt to conduct the VACS in the future exposed heterosexist assumptions of sex stratification that might exclude participation from LGBTQ participants. There were logistical and ethical challenges in obtaining consent in indigenous communities, where portions of the community may not have full fluency in Spanish, and local community structures may centralize power over consent for the community.

Lastly, while we did not formally test quantitative questions on cyberbullying, qualitative interviews demonstrated an array of behaviors across social media platforms, and engagement with social media even in poorly networked areas. Interviews demonstrated a need to further examine the behavior of youth on the internet: specifically, the widespread practice of meeting strangers online, as this may put youth at risk of harm either online or in person. Respondents also indicated that interactions online could lead to face-to-face violence victimization. The exploratory information gathered through this study can be used to inform development of quantitative questions, which should be tested further before use in a national survey.

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## Tables

Table 2. Common Issues and Suggested Changes to Demographic Questions

Question No.	Question in English	Question in Spanish	Number of participants asked	Most common issues	Example (Spanish)	Translation of example (English)	Suggested change to question wording in Spanish	Suggested change to answer options in Spanish
F4.1	<p>What are the main reasons for you not attending the school?</p> <p>Choose all reasons that apply</p>	<p>Cuales son las razones principales para no estar asistiendo a la escuela?</p> <p>-Violencia en el vecindario -Violencia en la escuela -Yo / Mi familia no tiene dinero para pagar por mi estudio -Tengo que trabajar -No me gusta estudiar -No sabe / No responde</p>	89	Unclear reference (N=27, 30%), Preoccupations (N=25, 28%)	<p>Entrevistador: ¿Qué significa 'no ir a la escuela'? ¿No van nunca o faltan unos días?</p> <p>201001: Hay unos que faltan algunos días por el trabajo, pero hay otros que dicen que se cansan, que están aburridos del colegio y se van. Y ya suspenden el estudio.</p>	<p>Q: what does 'did not go to school' mean? Does it mean they never went, or missed a few days?</p> <p>A: There are some who miss some days because of work, but others who say that they are tired, or bored of school and they leave. And they already suspend their studies.</p>	<p>If intention is to capture reasons for dropout: ¿Cuales son las razones principales porque tu abandonaste los estudios?</p>	none

Table 3. Common Issues and Suggested Changes to Gender Attitudes Questions

Question No.	Question in English	Question in Spanish	Number of participants asked	Most common issues	Example (Spanish)	Translation of example (English)	Suggested change to question wording in Spanish	Suggested change to answer options in Spanish
F38A	Do you believe: (Read categories below)  A) Men, not women, should decide when to have sex	Usted cree que: (Leer las opciones)  Los hombres y no las mujeres, deben decidir cuando tener relaciones sexuales	54	Preoccupations (N=17, 31%), Unclear reference (N=14, 26%)	Entrevistadora: Súper. Entonces para que esta pregunta sea más apropiada en términos culturales y por edad ¿Cómo la reformularías? Es una afirmación pero en la encuesta como tal cuando lo diseñamos, la joven o el joven va a responder, sí, no o no respondió, si están de acuerdo con la afirmación y eso tiene la intención de indagar sobre el machismo, sobre qué tanto poder tienen las mujeres...  101012: Aquí no deberían ser ni los hombres ni las mujeres, todos ambos por igual, porque yo soy así todo por igual, puede ser hombre o puede ser mujer, ni ellos son más ni nosotras menos, entonces la pregunta no sería “Los hombres y no las mujeres” sino “Ni los hombres, ni las mujeres” cada quién decide a qué hora va a tener su primera actividad sexual	Q: To make this question more culturally and age-appropriate, how should we rephrase it? It is an affirmation but in the survey, a young person is going to respond 'yes, no, or no response' to the affirmation, and this [question] intends to inquire about chauvinism, about how much power women have...  A: Here it shouldn't be 'neither men nor women', both are equal, because I think all are equal, it could be the man or the woman, men aren't more and us [women] aren't less, thus the question shouldn't be 'the men and not the women', but 'neither the men, nor the women' everyone who decides at whichever time to have their first sexual activity	Crees que: (Leer las opciones)  Solamente el hombre debe decidir cuando tener relaciones sexuales  *Additional change recommended: revise order of questions in this section so that F38A is not asked first	none

F38B	<p>Do you believe: (Read categories below)</p> <p>B) If someone insults a boy or man, he should defend his reputation with force if he needs to</p>	<p>Usted cree que: (Leer las opciones)</p> <p>Si alguien insulta a un niño o hombre, el debe defender su reputación con fuerza si es necesario.</p>	55	<p>Unclear reference (N=20, 36%), Preoccupations (N=20, 36%)</p>	<p>Unclear Reference:</p> <p>Entrevistador: ¿Qué entiende por “usando la fuerza”? ¿Qué es usar la fuerza para defender la reputación?</p> <p>201022: Uno puede usar la fuerza mental, la fuerza de nosotros de agresividad, como uno se cree que tiene fuerza puede coger a otro y no</p>	<p>Unclear Reference:</p> <p>Q: What does 'using force' mean? What is it to use force to defend one's reputation?</p> <p>A: One can use mental strength, our force of aggressiveness, like someone believes that they have the strength, they can 'catch' [grab] someone or not</p>	<p>Crees que: (Leer las opciones)</p> <p>Si alguien insulta a un niño o hombre, él debe defender su reputación o imagen usando fuerza física si es necesario.</p>	none
F38C	<p>Do you believe: (Read categories below)</p> <p>C) There are times when a woman deserves to be beaten</p>	<p>Usted cree que: (Leer las opciones)</p> <p>Hay situaciones en que una mujer merece ser golpeada.</p>	59	<p>Unclear reference (N=20, 34%), Preoccupations (N=14, 24%)</p>	<p>Preoccupations:</p> <p>Entrevistadora: ¿Crees que una joven podría estar preocupada por contestar esa pregunta de manera honesta?</p> <p>101012: Depende, porque si la muchacha asume el maltrato físico por su pareja, por su novio, le sería difícil porque le daría miedo a responder porque cree que eso lo van a contar o algo, dependiendo las circunstancias</p> <p>Unclear Reference:</p> <p>Entrevistadora: ¿No lo entiendes? ¿Qué entiendes por merece?</p> <p>101011: ¿Merecer? Yo entiendo que merece cuando a uno le dan un consejo</p> <p>Entrevistadora: ¿Entiendes mejor la palabra debe? "Hay situaciones en las que una mujer debe ser golpeada." No tienes que estar de acuerdo pero ¿Entiendes la frase?</p> <p>101011: Un poquito</p>	<p>Preoccupations:</p> <p>Q: Do you think a young woman might be worried about answering that question honestly?</p> <p>A: It depends, because if the girl assumes physical abuse by her partner, her boyfriend, it would be difficult because she would be afraid to respond because she believes that you will tell the boyfriend or something, depending on the circumstances</p> <p>Unclear Reference:</p> <p>Q: Do you get it? What do you understand by deserve it?</p>	<p>Crees que: (Leer las opciones)</p> <p>Hay situaciones en que una mujer debe ser golpeada.</p>	none

						<p>A: Deserve it? I understand that deserve is when someone gives you an advice</p> <p>Q: Do you understand the word 'debe'?</p> <p>"There are situations in which a woman must be beaten." You do not have to agree, but do you understand the phrase?</p> <p>A: A little bit</p>		
F38D	<p>Do you believe: (Read categories below)</p> <p>D) Women who carry condoms have sex with a lot of men</p>	<p>Usted cree que: (Leer las opciones)</p> <p>Las mujeres que cargan condones tienen relaciones sexuales con muchos hombres</p>	58	<p>Preoccupations (N=17, 29%), Unclear reference (N=11, 19%)</p>	<p>Unclear Reference:</p> <p>Entrevistador: ¿Qué es cargar condones?</p> <p>101024: Cargar condones es como algo, algo... cómo le digo, es cargar algo en la vida para que las enfermedades no le...</p> <p>Preoccupations:</p> <p>Sí, básicamente por el estigma social que tienen de las mujeres que cargan muchos condones, el machismo saldría a relucir ahí porque diría de que sí, una persona machista diría directamente que sí, sin temor a la presión social, porque socialmente está mal visto que una mujer cargue muchos condones</p>	<p>Unclear Reference:</p> <p>A: What does it mean carry condoms?</p> <p>A: Carry condoms is like something, something ... how can I tell you, is to carry something in life so that diseases do not...</p> <p>Preoccupations:</p> <p>Yes, basically because of the social stigma they have about women who carry many condoms. Machismo would come out there because I would say that yes, a macho person would say directly yes, without fear of social pressure, because socially it is frowned upon a woman carries many condoms</p>	<p>*While most respondents understood the word "carry" in the same manner, some confusion arose as to how many condoms were implied by "carrying condoms." Thus, the only changes are grammatical.</p> <p>Crees que: (Leer las opciones)</p> <p>Las mujeres que cargan condones tienen relaciones sexuales con muchos hombres</p>	none

F38E	<p>Do you believe: (Read categories below)</p> <p>E) A woman should tolerate violence to keep her family together</p>	<p>Usted cree que: (Leer las opciones)</p> <p>Una mujer debe tolerar la violencia para mantener a su familia unida</p>	58	<p>Unclear reference (N=19, 33%), Limited applicability (N=17, 29%)</p>	<p>Unclear Reference:</p> <p>Entrevistadora: Pero ¿Qué significa mantener a la familia unida?</p> <p>201026: Mantener, digamos, mantener algo, un digamos un conjunto, unas unidades, digamos mantener digamos puede ser tú mantienes una familia con un presupuesto para que esa familia no se vaya</p> <p>Limited Applicability:</p> <p>Entrevistador:¿Usted cree que si hacemos esta pregunta a una persona de 13 años, las personas van a entenderlo fácil?</p> <p>101026: No creo</p> <p>Entrevistador: ¿Por qué no?</p> <p>101026: Porque como, habitualmente por los lados de acá no les enseñan ese tipo de valores, los padres se alejan mucho de los hijos</p>	<p>Unclear Reference:</p> <p>Q: But what does it mean to keep the family together?</p> <p>A: Keep, let's say, keep something, let's say a set, some units, let's say that you can keep a family if you have a budget so that family does not leave</p> <p>Limited Applicability:</p> <p>Q: Do you think that if we ask this question to a person of 13 years old, people will understand it easy?</p> <p>A: I do not think so</p> <p>Q: Why not?</p> <p>A: Because, usually around these parts they don't teach us these kind of values, parents distance themselves a lot from children</p>	<p>Creas que: (Leer las opciones)</p> <p>Una mujer debe aguantar la violencia para mantener a su familia junta</p>	none
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Table 4. Common Issues and Suggested Changes to Physical Discipline Questions

Question No.	Question in English	Question in Spanish	Number of participants asked	Most common issues	Example (Spanish)	Translation of example (English)	Suggested change to question wording in Spanish	Suggested change to answer options in Spanish
PD1	<p>Age 13-17: Has a parent or adult caregiver ever punished you when you misbehaved by:</p> <p>Ages 18-24: When you were growing up, did a parent or adult caregiver ever punish you when you misbehaved by:</p>	<p>Edades 13-17: Alguna vez, cuando te hayas portado mal, tu padre, madre o el adulto que te haya criado te ha castigado así: Edades 18-24 Cuando eras niño, alguna vez, cuando te portaste mal tu padre, madre o el adulto que lo haya criado te castigo así:</p>	82	Unclear reference (N=6, 7%)	<p><b>Unclear Reference:</b></p> <p>O sea para mí uno deja de ser niño ya, para mí que uno se va de la casa a los 18 años, hay personas que no se van de la casa a los 18 años, ya desde que usted sea ciudadano no sea ciudadano no</p>	<p><b>Unclear Reference:</b></p> <p>For me, People stops being a child now, for me, once leaves the house at 18, there are people who do not leave the house at 18, since you become a citizen you can do whatever you want, if you are Non-citizen you don't</p>	For participants age 18-24: En tu niñez y adolescencia, alguna vez, cuando te portaste mal, tu padre, madre o el adulto que lo haya criado te castigó así:	none
PD1a	Shouting/yelling/screaming at you	Gritándote	54	Preoccupations (N=8, 15%)	<p><b>Preoccupations:</b></p> <p><b>Entrevistador:</b> ¿Les daría pena? ¿Por qué?  <b>201023:</b> Sí, porque tal vez se sentirían como si tal vez decir que le gritaron es como si le hubieran pegado o “porqué esa persona te gritó si no es familia tuya o no tiene nada que ver contigo”  pienso que por eso les daría pena</p>	<p><b>Preoccupations:</b></p> <p>Q: Would they feel shame? Why?  A: Yes, because maybe they would feel ashamed, maybe saying that they yelled at him is as if they had hit him or "why that person yelled at you if it is not your family or has nothing to do with you" I</p>	*Lack of clarity of question was minimal, thus, no changes suggested.	none

						think that would give them shame		
PD1b	Explaining why the behavior is wrong	Explicándote porqué el comportamiento es malo	53	Unclear reference (N=7, 13%)	<p><b>Unclear Reference:</b></p> <p><b>Entrevistadora:</b> El siguiente, explicándote porqué el comportamiento es malo ¿Qué significa esto para ti?</p> <p><b>101012:</b> La palabra explicándote no iría ahí</p> <p><b>Entrevistadora:</b> ¿No se entiende?</p> <p><b>101012:</b> Explica porqué el comportamiento es malo, explicándote no, ya es algo como más allá</p>	<p><b>Unclear Reference:</b></p> <p>Q: The next one, explaining why the behavior is wrong. What does this mean for you?</p> <p>A: The word “explaining” would not go there</p> <p>Interviewer: It's not understood?</p> <p>101012: Explain why the behavior is wrong, explaining no, it is already something like beyond</p>	*Lack of clarity of question was minimal, thus, no changes suggested.	none
PD1c	Giving you a reminder or warning not to do it again	Dándote una advertencia de no volver a hacerlo	52	Unclear reference (N=11, 21%)	<p><b>Unclear reference:</b></p> <p>Entrevistadora: Y me puedes dar un ejemplo de cuando un padre, madre o un adulto que te haya criado te dio una advertencia.</p> <p><b>301014:</b> Un ejemplo, pues una vez llegué tarde a mi casa y mi mamá me dijo que si lo vuelvo a hacer me iba a castigar.</p>	<p><b>Unclear Reference:</b></p> <p>Q: And can you give me an example of when a father, mother or adult that takes care of you gave you a warning?</p> <p>A: An example, well one time I arrived home</p>	Dándote una advertencia, o diciendote, que no debes volver a hacerlo	none

						late and my mother told me that if I do it again she would punish me.		
PD1d	Shaking you	Sacudiéndote o sarandiándote	51	Preoccupations (N=16, 31%), Unclear reference (N=6, 12%)	<p><b>Preoccupations:</b></p> <p><b>Entrevistadora:</b> ¿Tú te preocupas por lo que pensamos nosotros? ¿O los adultos?</p> <p><b>101004:</b> Me preocuparía lo que están pensando los adultos de la comunidad</p> <p><b>Unclear Reference:</b></p> <p><b>Entrevistadora:</b> Ok. Otro ejemplo, tal “sacudiéndote o zarandeándote”.</p> <p><b>301002:</b> No se entiende.</p> <p><b>Entrevistadora:</b> ¿No se entiende ninguna de los dos?</p> <p><b>301002:</b> Sacudiéndote es como sacudir de acá algo, echar o limpiar.</p>	<p><b>Preoccupations:</b></p> <p>Q: Would you worry about what we think? Or the adults? A: I would worry about what the adults in the community are thinking</p> <p><b>Unclear Reference:</b></p> <p>Q: Okay. Another example, such as "shaking you or shaking you." A: It is not understood. Q: Don't you understand? A: Shaking you is like shaking something from here, throwing or cleaning.</p>	*Lack of clarity of question was minimal. Participants understood at least one, if not both, of the words used for 'shaking', thus, only changes suggested are to correct spelling in Spanish:  Sacudiéndote o zarandeándote	none
PD1e	Hitting you on your bottom with their bare hand	Dándote una nalgada/Golpeándote en tu cola con su mano	52	Preoccupations (N=10, 19%)	<p><b>Preoccupations:</b></p> <p><b>Entrevistador:</b> ¿Usted cree que alguien se preocuparía de lo que los demás piensen en el momento de respondernos si alguna</p>	<p><b>Preoccupations:</b></p> <p>Q: Do you think someone would worry about what other people can think when they</p>	*Instances of lack of clarity of meaning were minimal; thus, no changes suggested.	none



					<p>vez lo castigaron así o no?  <b>201023:</b> Pienso que algunos sí</p> <p><b>Entrevistador:</b> ¿Por qué?  <b>201023:</b> Porque pues acá las personas no les gusta decir me pegaron, me maltrataron, todo el mundo quiere que su infancia haya sido perfecta, como sin golpes, entonces le daría pena responder, me pegaron algún día</p>	<p>respond if they were ever punished like this or not?  A: I think some do  Q: Why?  A: Because people here do not like to say that someone hit them, they mistreated me, everyone wants a perfect childhood, without hits. Then they could feel shame if they respond that someone hit them.</p>		
PD1f	Hitting or slapping you in the face or head	Dándote una cachetada o golpeándote en la cara o la cabeza	48	Unclear reference (N=4, 8%)	<p><b>Unclear Reference:</b></p> <p><b>Entrevistador:</b> Ok, siguiente forma de castigo, dándote una cachetada, o golpeándote en la cara o la cabeza ¿Sería fácil o difícil contestar a esto? Si le preguntamos si alguna vez su padre o madre le ha dado una cachetada  <b>101024:</b> Yo creo que no porque recordar eso, lo sucedido, como esa pregunta...</p>	<p><b>Unclear Reference:</b></p> <p>Interviewer: Ok, the following form of punishment, slapping on the cheek, or hitting in the face or head. Would it be difficult to respond to this? If we asked if your father or mother had ever slapped your cheek.  101024: I don't believe so because to remember that,</p>	*Instances of lack of clarity of meaning were minimal; thus, no changed suggested.	none

						what happened, like that question...		
PD1g	Hitting you with an object (e.g., belt, paddle, stick, broom)	Golpeándote con un objeto tal como un cinturón, un cable, un palo o escoba	60	Missing options (N=25, 32%), Preoccupations (N=11, 18%)	<p><b>Missing Options:</b></p> <p><b>Entrevistadora:</b> Otro ejemplo, golpeándote con un objeto tal como un cinturón, un cable, un palo, una escoba ¿Agregarías algo a la lista?</p> <p><b>101012:</b> El rejo de vaca</p> <p><b>Preoccupations:</b></p> <p>Pues porque algunas personas han tenido infancias muy duras algunos padres no han sido buenos con ellos, no han tenido padre, todas las personas que han estado los han maltratado quizá porque no han sido muy obedientes, entonces muchas personas al recordar eso se ponen tristes y no quieren hablar... O les da miedo.</p>	<p><b>Missing Options:</b></p> <p>Q: Another example, hitting you with an object such as a belt, a cable, a stick, a broom. Would you add something to the list?</p> <p>A: [a strip of leather, such as a belt]</p> <p><b>Preoccupations:</b></p> <p>Because some people have had very hard childhoods, some parents have not been good with them, they have not had a father, all the people who have been mistreated maybe because they have not been very obedient, then when many people remember that they become sad and they do not</p>	Golpeándote con un objeto tal como un cinturón, un cable, un palo o escoba, o cualquier otro objeto	none

						want to talk ... Or they're just scared.		
PD1h	Making you sit by yourself for a few minutes to think about what you had done	Haciéndote quedar sentado solo por unos minutos para pensar en lo que había hecho	57	Preoccupations (N=4, 7%)	<p><b>Preoccupations:</b></p> <p><b>Entrevistador:</b> ¿Piensas que los jóvenes se acuerden de eso y nos van a contar?</p> <p><b>301005:</b> Mucha gente se acuerda, pero no te lo pueden contar...</p> <p><b>Entrevistador:</b> ¿Por qué?</p> <p><b>301005:</b> Porque les da como pena... Les puede dar resentimiento al acordarse de cosas... Yo por lo menos te estoy contando porque ajá, ya uno de pronto...</p>	<p><b>Preoccupations:</b></p> <p>Q: Do you think the young people will remember that and tell us?</p> <p>A: Many people remember, but they cannot tell you ...</p> <p>Q: Why?</p> <p>A: Because it gives them shame ... It can give them resentment when remembering things ... At least I'm telling you why aha, and one soon...</p>	*Instances of lack of clarity of meaning were minimal; thus, no changed suggested.	none
PD1i	Pulling your hair or pulled/pinched your ear	Halándote el pelo o la oreja	54	Preoccupations (N=5, 9%)	<p><b>Preoccupations:</b></p> <p>Creo que va a ser difícil porque igualmente vienen en el mismo tipo de violencia, sus padres contra ellos, pueden pensar que es algo que no deberían contar, porque es algo que va en contra del contexto socialmente aceptado del castigo hacia ellos, pienso yo</p>	<p><b>Preoccupations:</b></p> <p>I think it's going to be difficult because they also come in the same kind of violence, their parents against them, they may think it's something they should not tell because it goes against the socially accepted context of</p>	*Instances of lack of clarity of meaning were minimal; thus, no changed suggested.	none

						punishment towards them, I think		
PD1j	Taking away something you liked or wanted to do	Quitándote algo que te gustaba o quería hacer	57	Unclear reference (N=3, 5%)	<p><b>Unclear Reference:</b></p> <p><b>Entrevistador:</b> Bueno, ¿está bien quitándole algo que te gustaba o quería hacer, como castigo de que se portó mal? ¿Está bien esa pregunta? <b>401016:</b> Para mí no. <b>Entrevistador:</b> No está bien hecha; vamos hablar un poco, piensa en eso, ¿porque no está bien hecha? <b>401016:</b> Porque quitándole algo que le guste a uno u otras personas o le está quitando por decir. (...)</p>	<p><b>Unclear Reference:</b></p> <p>Q: Well, is it okay to take anything you liked or wanted to do, as a punishment for misbehaving? Is that a good question? A: Not for me. Q: It's not well made; Let's talk a little, think about it, why is not it well done? A: Because taking something that one or other people likes or is taking away for saying. (...)</p>	*Instances of lack of clarity of meaning were minimal; thus, no changed suggested.	none
PD1k	Taking away food or drink	Quitándote la comida o bebida	57	Unclear reference (N=13, 23%)	<p><b>Unclear Reference:</b></p> <p><b>Entrevistadora:</b> ¿Qué entiendes por bebida? <b>101012:</b> El jugo</p> <p><b>Entrevistadora:</b> ¿No se entiende como alcohol? <b>101012:</b> No, dependiendo las bebidas también, pero más bebida sí es como</p>	<p><b>Unclear Reference:</b></p> <p>Q: What do you understand by drink? A: Juice Q: Is not it understood as alcohol? A: No, depending on the drinks too, but</p>	Quitándote la comida o una bebida tal como un jugo, agua o leche.	none

					pa' alcohol, como colocan comida uno entendería bebida como jugo, la pregunta está mal formulada	more drink is like alcohol, as they put food one would understand drink as juice, the question is badly formulated		
PD11	Ignoring you for several hours	Ignorándote por varias horas	62	Rephrasing (N=13, 21%)	<b>Rephrasing:</b> <b>Entrevistadora:</b> ¿No querer? ¿Para ti qué significa “ignorar”? <b>101013:</b> Como no querer hablar, dándome la espalda.	<b>Rephrasing:</b> Q: Do not want? For you what does ignore mean? A: Like not want to talk, giving you their back.	No poniéndote atención por varias horas	none
PD1m	Other [specify]	Otra [especificar]	17	Missing options (N=7, 41%)	<b>Missing Options:</b> <b>Entrevistador:</b> ¿Otro? <b>201018:</b> Encerrarlo en el cuarto	<b>Missing Options:</b> Q: Another? A: Lock him in the room	*'Arodillar' was mentioned in multiple settings as an additional form of punishment. Interviewers should be aware of this concept in case it is provided as another form of punishment.	none
PD2	[If YES]: Was this something that happened:	[SI es que si] ¿cuántas veces lo ha castigado un padre o guardián adulto cuando se ha portado mal ¿Diría que nunca, una vez, pocas veces o muchas veces?	98	Unclear reference (N=18, 18%)	<b>Unclear Reference:</b> <b>Entrevistadora:</b> ¿Cuál es el que más se acuerda y cuál es que menos se va acordar? <b>401013:</b> El que menos se va acordar es la advertencia.	<b>Unclear Reference:</b> Q: Which is the most remembers and which is less to be remember? A: Warning is the least one you will remember	[SI es que si] ¿cuántas veces lo has castigado un padre o adulto cuando te has portado mal ¿Dirías casi nunca, pocas veces, muchas veces, o todas las veces?	1=Casi nunca 2=Pocas veces 3=Muchas veces 4=Todas las veces

PD4	<p>Ages 13-17: Has a teacher ever punished you when you misbehaved by:</p> <p>Ages 18-24: When you were growing up, did a teacher ever punish you when you misbehaved by:</p>	<p>Edades 13-17: Alguna vez, cuando te haz portado mal, un profesor o profesora te ha castigado así:</p> <p>Edades 18-24: Cuando eras niño, alguna vez, cuando te habías portado mal, un profesor o profesora te castigó así:</p>	92	Preoccupations (N=34, 37%)	<p><b>Preoccupations:</b></p> <p><b>Entrevistadora:</b> Un joven de 13 a 17 ¿Crees que tendrían miedo? ¿Sería diferente? <b>101012:</b> Sí porque le daría miedo que digan que es cobarde</p> <p><b>Entrevistadora:</b> ¿Quiénes? ¿Los compañeros? <b>101012:</b> Sí, le daría miedo que digan que es cobarde</p>	<p><b>Preoccupations:</b></p> <p>Q: A young man from 13 to 17. Do you think they would be afraid? It would be different? A: Yes, because he would be afraid that someone else would say that he is a coward Q: Who? The companions? A: Yes, he would be afraid that someone else would say that he is a coward</p>	For participants age 18-24: En tu niñez y adolescencia, alguna vez, cuando te habías portado mal, un profesor o profesora te castigó así:	none
PUN1	Do you believe that it is acceptable for a parent to physically punish a child when he or she misbehaves (i.e. slap, push, show, punch, kick, whip, beat)?	¿Cree usted que es aceptable que los padres le den puñetazos, patadas o golpes a un niño cuando él o ella se porta mal?	69	Unclear reference (N=15, 22%), Limited applicability (N=10, 14%), Missing options (N=10, 14%)	<p><b>Unclear Reference:</b></p> <p><b>Entrevistadora:</b> ¿pero qué es la palabra, qué quiere decir? <b>301006:</b> Aceptar, eso la palabra es aceptar, es diciendo, a mí me gusta que mi papá me golpeé, eso es aceptar, que usted acepte a su papá, como diciendo, en el Facebook te mandan una solicitud y no te gusta usted la rechaza, verdad, pero si te gusta pone aceptar.</p> <p><b>Limited Applicability:</b></p>	<p><b>Unclear Reference:</b></p> <p>Q: But what is the word, what does it mean? A: To accept, that the word is to accept, is saying, to me that I like that my father hit me, this is to accept, that you accept that your father, like saying, on Facebook they send you a solicitation [friend request] and you don't want to refuse,</p>	¿Crees que es pasable o aceptable que los padres le den puñetazos, patadas o golpes a un niño cuando él o ella se porta mal?	none

					<p><b>Entrevistador:</b> ¿Usted cree que si le hacemos esta pregunta a un niño de 13 o 14 años, la entendería bien?  <b>201022:</b> No  <b>Entrevistador:</b> ¿Por qué no?  <b>201022:</b> Porque digo yo que no tienen la capacidad para responder una serie de pregunta, ellos pueden responder pero como por salir del paso, no están tan maduros como para ese tipo de preguntas</p> <p><b>Missing Options:</b></p> <p>Pues puede castigarlo de la siguiente manera, no dejarlo salir, no darle plata, tenerlo en su casa sin darle permiso para salir ni nada</p>	<p>right, but if you like it you put "accept".</p> <p><b>Limited Applicability:</b></p> <p>Q: Do you believe that if we ask this question to a 13-14 year-old child, he will understand it well?  A: No  Q: Why not?  A: I say because they don't have the capacity to respond to a series of questions, they can respond but like to get it [the question] out of the way, they are not mature enough for these types of questions.</p>		
PUN2	Do you believe that it is necessary for a parent to physically punish a child when he or she misbehaves (i.e. slap, push, show, punch, kick, whip, beat)?	¿Cree usted que los padres tienen que dar puñetazos, patadas o golpes a un niño cuando él o ella se porta mal?	68	Unclear reference (N=20, 29%)	<p><b>Unclear Reference:</b></p> <p><b>Entrevistadora:</b> Cuál es la diferencia entre las dos palabras?  <b>401012:</b> ‘Tienen que’ es como si de pronto. En cambio el ‘acceptable’ es ‘tienen’... No puede ser ‘de pronto’ si no ‘tienen’...</p>	<p><b>Unclear Reference:</b></p> <p>Q: What is the difference between these two words?  A: ‘Tienen que’ is like maybe. But ‘Acceptable’ is like “have to”... It cannot</p>	¿Crees que es necesario que los padres le den puñetazos, patadas o golpes a un niño cuando él o ella se porta mal?	none

						be 'Maybe' it has to be 'have to'		
PUN3	Do you believe that it is acceptable for a teacher to physically punish a child when he or she misbehaves (i.e. slap, push, show, punch, kick, whip, beat)?	¿Cree usted que es aceptable que los profesores le den puñetazos, patadas o golpes a un niño cuando él o ella se porta mal?	34	Unclear reference (N=10, 29%), Preoccupations (N=4, 12%)	<p><b>Unclear Reference:</b></p> <p>Aceptable es aceptar los errores que cometió. Que o sea, aceptable acá es que tiene que aceptar las cosas que hizo.</p> <p><b>Preoccupations:</b></p> <p><b>Entrevistador:</b> ¿Puedes pensar en alguna razón por la cual una persona de tu edad se preocuparía por dar una respuesta honesta? <b>301003:</b> Pues digamos que sería, empezando por el miedo, que si alguien, aparte de nosotros dos, nos pueda escuchar, sería el temor a que otra persona se enterara luego de esto.</p>	<p><b>Unclear Reference:</b></p> <p>Acceptable is to accept the mistakes you made. I mean, acceptable here is that you have to accept the things you did.</p> <p><b>Preoccupations:</b></p> <p>Q: Can you think in any reason why a person of your age would be concerned about giving an honest answer? A: Well let's say it would be, beginning with fear, that if someone, apart from the two of us, could hear us, it would be the fear that someone else would find out after this.</p>	¿Crees que es pasable o aceptable que los profesores le den puñetazos, patadas o golpes a un niño cuando él o ella se porta mal?	none



PUN4	Do you believe that it is necessary for a teacher to physically punish a child when he or she misbehaves (i.e. slap, push, show, punch, kick, whip, beat)?	¿Cree usted que los profesores tienen que dar puñetazos, patear o golpear a un niño cuando él o ella se porta mal?	29	Unclear reference (N=11, 38%)	<p><b>Unclear Reference:</b></p> <p><b>Entrevistador:</b> ¿Qué diferencia hay entre “tienen que” y “es aceptable”?</p> <p><b>401024:</b> Es aceptable o sea ya está decidido, y tiene es como que dejen hacer eso</p>	<p><b>Unclear Reference:</b></p> <p>Interviewer: What is the difference between "have to" and "is acceptable"?</p> <p>401024: acceptable it's something already decided, and have to it's like they let it do that</p>	¿Crees que es necesario que los profesores le den puñetazos, patadas o golpes a un niño cuando él o ella se porta mal?	none
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Table 5. Common Issues and Suggested Changes to Immigration Questions

Question No.	Question in English	Question in Spanish	Number of participants asked	Most common issues	Example (Spanish)	Translation of example (English)	Suggested change to question wording in Spanish	Suggested change to answer options in Spanish
F15A	Have you received money or goods from abroad in the last three years?	Ha usted recibido dinero o artículos desde el exterior en los últimos 3 años? Si __ No __ NS/ NR	76	Unclear reference (N=16, 21%)	<b>Unclear Reference:</b> <b>Entrevistadora:</b> ‘Exterior es algo fuera de barranquilla o de Colombia? <b>301018:</b> Sí afuera de Barranquilla, o afuera de mi casa, afuera de Colombia...	<b>Unclear Reference:</b> Q: 'Exterior is something out of Barranquilla or Colombia? A: Yes outside of Barranquilla, or outside my house, outside Colombia ...	Has recibido dinero o artículos de otro país en los últimos 3 años? Si __ No __ NS/ NR	none
H17H	What were the main reasons for you moving from your home? Choose all reasons that apply	Cuales son las razones principales para irse de su casa a vivir a otro lugar? (selecciones todas las que corresponden)	49	Missing options (N=19, 39%), Unclear reference (N=14, 29%)	<b>Missing Options:</b> <b>201001:</b> A veces lo que yo veo acá en mi entorno, los padres siempre ‘lárquese porque no estas haciendo nada, tienes que buscar trabajo, tienes que mantenerte, ya estás grande’, entonces más que todo ellos se van mentalizando, verdad yo tengo que salir a trabajar, tengo que superarme. <b>Entrevistador:</b> ¿Cómo llamarías a esta razón? <b>201001:</b> Acá le dicen que los ‘echan de la casa’ <b>Unclear Reference:</b> <b>Entrevistadora:</b> ¿Qué entiende usted por reunificación familiar? <b>201018:</b> Es cuando uno se va de la casa y deja a los papás y los hermanos, por la mujer y los hijos	<b>Missing Options:</b> A: Sometimes what I see in my environment, parents will be 'get out of here why are you doing nothing, you have to find work, you have to take care of yourself, you're grown,' then more than anything they are thinking, right, I have to get out to work, I need to better myself. Q: What would you call this 'reason'? A: Here they call it that they 'throw you out of the house' <b>Unclear Reference:</b> Q: What do you	*Only change is grammatical Cuáles fueron las razones principales para irse de tu casa a vivir a otro lugar? (selecciones todas las que corresponden)	a. Reencuentro familiar b. Económica/ trabajo/educación c. Forzado por la violencia o maltrato dentro de mi familia (intrafamiliar) d. Forzado por la violencia en mi comunidad (como amenazas) e. Forzado por otras circunstancias f. Para tener más libertad, o independencia, de los padres o la familia g. Por otras razones

						understand by ‘family reunification’? A: It’s when someone leaves the home and leaves their parents and siblings, to be with the women and children		
H17G	Have you ever moved to another state, region or municipality in your country?	Alguna vez ha tenido que irse a vivir a otro departamento, región o municipio de su país?	48	Preoccupations (N=5, 10%)	<b>Preoccupations:</b> <b>Entrevistador:</b> ¿Hay una razón por la cual un joven sentiría pena de contar que se fue a otro lugar? <b>201001:</b> Algunas personas sí, bueno en Buenaventura se ve más que todo la gente se viene a vivir de allá porque tienen problemas con narcotraficantes, se vienen para acá pero les da pena contar lo que pasó y sólo dicen que se vienen acá a vivir pero en realidad las razones son otras más graves.	<b>Preoccupations:</b> Q: Is there a reason why a young man would feel shame for telling us that he went somewhere else? A: Some people, well in Buenaventura it is seen more than all the people come to live here because they have problems with drug dealers, they come here but they are ashamed to tell what happened and they only say that they come here to live but In fact the reasons are other more serious.	*Instances of lack of clarity of meaning were minimal; thus, no only suggested changes are grammatical.  Alguna vez has tenido que irse a vivir a otro departamento, región o municipio de tu país?	none
H17F	Have you tried to live in the US in the past 3 years?	Ha tratado de irse a vivir a los Estados Unidos en los últimos 3 años?	43	Missing options (N=9, 21%), Unclear reference (N=5, 12%)	<b>Unclear Reference:</b> <b>Entrevistadora:</b> ¿Qué significa tratado de irte? <b>101001:</b> Por gusto que ellos se van	<b>Unclear Reference:</b> Q: What does “try to leave” mean? A: For the pleasure they are leaving	Has intentado irte a vivir a los Estados Unidos en los últimos 3 años?	none

H28E	Do you have any plans of going to live in the U.S. in the next three years?	Tiene planes de irse a vivir a los Estados Unidos en los próximos 3 años?	38	Preoccupations (N=5, 13%)	<b>Preoccupations:</b>  <b>Entrevistadora:</b> Y qué tal: “teniendo planes de irse a vivir a los Estados Unidos en los próximos 3 años”. ¿Es igual, no tendrían confianza? <b>301007:</b> Ajá, para poder decirle a alguien, depende que si uno tenga confianza a la persona y que la conozco para contarle lo que él tiene pensado hacer.	<b>Preoccupations:</b>  Q: And what about: "having plans to move to the United States in the next 3 years." Is it the same, would not they have confidence? A: Aha, to be able to tell someone, it depends if the person has confidence with you, and know him to tell him what he intends to do.	*Instances of lack of clarity of meaning were minimal; thus, only suggested changes are grammatical.  Tienes planes de irte a vivir a los Estados Unidos en los próximos 3 años?	none
H28A	Have you ever lived abroad?	Ha vivido fuera del país?	51	Unclear reference (N=8, 16%)	<b>Unclear Reference:</b>  <b>Entrevistadora:</b> Y es difícil visitar a, ejemplo. Que diferencia hay entre que yo diga, yo voy a vivir en Bogotá, a decir, yo voy a visitar Bogotá. Hay diferencia? <b>101018:</b> No. No hay diferencia.	<b>Unclear Reference:</b>  Q: And it is difficult to visit, for example. What is the difference between, I'm going to live in Bogota, and, I'm going to visit Bogota? Is there a difference? A: No. There is no difference.	*Instances of lack of clarity of meaning were minimal; thus, only suggested changes are grammatical.  Has vivido fuera del país?	none
H28B	Where have you lived?	Donde ha vivido?	40	Unclear reference (N=5, 13%)	<b>Unclear Reference:</b>  <b>Entrevistadora:</b> Entonces si yo me voy a vivir a Venezuela por un ratito, ¿viví en Venezuela o visité a Venezuela? <b>160810_101-013:</b> Pues yo digo... que si estoy regresando, digo que de visita.	<b>Unclear Reference:</b>  Q: So if I'm going to live in Venezuela for a little while, did I live in Venezuela or visit Venezuela? A: Well I say ... that if I am coming back, I say visit.	*Instances of lack of clarity of meaning were minimal; thus, thus, only suggested changes are grammatical.  Donde has vivido?	none

H28C	How old were you when you first began living abroad?	Qué edad tenía cuando se fue a vivir fuera del país por primera vez?	46	Limited applicability (N=3, 7%)	<b>Limited Applicability:</b> <b>Entrevistador:</b> ¿Cree que sea fácil recordarlo? <b>201025:</b> Sí, ah no pues esa edad es como muy niños	<b>Limited Applicability:</b> Q: Do you think it's easy to remember? A: Yes, ah no, because that age is like very children	*Since less than 10% of respondents felt that the question was inappropriate for young children, the only suggested changes are grammatical.  Qué edad tenías cuando te fuiste a vivir fuera del país por primera vez?	none
H28D	What were the main reasons you left?	Cuales fueron las razones principales para irse fuera del país? (selecciones todas las que corresponden)	49	Preoccupations (N=13, 27%), Unclear reference (N=12, 24%), Missing options (N=10, 20%)	<b>Preoccupations:</b> <b>Entrevistadora:</b> ¿Y por qué es un poco más difícil? <b>301011:</b> Por el miedo, pensar que... no, si yo digo algo de pronto esta persona va y le cuenta a otra persona y me puedo meter en un lío.  <b>Unclear Reference:</b> Porque me parece complejo, porque reunificación familiar, puede sonar, no solo a eso, sino puede sonar a otras cosas  <b>Missing Options:</b> Razones políticas de exilio, el exilio, obviamente todos se puede ir por violencia en la comunidad, pero hay otros que se van por el exilio, también por migraciones, puede ser	<b>Preoccupations:</b> Q: And why is it a little bit more difficult? A: For fear, to think that ... no, if I say something maybe this person goes and tells another person and I can get into a mess.  <b>Unclear Reference:</b> Because it seems complex, because family reunification, it may sound, not only that, but it may sound to other things  <b>Missing Options:</b> Political reasons for exile, exile,	*Only suggested change is grammatical.  Cuáles fueron las razones principales para irte fuera del país?	a. Reencuentro familiar b. Económica/trabajo/educación c. Forzado por la violencia o maltrato adentro de mi familia (intrafamiliar) d. Forzado por la violencia en mi comunidad (como amenazas) e. Forzado por otras circunstancias f. Para tener más libertad, o independenciam, de los padres o la familia g. Por otras razones

						obviously everyone can leave for violence in the community, but there are others who go through exile, also by migrations, maybe..		
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Table 6. Common Issues and Suggested Changes to Community Violence Questions

Question No.	Question in English	Question in Spanish	Number of participants asked	Most common issues	Example (Spanish)	Translation of example (English)	Suggested change to question wording in Spanish	Suggested change to answer options in Spanish
F41A	What are the main reasons for you not feeling safe at all in your community/neighborhood? .	1. Cuáles son las razones principales para no sentirse del todo seguro en su comunidad/vecindario? - Miedo/Temor por la Violencia en la comunidad (amenazas, extorciones) - Miedo/Temor por la Violencia en la casa - Miedo/Temor de la Policía o el Ejército en las calles -NS / NR	44	Preoccupations (N=11, 25%), Unclear reference (N=6, 14%)	<b>Preoccupations:</b>  Tal vez, sí, o sea no te van a decir, por qué no te sientes seguro, porque mi papá es maltratador por ejemplo o porque mi papá es alcohólico, no te lo van a decir así.  <b>Unclear Reference:</b>  Sentirse seguro es como, yo estoy seguro que voy a lograr eso, de estar seguro	<b>Preoccupations:</b>  Maybe yeah, I mean they will not tell you, because you do not you feel safe, because my dad is abusive for example or because my dad is an alcoholic, they will not tell you that.  <b>Unclear Reference:</b>  Feeling safe is like, I'm sure I'll achieve that, to be sure	*Suggestion is to remove this question and keep question F41.B	none
F41.B	To what extent do you think your neighbourhood/community is affected by violence? Would you say a lot, some, not too much or not at all?	2. Que tanto cree que su comunidad/vecindario está afectado por la violencia? Diría usted que mucho, un poco, no mucho, o no está afectado? a. Mucho b. Un poco c. No mucho d. No está afectado e. NS/NR	43	Unclear reference (N=5, 12%)	<b>Unclear Reference:</b>  <b>Entrevistadora:</b> Qué quiere decir "afectada"? <b>101030:</b> Enfermar.	<b>Unclear Reference:</b>  Q: What does "affected" mean? A: Sick.	*Less instance of unclear reference and worry compared to F41A. Suggest using question F41.B rather than F41A. Changes suggested to improve grammar.  Que tanto crees que tu comunidad/vecindario está afectado por la violencia? Dirías que 'muy afectada', 'afectada', 'un poco afectada', o 'no está afectada'?	a. Muy afectada b. Afectada c. Un poco afectada d. No está afectada e. NS/NR

Table 7. Common Issues and Suggested Changes to Sexual Behavior Questions

Question No.	Question in English	Question in Spanish	Number of participants asked	Most common issues	Example (Spanish)	Translation of example (English)	Suggested change to question wording in Spanish	Suggested change to answer options in Spanish
F409	How would you describe the first time you had sex? Would you say that you wanted to have sex, you did not want to have sex but it happened anyway, or were you forced to have sex?	¿La primera vez que tuvo relaciones sexuales fue porque lo deseaba, no lo deseaba pero ocurrió de todos modos o alguien la forzó a hacerlo?	65	Preoccupations (N=35, 54%), Unclear reference (N=24, 37%), Limited applicability (N=7, 11%)	<p><b>Preoccupations:</b></p> <p><b>Entrevistador:</b> De pronto las personas que nos contesten ¿No les daría pena responder? <b>201022:</b> Pues de pronto esta parte si le daría pena, de pronto su dignidad, de pronto le da pena, porque piensa que ustedes vayan a disociar con otras personas, “Esa muchacha que va allá fue en cierta edad la cogieron y la forzaron”, de pronto eso es lo que a ella la obliga a no decir la verdad, evaden la respuesta</p> <p><b>Unclear Reference:</b></p> <p><b>Entrevistador:</b> ¿Qué significa para una persona tener relaciones sexuales? <b>101022:</b> Sexuales, ahí si no me entiendo</p> <p><b>Limited Applicability:</b></p> <p>No estoy de acuerdo porque si usted lo mandan a hacer encuestas, cómo van a meter unas preguntas de esas así, tienen que saber que algunas personas, no todas las personas se lo van a responder, esas</p>	<p><b>Preoccupations:</b></p> <p>Q: Maybe, people won't answer this question; do you think they would feel ashamed?</p> <p>A: Maybe, people can be ashamed in this part of the survey, maybe his dignity, because people can think that you are going to share the information with other people. "That girl over there had sex at a certain age, they took her and forced her", maybe that is why she is forced to not tell the truth, and evade the answer</p> <p><b>Unclear Reference:</b></p> <p>Q: What does it mean for a person to have sexual relations?</p> <p>A: Sexual, I do not understand</p> <p><b>Limited Applicability:</b></p> <p>I do not agree because if someone send you to do surveys, how they are going to put some</p>	¿La primera vez que tuviste relaciones sexuales fue porque lo deseabas, no lo deseabas pero ocurrió de todos modos, o fuiste forzado/a a hacerlo?	none



					cosas de sexualidad, todas las personas no se la van a responder	questions of those like this, they have to know that some people, not all people are going to respond, those things of sexuality, all people will not respond		
F410	The first time you had sex, were you verbally persuaded, pressured, tricked, threatened, too drunk to say no, or physically forced?	¿La primera vez que tuvo relaciones sexuales fue convencido verbalmente, fue físicamente forzada, estaba demasiado borracha para decir no o fue presionada, amenazada o engañada?	63	Preoccupations (N=27, 43%), Unclear reference (N=23, 37%)	<p><b>Preoccupations:</b></p> <p><b>Entrevistadora:</b> ¿Por qué no? <b>160810_101-013:</b> Porque ya ella diría que se están metiendo en su vida privada, porque es muy vergonzoso decirlo.</p> <p><b>Unclear Reference:</b></p> <p><b>Entrevistadora:</b> ¿Qué significa para usted convencido? <b>101022:</b> Convencido es que estaba diciendo una mentira</p>	<p><b>Preoccupations:</b></p> <p>Q: Why not? A: Because she would say that you are getting into her private life, because it is very embarrassing to say it.</p> <p><b>Unclear Reference:</b></p> <p>Q: What does “convencido” mean to you? A: Convencido is that he was telling a lie</p>	La primera vez que tuviste relaciones sexuales fuiste convencido verbalmente o engañada, fuiste físicamente forzada, tomaste bebidas alcohólicas o otras sustancias y no podías decir no, fuiste presionada, o fuiste amenazada? (Selecciones todos los que correspondan)	1=Fuiste convencido verbalmente o engañada 2=Fuiste físicamente forzada 3=Tomaste bebidas alcohólicas o otras sustancias y no podías decir no 4=Fuiste presionada 5=Fuiste amenazada 6=Ninguna/Solamente ocurrió 99=No responde

Table 8. Common Issues and Suggested Changes to Sexual Violence/Exploitation Questions

Question No.	Question in English	Question in Spanish	Number of participants asked	Most common issues	Example (Spanish)	Translation of example (English)	Suggested change to question wording in Spanish	Suggested change to answer options in Spanish
F500	Have you ever entered into a sexual relationship with anyone in order to get things that are important to you, for help with your expenses, or for money?	¿Ha tenido usted relaciones sexuales con alguien porque le haya dado cosas que son importantes para usted, le ayuda pagar por algunas cosas o le dio dinero?	87	Preoccupations (N=38, 44%)	<b>Preoccupations:</b> <b>Entrevistador:</b> ¿Usted cree que las personas a las que les preguntemos esto se preocuparían por lo que pensemos cuando nos respondan? <b>201018:</b> Sí <b>Entrevistador:</b> ¿Por qué cree que sí? <b>201018:</b> Porque hay personas que si lo hacen por dinero, digamos una mujer, uno diría que es una puta, una prepago, ya entre un hombre sería un poco más breve	<b>Preoccupations:</b> Q: Do you think that the people we ask this would worry about what we think when they respond? A: Yes Q: Why do you think so? A: Because there are people that do it for money, let's say a woman, people would say that she is a whore, a prepaid. With men would be easier.	*Instances of lack of clarity of meaning were minimal; thus, only suggested changes are grammatical.  ¿Has tenido relaciones sexuales con alguien porque te haya dado cosas que son importantes para usted, te ayuda pagar por algunas cosas o te dio dinero?	none
F501	What did they provide you with? (Circle all mentioned)	Qué clase de cosas le han dado a usted? (Seleccione todos los que correspondan)	55	Preoccupations (N=15, 27%), Missing options (N=11, 20%), Unclear reference (N=10, 18%)	<b>Preoccupations:</b> Digamos, si la respuesta de ella es el dinero, le daría como cosa que la empiecen a juzgar, de que sólo se está vendiendo.  <b>Missing Options:</b> Cirugías, también hay muchas que cambian pro cirugías plásticas, son pocas las opciones pero si son, muchas hacen eso.	<b>Preoccupations:</b> Let's say, if the answer is money, she would be worry about the judgement because she is just selling herself.  <b>Missing Options:</b> Surgeries, there are also many girls that change for plastic surgeries. There	Qué cosas te dieron? (Selecciones todos los que correspondan)	A=Dinero B=Alimentos C=Buenas calificaciones/notas D=Matricula escolar E=Empleo F=Regalos/favores G=Transporte H=Refugio/renta I=Protección/seguridad X=Otro (especifique) Z=No sabe/no responde

					<p>Yo creo que ya</p> <p><b>Unclear Reference:</b></p> <p><b>Entrevistadora:</b> ¿La palabra chulo se entiende?</p> <p><b>101001:</b> Sí</p> <p><b>Entrevistadora:</b> ¿Qué significa?</p> <p><b>101001:</b> Si un hombre me da plata a mí, o mi marido me da plata, yo lo compro comidita pal niño, pa' la mamá y con el que sobra yo compra mi ropita, mi shampoo o mi loción</p>	<p>are few options but if they are, many do that. I think that's all.</p> <p><b>Unclear Reference:</b></p> <p>Q: Is the word "chulo" understood?</p> <p>A: Yes</p> <p>Q: What does it mean?</p> <p>A: If a man gives me money, or my husband gives me money, I buy food for the kid, for mom and with the surplus I buy my clothes, my shampoo or my lotion</p>		
F502	When they gave you money, who did you give it to?(Circle all mentioned)	<p>Quando le dieron dinero, ¿a quién se lo dio?</p> <p>(Seleccione todos los que correspondan)</p>	45	<p>Unclear reference (N=16, 36%), Word comprehension (N=13, 29%), Preoccupations (N=10, 22%)</p>	<p><b>Unclear Reference:</b></p> <p><b>Entrevistadora:</b> Qué entiendes por proxeneta?</p> <p><b>401019:</b> Digamos yo vivo con Santiago, y un amigo me dice ay yo quiero una amiga pa' salir y yo se la llevo, pues yo soy proxeneta porque yo se la estoy presentando a él</p> <p><b>Word Comprehension:</b></p> <p><b>Entrevistadora:</b> Que entiende usted por</p>	<p><b>Unclear Reference:</b></p> <p>Q: What does Pimp means to you?</p> <p>A: Let's say I live with Santiago, and a friend tells me and I want a friend to go out and I take her, I'm a pimp because I'm presenting her to him</p> <p><b>Word Comprehension:</b></p> <p>Q: What does Pimp means to</p>	<p>*Only change is grammatical.</p> <p>Quando te dieron dinero, ¿a quién te lo diste?</p> <p>(Selecciones todos los que correspondan)</p>	<p>A. Lo guardaste para ti mismo</p> <p>B. Se lo diste a la familia</p> <p>C. Se lo diste al novio/pareja</p> <p>D. Se lo diste al patron o jefe</p> <p>X. Otro (especifique)</p> <p>Z. No sabe/no responde</p>

					<p>proxeneta?  <b>101018:</b> Pues ahí si no la comprendo.</p> <p><b>Preoccupations:</b></p> <p>Porque seguro él las amenaza, diciéndole que no le puede decir a nadie y si no las mata o... las lleva para otro país para que le hagan daño</p>	<p>you?  A: Well, I do not understand it.</p> <p><b>Preoccupations:</b></p> <p>Because he threatens them, telling him that they cannot tell anyone and if they do, he will kill them or ... he takes them to another country to hurt them</p>		
F503	Who was the person who you had sex with because they provided you things that are important, helped you with expenses or gave you money? (Circle all mentioned)	¿Quién fue la persona con la cual usted tuvo sexo porque le dio cosas que son importantes para usted, le ayudó a pagar por algunas cosas o le dio dinero? (Seleccione todos los que correspondan)	54	<p>Preoccupations (N=15, 28%), Unclear reference (N=11, 20%), Missing options (N=8, 15%)</p> <p><b>Entrevistador:</b> Ok, ¿crees que una joven de tu edad se preocuparía por las opiniones de los demás? ¿Porque?  <b>201003:</b> No les gusta hablar de eso.</p> <p><b>Entrevistador:</b> ¿Sí alguien cae en dos categorías, es una misma? ¿Cómo contestaría?  <b>201003:</b> No creo que respondan. No les gusta hablar de eso.</p> <p><b>Unclear Reference:</b></p> <p><b>Entrevistador:</b> ¿Cuáles no entiendes?  <b>201005:</b> ‘Un hombre que conocí por internet’...</p>	<p><b>Preoccupations:</b></p> <p>Q: Okay, do you think a girl about your age would worry about the opinions of others? Why?  A: They do not like to talk about it.  Q: If someone falls into two categories, it's the same one? How would you answer?  A: I do not think they will respond. They do not like to talk about it.</p> <p><b>Unclear Reference:</b></p> <p>Q: Which ones do not you understand?</p>	<p>*Only change is grammatical.</p> <p>¿Quién fue la persona con la cual tuviste sexo porque te dio cosas que son importantes para ti, te ayudó a pagar por algunas cosas o te dio dinero? (Selecciones todos los que correspondan)</p>	<p>A=Amigo/a  B=Profesor/a  C=Líder de la comunidad/líder religioso/a  D=Empleador/a  E=Novio/a, pareja  F=Ex-novio/a, ex-pareja  G=Compañero/a de clase  H=Vecino/a  I=Policia/miembro del ejército  J=Soldado  K=Familiar  L=Turista/extranjero/a  M=Desconocido  N=Hombre/mujer que conocí por el internet/la red  O=Patrón/Jefe  X=Otro hombre  Z=No sabe/no responde</p>	

					<p><b>Entrevistador:</b> ¿Es lo mismo que ‘un hombre desconocido’?  <b>201005:</b> Es lo mismo.</p> <p><b>Missing Options:</b></p> <p><b>Entrevistadora:</b> ¿Ninguna otra categoría?  <b>101012:</b> Padrastro, incluye también</p>	<p>A: 'A man I met online' ...  Q: Is it the same as 'an unknown man'?  A: It's the same.</p> <p><b>Missing Options:</b></p> <p>Q: No other categories?  A: Stepfather, also includes</p>		
F504	How old were you the first time you entered into a relationship because someone provided you things that are important, helped you with expenses or gave you money?	¿Cuántos años tenía cuando por primera vez comenzó una relación con alguien porque le dio cosas que son importantes para usted, le ayudó a pagar por algunas cosas o le dio dinero?	49	Preoccupations (N=21, 43%), Limited applicability (N=9, 18%)	<p><b>Preoccupations:</b></p> <p><b>Entrevistador:</b> ¿Usted cree que las personas que la respondan se preocuparían de lo que nosotros podemos pensar como entrevistadores?  <b>101027:</b> Sí</p> <p><b>Entrevistador:</b> ¿Sí?  <b>101027:</b> Sí, porque ellos le pueden responder y después dirán “Uy, ¿Qué pensará el periodista sobre la respuesta que le dí? Cuando yo tuve relaciones era una joven de tantos años”</p> <p><b>Limited Applicability:</b></p> <p>Hay niñas que si se</p>	<p><b>Preoccupations:</b></p> <p>Q: Do you think respondents would worry about what we might think of as interviewers?  A: Yes  Q: Yes?  A: Yes, because they can answer you and then they will say, "Oh, what will the journalist think about the answer I gave him? When I had sexual relations I was a young woman, it was so many years ago "</p> <p><b>Limited Applicability:</b></p> <p>There are girls who throw their</p>	*Instances of lack of clarity of meaning were minimal. Some respondents thought that younger adolescents may not have experience with sex or awareness of transactional sex. Thus, only suggested changes are grammatical.	none

					tiran a la vida así, hay personas como las peladas que usted encuentra en bares y así, entonces, podrías coger y preguntarles porqué, pero ya una niña decente, que tu digas de casa, sería como más difícil	lives; there are people like other girls that you can find them in bars, so, you could pick and ask them why, but if you ask a decent girl, a home-girl, would be like more difficult		
F507	In the last 12 months, how many times did you have sex with someone because they provided you things that are important, helped you with expenses or gave you money?	¿En los últimos 12 meses, cuantas veces ha tenido sexo con alguien porque le dio cosas que son importantes para usted, le ayudó a pagar por algunas cosas o le dio dinero?	38	Preoccupations (N=8, 21%)	<b>Preoccupations:</b>  Porque tal vez, como le digo, le da mucha pena referirse a ustedes los reporteros, que si lo que están hablando con ustedes lo va a saber otras personas, pienso que puede ser más reservada	<b>Preoccupations:</b>  Because, perhaps, as I say, it is very sad to refer to you reporters, people can think that whatever they say to you, you will probably tell other people. I think it may be more reserved	*Instances of lack of clarity of meaning were minimal, thus, only suggested changes are grammatical  ¿En los últimos 12 meses, cuantas veces has tenido sexo con alguien porque te dió cosas que son importantes para ti, te ayudó a pagar por algunas cosas o te dió dinero?	none

Table 9. Common Issues and Suggested Changes to Physical Violence Perpetration Questions

Question No.	Question in English	Question in Spanish	Number of participants asked	Most common issues	Example (Spanish)	Translation of example (English)	Suggested change to question wording in Spanish	Suggested change to answer options in Spanish
F200A	Have you ever done any of the following to a current or previous boyfriend, romantic partner/husband:  A. slapped, pushed, shoved, shook, or intentionally threw something at you to hurt you?	¿Alguna vez ha hecho algo de lo siguiente a su actual o anterior novio/a, pareja o esposo/a:  A. Le ha dado una cachetada, empujado, sacudido o lanzado algo intencionalmente para hacerles daño?	65	Preoccupations (N=30, 46%), Unclear reference (N=9, 14%)	<b>Preoccupations:</b>  Porque tal vez no tenga confianza, no tenga confianza con la persona, porque si yo te cuento a ti algo tú lo puedes decir a otro  <b>Unclear Reference:</b>  <b>Entrevistadora:</b> ¿Esa frase no se entiende? <b>101025:</b> Sí, pero lanzó, es como que él cogió algo (silencio) es como si cogiera la mano y te pegara y fue intencionalmente y ya	<b>Preoccupations:</b>  Because they may not have confidence, they do not trust you, because if I tell you something you can say it to someone else  <b>Unclear Reference:</b>  Q: is that phrase understood? A: Yes, but he threw, it's like he took something (silence) it's as if he took the hand and hit you and it was intentional...	¿Alguna vez has hecho algo de lo siguiente a tu actual o anterior novio/a, pareja o esposo/a:  A. Le has dado una cachetada, empujado, sacudido o tirado algo intencionalmente para hacerles daño?	none
F200B	Have you ever done any of the following to a current or previous boyfriend, romantic partner/husband:  B. punched, kicked, whipped, or beat them?	¿Alguna vez ha hecho algo de lo siguiente a su actual o anterior novio, pareja o esposo:  B. le ha dado puñetazos, patadas, le dio latigazos, o le golpeó con algún objeto?	80	Preoccupations (N=27, 34%)	<b>Preoccupations:</b>  <b>Entrevistador:</b> Ahora esta, le ha dado puñetazos, patadas, le ha dado latigazos o le ha golpeado con algún objeto ¿Usted cree que se puedan preocupar por lo que nosotros los entrevistadores pensemos de su respuesta? <b>201016:</b> Sí <b>Entrevistador:</b> ¿Por qué? <b>201016:</b> Si porque, por preguntas tan íntimas, son	<b>Preoccupations:</b>  Q: ... Do you think people could worry about what the interviewers would think of their response? A: Yes Q: Why? A: Because, because there are intimate questions, they are very	*Instances of lack of clarity of meaning were minimal, thus, only changes suggested are grammatical  ¿Alguna vez has hecho algo de lo siguiente a tu actual o anterior novio, pareja o esposo:	none

					preguntas muy intimas y uno al fin y al cabo no sabe qué pueda pasar	intimate questions and after all people does not know what can happen	B. Le has dado puñetazos, patadas, le diste latigazos, o le golpeaste con algún objeto?	
F200C	Have you ever done any of the following to a current or previous boyfriend, romantic partner/husband: C. choked, smothered, tried to drown, or intentionally burn them?	C. le trató de estrangular, asfixiar, ahogar o le quemó intencionalmente?	84	Preoccupations (N=26, 31%), Unclear reference (N=9, 11%)	<p><b>Preoccupations:</b></p> <p><b>Entrevistador:</b> ¿Cree que nos contestarían esta con sinceridad?  <b>201018:</b> No  <b>Entrevistador:</b> ¿Por qué no?  <b>201018:</b> Es como algo que no es debido hacer, ya es algo hasta demandable, más que todo pensarán en lo malo que vayan a decir de uno, que es agresivo o es violento, o algo así</p> <p><b>Unclear Reference:</b></p> <p><b>Entrevistadora:</b> ¿Qué significa en tus palabras asfixiar?  <b>101001:</b> La mamá está enferma, tiene asfixia</p>	<p><b>Preoccupations:</b></p> <p>Q: Do you think people would honestly answer this question?  A: No  Q: Why not?  A: It's something that should not be done, it's something demandable, most of all they will think about how bad people are going to talk about them, that is aggressive or violent, or something like that</p> <p><b>Unclear Reference:</b></p> <p>Q: What does asphyxiate means in your words?  A: Mom is sick, she has suffocation</p>	*Instances of lack of clarity of meaning were minimal, and mostly reflected a lack of understanding of the word 'asfixiar' (smothered). Respondents did not identify synonyms that were easier to understand. Thus, only changes suggested are grammatical.  C. Le trataste de estrangular, asfixiar, ahogar o le quemaste intencionalmente?	none



F200D	<p>Have you ever done any of the following to a current or previous boyfriend, romantic partner/husband:</p> <p>D. used or threatened to use a knife, gun or other weapon against them?</p>	<p>¿Alguna vez ha hecho algo de lo siguiente a su actual o anterior novio/a, pareja o esposo/a:</p> <p>D. utilizó o le amenazó con un cuchillo, pistola u otra arma?</p>	80	Preoccupations (N=23, 29%)	<p><b>Preoccupations:</b></p> <p><b>Entrevistador:</b> ¿Por qué se preocuparían de contarme de estas cosas?</p> <p><b>201001:</b> Por pena lo que piense o no se vayan a sentir seguros porque les están haciendo esas preguntas o si le van a denunciar...</p>	<p><b>Preoccupations:</b></p> <p>Q: Why would anyone worry about telling me about these things?</p> <p>A: Because of shame, or they won't feel safe about someone asking those questions, maybe they may think that you would report them...</p>	<p>*Instances of lack of clarity of meaning were minimal, thus, no changes suggested.</p> <p>¿Alguna vez has hecho algo de lo siguiente a tu actual o anterior novio/a, pareja o esposo/a:</p> <p>D. Utilizaste o le amenazaste con un cuchillo, pistola u otra arma?</p>	none
F200.A	In the past when you have done this to your current or previous boyfriend, romantic partner/husband, were you drinking alcohol?	<p>En el pasado cuando hiciste esto a tu actual novio(a)/pareja romántica, ex novio(a)/pareja romántica, marido o ex marido, estabas bajo el efecto del alcohol?</p> <p>Usted diría que:</p> <p>Ninguna de las veces, Algunas veces, La mayoría de las veces, Todas las veces, NS/NR</p>	73	Preoccupations (N=25, 34%)	<p><b>Preoccupations:</b></p> <p><b>Entrevistador:</b> ¿Usted cree que la gente se preocuparía por lo que nosotros pensemos si la persona responde que siempre que le pegaba estaba borracho ¿O cree que no se preocuparía?</p> <p><b>201026:</b> No, no te respondería, es un caso, digamos puede ser yo, que le pego a mi mujer, peor lo hago solo cuando estoy borracho, no te voy a decir nunca</p> <p><b>Entrevistador:</b> ¿Nunca?</p> <p><b>201026:</b> Nunca</p> <p><b>Entrevistador:</b> Ni porque le diga que hay confidencialidad</p> <p><b>201026:</b> No, antes te voy a hablar bonito de ella</p> <p><b>Entrevistador:</b> Ok ¿Hay una manera para que la gente nos conteste honestamente?</p> <p><b>201026:</b> Yo creo que no</p>	<p><b>Preoccupations:</b></p> <p>Q: Do you think people would worry about what we think if the person responds that whenever he hits his couple he was drunk? Or do you think he would not be worry?</p> <p>A: No, he would not respond that question, ..., Let's say it can be me, I hit my wife, worse I do it only when I'm drunk, I will never tell you</p> <p>Q: Never?</p> <p>A: Never</p> <p>Q: What about if I tell you that there</p>	<p>*Instances of lack of clarity of meaning were minimal, thus, no changes suggested.</p>	none

						is confidentiality? A: No, I would never tell you. I will tell you something nice about her Q: Ok It's there a way for people to honestly answer us that question? A: I do not think so		
F426.1	In the last 12 months, how often did you see your partner drunk? Every day, 1-2 times per week, 1-3 times per month, Never, DN/DA	En los últimos 12 meses, ¿con qué frecuencia ha visto a su pareja bajo el efecto del alcohol o borracha? Usted diría que: Todos los días, 1-2 veces por semana, 1-3 veces al mes, nunca, NS/NR	74	Preoccupations (N=8, 11%)	<b>Preoccupations:</b>  <b>101010:</b> Por que ella no puede decir o si el marido estaba tan borracho o pelió y así, ella no quiere que todos se den de cuenta de eso	<b>Preoccupations:</b>  A: Because she cannot say if the husband was drunk . . . , she does not want everyone to notice that	*Instances of lack of clarity of meaning were minimal, thus, only changes suggested are grammatical.  En los últimos 12 meses, ¿con qué frecuencia has visto a tu pareja bajo el efecto del alcohol o borracha? Dirías que: Todos los días, 1-2 veces por semana, 1-3 veces al mes, nunca, NS/NR	none
F201	Have you ever done any of the following to someone who is not a current or previous boyfriend, romantic partner, or husband:  A. slapped,	Alguna vez le has hecho lo siguiente a alguien que no es tu actual novio(a)/pareja romántica, ex novio(a)/pareja romántica, marido o ex marido: A. Puñetazos, patadas,	39	Preoccupations (N=10, 26%)	<b>Preoccupations:</b>  <b>Entrevistadora:</b> ¿Sería difícil revelar? <b>101004:</b> Sí  <b>Entrevistadora:</b> ¿Hay una manera de hacer esa pregunta para que nos respondan de manera más honesta? <b>101004:</b> No	<b>Preoccupations:</b>  Q: Would it be difficult to reveal? A: Yes Q: Is there another way to ask this question in order for them to respond more	*Instances of lack of clarity of meaning were minimal, thus, no changes suggested.	none

	<p>pushed, shoved, shook, or intentionally threw something at you to hurt you?</p> <p>B. punched, kicked, whipped, or beat them?</p> <p>C. choked, smothered, tried to drown, or intentionally burn them?</p> <p>D. used or threatened to use a knife, gun or other weapon against them?</p>	<p>zarandeada o golpeado a el(ella)</p> <p>B. Asfixiado, sofocado, trató de ahogar</p> <p>C. Uso o amenaza de uso de un cuchillo/puñal ...:</p>				<p>sincerely?</p> <p>A: No</p>		
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Table 10. Common Issues and Suggested Changes to Perpetrators of Intimate Partner Violence Questions

Question No.	Question in English	Question in Spanish	Number of participants asked	Most common issues	Example (Spanish)	Translation of example (English)	Suggested change to question wording in Spanish	Suggested change to answer options in Spanish
F104.1	Was this person also involved in community violence?	Estaba esa persona también involucrada con algún tipo de violencia en la comunidad?	80	Preoccupations (N=17, 21%), Unclear reference (N=11, 14%)	<p><b>Preoccupations:</b></p> <p>Entrevistador: ¿Piensas que un joven nos va a responder sinceramente a esta pregunta? ¿O tendrían miedo? 201005: Van a tener miedo. Entrevistador: ¿Por qué? ¿Va a tener miedo de que la pareja se entere? 201005: Ujum... Entrevistador: ¿O no? 201005: Sí, de pronto de que la pareja se entere. Entrevistador: ¿Qué le puede hacer la pareja? 201005: Lo puede demandar o algo así.</p> <p><b>Unclear Reference:</b></p> <p>Entrevistadora: ¿Qué significa el término violencia en la comunidad? 101001: Si el hombre es mujeriego se pone a buscar otra mujeres</p>	<p><b>Preoccupations:</b></p> <p>Q: Do you think a young man will sincerely answer this question? Or were they afraid? A: They will be afraid. Q: Why? Afraid that the couple will find out? A: Ujum ... Q: Or not? A: Yes, afraid that the couple will find out. Q: What can the couple do to that person? A: She can sue him or something.</p> <p><b>Unclear Reference:</b></p> <p>Q: What does the term “violence in the community” means? A: If the man is a womanizer, he goes to look for another woman</p>	*Propose removing this question and using question 104.2 only.	none
F104.2	Was this person also a homeboy or involved in a clicka?	¿Era esa persona también miembro de una pandilla o un grupo	82	Unclear reference (N=23, 28%), Preoccupations (N=19, 23%)	<p><b>Unclear Reference:</b></p> <p><b>Entrevistadora:</b> ¿Para ti qué significa la palabra pandilla? <b>101001:</b> Pandilla, es que es ratero</p>	<p><b>Unclear Reference:</b></p> <p>Q: What does the word gang mean to you? A: Gang, It’s like a thief</p>	*Recommend using this question instead of question 104.1	none

		armado ilegal?			<p><b>Preoccupations:</b></p> <p><b>Entrevistadora:</b> ¿Una joven de tu edad estaría preocupada en contestar esa pregunta?</p> <p><b>101012:</b> Si tiene un novio así sí</p> <p><b>Entrevistadora:</b> ¿Por qué?</p> <p><b>101012:</b> Porque le daría miedo perjudicarlo a él</p>	<p><b>Preoccupations:</b></p> <p>Q: Would a young woman of your age be worried about answering this question?</p> <p>A: If she has a boyfriend, yes</p> <p>Q: Why?</p> <p>A: Because she would be afraid to hurt him</p>		
F105	Was this person older than you, younger than you, or about the same age?	¿Esta persona era mayor que usted, menor que usted, o más o menos de su misma edad?	40	Limited applicability (N=1, 3%)	[None included]	--	<p>*Instances of lack of clarity of meaning were minimal, thus, only changes suggested are grammatical</p> <p>¿Esta persona era de mayor edad que ti, menor que ti, o más o menos de ti misma edad?</p>	none
F106	Was this person more than 10 years older than you, 5-10 years older or less than 5 years older?	¿Esta persona era más de 10 años mayor que usted, 5-10 años mayor que usted o menos de 5 años mayor que usted?	39	Preoccupations (N=2, 5%)	<p><b>Preoccupations:</b></p> <p><b>Entrevistadora:</b> ¿Por qué?</p> <p><b>401017:</b> ... las personas no quisieran contar la vida privada de ellos</p>	<p><b>Preoccupations:</b></p> <p>Q: Why?</p> <p>401017: ...</p> <p>People doesn't want to tell their private lives</p>	<p>*Instances of lack of clarity of meaning were minimal, thus, no changes suggested.</p> <p>¿Esta persona era más de 10 años mayor que ti, 5-10 años mayor que ti o menos de 5 años mayor que ti?</p>	none

Table 11. Common Issues and Suggested Changes to Arms/Weapons Questions

Question No.	Question in English	Question in Spanish	Number of participants asked	Most common issues	Example (Spanish)	Translation of example (English)	Suggested change to question wording in Spanish	Suggested change to answer options in Spanish
F1210A	During the past 30 days, on how many days did you carry a weapon such as, gun, knife, or club?	<p>1. Durante los últimos 30 días, ¿cuántos días usted portó un arma tal como una pistola, cuchillo o un garrote?</p> <p>a. 0 días b. 1 día c. 2 o 3 días d. 4 o 5 días e. 6 o más días</p>	46	<p>Preoccupations (N=9, 20%), Unclear reference (N=8, 17%), Missing options (N=8, 17%)</p>	<p><b>Preoccupations:</b> <b>160810_101-013:</b> Pues por miedo, porque como aquí la policía dice que no se puede cargar armas sin tener una licencia, es que le dicen a eso, entonces pensaría que lo van castigar o a multar.</p> <p><b>Unclear Reference:</b> Navaja es lo mismo que cuchillo.</p> <p><b>Missing Options:</b> Un bolígrafo puede ser un arma, con un bolígrafo te pueden chuzar, si te cogen una parte de los órganos te puede matar, cepillo dental, en la prisión no dejan entrar esas cosas porque las pueden volver un arma, hay muchas cosas que se pueden volver arma</p>	<p><b>Preoccupations:</b> A: Because of fear, because the police say that you cannot carry weapons without having a license, ..., then they would think that they will punish or fine them.</p> <p><b>Unclear Reference:</b> Knife is the same as kitchen knife.</p> <p><b>Missing Options:</b> A pen can be a weapon, with a ballpoint pen you can be stab. It can kill you. A toothbrush, in prison don't let these things enter because people can turn it into a weapon, there are many things that can be weapon</p>	Durante los últimos 30 días, ¿cuántas veces has cargado un arma tal como una pistola, cuchillo o un garrote?	<p>a. nunca b. una vez c. pocas veces d. varias veces e. siempre</p>

F1210B	What is the main reason that you carry a weapon such as, gun, knife, or club, during the past 30 days?	<p>2. ¿Cuál es la razón principal para usted portar un arma tal como una pistola, cuchillo o un garrote durante los últimos 30 días?</p> <p>a. Para protección de ataques por otras personas  b. Porque mis amigos portan armas  c. Porque me hace sentir importante  d. Para "mostrar" o impresionar a mis amigos  e. Porque quería herir a alguien  f. Otra</p> <p>_____</p> <p>_____</p>	44	Preoccupatio ns (N=8, 18%), Missing options (N=5, 11%)	<p><b>Preoccupations:</b></p> <p>Los jóvenes no por miedo, a que se enteren los demás y digan "Ay no este llevó un arma" ya van a estar prevenidos los demás, en cambio los niños no, casi no les gusta decir así por así mentiras</p> <p><b>Missing Options:</b></p> <p>Podría ser también por venganza</p>	<p><b>Preoccupations:</b></p> <p>A: The young people won't [answer] because of fear, to let others know and say "Oh no, he has a gun". The others are going to be forewarned with him.</p> <p><b>Missing Options:</b></p> <p>A: It could also be for revenge</p>	<p>*Instances of lack of clarity of meaning were minimal, thus, no changes suggested.</p> <p>¿Cuál es la razón principal que portas un arma tal como una pistola, cuchillo o un garrote durante los últimos 30 días?</p>	<p>*There was one suggestion to 'take care of my business', which could imply involvement in the drug trade. Considering the fears of disclosure and safety for this section, and controversial nature of the drug trade in sustaining the armed conflict, we would not recommend adding this option, as it could potentially compromise the safety of the interviewers.</p>
F1210C	During the past 30 days, on how many days did you carry a gun onto school property?	<p>3. Durante los últimos 30 días, ¿cuántos días usted portó un arma de fuego/pistola al interior de la escuela?</p> <p>a. 0 días  b. 1 días  c. 2 o 3 días  d. 4 o 5 días  e. 6 o más días</p>	40	Preoccupatio ns (N=8, 20%)	<p><b>Preoccupations:</b></p> <p><b>Entrevistador:</b> ¿Si le hiciera una pregunta a una persona de 24 años, cree que nos puede contestar honestamente?  <b>201023:</b> No  <b>Entrevistador:</b> ¿Por qué?  <b>201023:</b> Porque si esa persona por algunas razones tiene un arma y decir que yo la tuve</p>	<p><b>Preoccupations:</b></p> <p>Q: If you asked this question to a person of 24 years old, do you think the person can answer honestly?  A: No  Q: Why?  A: Because if that person for some reasons has a gun in the school, he won't tell the truth</p>	<p>Durante los últimos 30 días, ¿has portado un arma de fuego/pistola al interior del colegio?</p>	<p>a. si  b. no</p>

					dentro de la escuela, no te dice la verdad			
F1210D	During the past 30 days, on how many days did you carry a gun in your community or neighborhood?	4. Durante los últimos 30 días, ¿cuántos días portó un arma de fuego/pistola en su comunidad o barrio?  a. 0 días b. 1 días c. 2 o 3 días d. 4 o 5 días e. 6 o más días	43	Preoccupations (N=8, 19%)	<b>Preoccupations:</b> <b>Entrevistador:</b> Ok. Por ejemplo ¿Usted cree que las personas nos responderían con sinceridad, cuántas veces han usado un arma para lesionar otra persona o amenazarla? <b>201022:</b> No, no responden con sinceridad <b>Entrevistador:</b> ¿Por qué? <b>201022:</b> Porque le daría cosa qué es lo que piensen ustedes, por ejemplo usó el arma, como tiene su arma quería dispararle a otra y lesionarlo en el pie, ya le daría miedo contar lo que él hacía <b>Entrevistador:</b> ¿Miedo porque nosotros qué podemos hacer con esa información? <b>201022:</b> Miedo porque no sabe que manejo le den ustedes a la información, le daría miedo contar	<b>Preoccupations:</b> Q: Okay. For example, do you think people would respond honestly, how many times have they used a weapon to injure or threaten another person? A: No, they won't respond sincerely Q: Why? A: Because he would worry about what you can think about him, for example he used the gun, as he has his gun he wanted to shoot another and injure his foot, in that case, he would be afraid to tell what he did to you Q: Afraid about what can we do with that information? A: Fear because he doesn't know what will you do with the information, he would be afraid to tell.	Durante los últimos 30 días, ¿has portado un arma de fuego/pistola en tu comunidad/vecindario/ o barrio?	a. si b. no



F1210E	During the past 30 days when you carried a gun, where did you get the gun?	¿Durante los últimos 30 días, cuando portó un arma de fuego/pistola, dónde había conseguido el arma?  a. Yo no porté un arma durante los últimos 30 días b. La había tomado de mi casa, pertenecía a mis padres u otro familiar c. La había comprado en una tienda que vende armas d. La había comprado "en la calle" e. Me la había prestado un amigo o alguien que conozco f. Era un arma robada g. Otra	45	Preoccupatio ns (N=8, 18%), Missing options (N=5, 11%)	<b>Preoccupations:</b>  Porque no creo que vayan a hablar tan abierto del tema, tal vez por miedo a que... no que lo juzguen, sino sería como más miedo, como temor a la policía o algo así.  <b>Missing Options:</b>  Por ejemplo en las ollas.	<b>Preoccupations:</b>  A: Because I don't think they will talk so openly about that, perhaps for fear that ... not because the judgement, but it would be more like fear, like fear for the police or something like that.  <b>Missing Options:</b>  A: For example in the "Pots".	*Instances of lack of clarity of meaning were minimal, thus, only changes suggested are grammatical  ¿Durante los últimos 30 días, cuando has portado un arma de fuego/pistola, dónde has conseguido el arma?	a. Yo no porté un arma durante los últimos 30 días b. La conseguí de mi casa, pertenecía a mis padres u otro familiar c. La compre en una tienda que vende armas d. La compre "en la calle" e. La encontré sin que alguien me la diera e. Me la presto un amigo o alguien que conozco f. Era un arma robada g. Otra
F1210F	During the past 12 months, how many times did you use a machete to threaten or injure another person?	6. Durante los últimos 12 meses, ¿cuántas veces usó un machete para amenazar o lesionar a otra persona? a. 0 veces b. 1 vez c. 2 – 4 veces d. 5 o más veces	49	Preoccupatio ns (N=7, 14%)	<b>Preoccupations:</b>  <b>Entrevistador:</b> ¿Por qué? <b>201005:</b> Porque de pronto también le daría cosa que usted lo vaya denunciar...	<b>Preoccupations:</b>  Q: Why? A: Because, he would be afraid that maybe you will report it.	Durante los últimos 12 meses, ¿has usado un machete para amenazar o lesionar a otra persona?	a. si b. no
F1210G	During the past 12 months, on how many times did you use a gun to threaten or injure	7. Durante los últimos 12 meses, ¿cuántas veces usó un arma de fuego/pistola para amenazar o lesionar a otra persona? a. 0 veces b. 1 vez c. 2 – 4 veces d. 5 o más veces	34	Preoccupatio ns (N=7, 21%)	<b>Preoccupations:</b>  <b>Entrevistador:</b> 'En los últimos 12 meses ¿Cuántas veces portó un arma para herir a alguien?'. ¿Un joven nos respondería esta pregunta	<b>Preoccupations:</b>  Q: 'In the last 12 months, how many times did you carry a gun to hurt someone?' Would a young man honestly answer this	Durante los últimos 12 meses, ¿has usado un arma de fuego/pistola para amenazar o lesionar a otra persona?	a. si b. no

	another person?				<p>sinceramente?  <b>201001:</b> En realidad creo que no.  <b>Entrevistador:</b> ¿Por qué no? Porque es algo ilegal...  <b>201001:</b> Si, es algo ilegal. Aquí todavía no está legal entonces les daría miedo que le fueran a decir a la policía o algo así.  <b>Entrevistador:</b> Los jóvenes que nos contestan... ¿Nos darían una respuesta exacta?  <b>201001:</b> Creo que no. Si le contesta le hablará pero no le dirá toda la verdad.</p>	<p>question?  A: Actually I don't think so.  Q: Why not?  Because it's illegal ...  A: Yes, it's illegal. It is not legal here so I would be afraid to tell the police or something.  Q: The young people who answer us ... Would they give us an exact answer?  A: I don't think so. If he answers, he will speak, but he won't tell the whole truth.</p>		
F1210H	How old were you the first time you carried a gun? (Do not count times when you carried a gun for hunting or sport).	<p>8. ¿Qué edad tenía usted la primera vez que llevó/portó un arma de fuego? (No cuentan las veces cuando llevó un arma para la caza o deporte).</p> <p>AÑOS DE EDAD ____</p> <p>_____</p>	43	Preoccupatio ns (N=8, 19%)	<p><b>Preoccupations:</b></p> <p>Pues puede ser lo de las armas, también lo de la sexualidad porque eso por acá no es muy constante, entonces sería un poco incómodo.</p>	<p><b>Preoccupations:</b></p> <p>Well it may be the weapons, also the sexuality part, because that is not very constant here, then it would be a bit uncomfortable.</p>	<p>*Instances of lack of clarity of meaning were minimal, thus, only changes suggested are minimal.</p> <p>¿Qué edad tenías la primera vez que llevaste/portaste un arma de fuego? (No cuentan las veces cuando llevaste un arma para la caza o deporte).</p> <p>AÑOS DE EDAD ____</p> <p>_____</p>	none

## Appendix A. Codebook for Analysis

<b>Code</b> *parent codes in bold	Definition	When to Use	When NOT to Use	Example
<b>Limited Applicability</b>	Responses noting groups or situations for which the item would NOT be appropriate	When a participant believes that a younger age group does not have experience with the particular topic, and would not understand for this reason.	When a participant believes that the the question content would be appropriate for any/all age groups.	<i>¿Podemos hacer esta pregunta a niños entre las edades de 13 a 14?</i>  <i>101004: No</i>  <i>Entrevistadora: ¿Porqué?</i>  <i>101004: Ellos no saben cómo está la casa, ellos no tienen idea cómo hablar de violencia</i>
<b>Unclear reference</b>	Responses that reflect a lack of clarity regarding the situation to which the word or phrase is referring.	When the participant understands a different meaning of a particular word or phrase, indicates that there are multiple meanings of the phrase, or provides a response that indicates an existing meaning of the word/phrase, but not the one intended in the question.	When a participant responds with an answer not specific to the question	<i>¿Qué entiendes por bebida?</i>  <i>101004: Como de alcohol</i>
<b>Unclear Perspective</b>	Responses reflecting lack of clarity regarding the perspective from which the item should be answered	When a participant responds or is confused on who the question is referring to	When a participant is confused by the question	<i>Siguiente, ¿Le has hecho algo de esto a alguien que no sea tu novio o pareja?</i>  <i>101012: Que no sea no iría ahí, porque si están hablando de la pareja...</i>  <i>Entrevistadora: No, primero hablamos de la pareja ahora hablamos de alguien que no sea la pareja</i>  <i>101012: Ah ya, un tercero</i>
<b>Wording or Tone</b>	Responses about specific words or phrases that are unfamiliar to participants, or offensive.			
Rephrasing	Such as when a participant suggests a potential way to rephrase a question	When a Participant suggests a new or better way to ask the question	When a participant is confused by the phrasing of a question and asks for clarification	<i>La palabra cargar se entiende?</i>  <i>101012: ¿Cargar? Es tener algo, dependiendo porque uno</i>

				<p><i>carga un bebé, uno carga un bolso</i></p> <p><i>Entrevistadora: ¿Es la palabra adecuada o puede ser “llevar”?</i></p> <p><i>101012: Llevar es mejor, espérese miro</i></p> <p><i>Entrevistadora: ¿Cuál se entiende mejor “cargar” o “llevar”?</i></p> <p><i>101012: Las mujeres que llevan muchos preservativos tienen relaciones sexuales con muchos hombres</i></p>
Word comprehension	Or examples in which it is obvious that a participant does not understand wording or phrasing.	When a participant claims to not understand a particular word or phrase	When a participant does not respond; When the participant understands but indicates that there are multiple meanings of the phrase or question	<p><i>Entrevistadora: ¿Qué tal tiró algo intencionalmente? Si yo tiro algo, ¿eso sí lo entiendes?</i></p> <p><i>000000: ¿Si yo tiro algo?</i></p> <p><i>Entrevistadora: Sí, o boto algo o lo tiro, cuando algo... ¿cuál palabra utilizas para decir eso: tirar, botar?</i></p> <p><i>000000: botar? Yo casi no entiendo tu palabra yo, está difícil.</i></p>
Tone	Instances where a participant suggests that wording is harsh or has a negative connotation	When a participant explains that the wording is too harsh or has a negative or accusatory implication	When a participant suggests a different way to phrase the question; when the participant indicates that the question could be interpreted in different ways	<p><i>¿Qué significa cargar condones? ¿Es mejor otra palabra?</i></p> <p><i>101012: Preservativo</i></p> <p><i>Entrevistadora: ¿Preservativo se entiende más que condón?</i></p> <p><i>101012: Pues es que condón es como muy ay, como muy vulgar</i></p>
<b>Preocupaciones</b>	Suggestion that a question would lead future respondents to worry about disclosure due to concerns over confidentiality, community pressures, social appropriateness or future retaliation.	When a participant reports that a question would lead future respondents to worry about disclosure due to concerns over confidentiality, community pressures, social appropriateness or future retaliation.	When a participant feels that a particular question will not cause people to worry	<p><i>¿Puedes pensar en una razón que una joven de tu edad preocuparía por dar una respuesta honesta?</i></p> <p><i>101004: Sí</i></p> <p><i>Entrevistadora: ¿Porqué?</i></p> <p><i>101004: Si le preocuparía porque ellos o ellas me preguntarían de qué estaban hablando de ese amenaza y yo le daría un concepto de</i></p>

				<p><i>amenaza, que es matar para que no amenace las mujeres o una amiga</i></p> <p><i>Entrevistadora: ¿Es difícil hablar de eso?</i></p> <p><i>101004: Ajá</i></p>
<b>Missing options</b>	If a participant suggests an option in a list that is missing in the current survey	When a respondent suggests an addition or augmentation to a current list in the survey	When a respondent proposes a way to conduct the survey or way to rephrase a question	<p><i>Listo. Otro ejemplo, golpeándote con un objeto tal como un cinturón, un cable, un palo, una escoba ¿Agregarías algo a la lista?</i></p> <p><i>101012: El rejo de vaca</i></p> <p><i>Entrevistadora: ¿Qué es eso? ¿Una cuerda?</i></p> <p><i>101012: Eso</i></p> <p><i>Entrevistadora: ¿Otro que hace falta que utilizan en Colombia para pegar a los niños? Que no esté acá</i></p> <p><i>101012: Faltaba era ese</i></p>
<b>Conceptions of community</b>	Descriptions of the word community or of the community context for the community to which the Participant belongs.			
Community context	Responses that elucidate how a particular phrase or question is interpreted in the community or by members of the community.	When a participant describes a situation from the perspective of their community	When a participant provides an example of violence in the community	<p><i>...Entrevistadora: Sí, digo como del barrio, de tu grupo de amigos</i></p> <p><i>101012: Ahí influye la raza, porque digamos los negros son más destapados, los afro son destapados, los indígenas no</i></p> <p><i>Entrevistadora: ¿Qué significa destapados?</i></p> <p><i>101012: Destapados en el termino vulgar son más libres de hablar y los indígenas no, ellos son muy reservados, ellos manejan sus leyes y sus costumbres entonces para una indígena si sería difícil responder, difícil bastante, ni la responderían porque los que están metidos, porque los otros los que están estudiados de pronto sí, peor en su mayoría no responderían, eso es lo que yo he analizado</i></p>

				<i>desde mi punto de vista y de lo que he reunido con algunos</i>
Definitions of community		When a participant provides a definition of community/vecindario /barrio	When a participant defines other terms for the interviewer	<p><i>Otra pregunta ¿Cuáles son las razones principales para no sentirse segura en su comunidad? Entonces ¿entiendes? ¿Una joven de tu edad entiende lo que es "comunidad"?</i></p> <p><i>101004: Ajá, que viven las personas en una comunidad</i></p>
<b>Perceptions of Violence</b>	Definitions or descriptions of violence/abuse/maltreatment or aggression in the context of Colombia.	When a participant describes different forms of violence or highlights an anecdote or example of violence in the community	When a participant believes that someone would be worried about someone finding out their answer to a question and responding violently.	<p><i>Cómo crees que se sentiría una mujer, una niña, respondiendo si esa persona que era su pareja, era también miembro de una pandilla o un grupo armado? ¿En el contexto donde viven ustedes, qué significa grupo armado?</i></p> <p><i>101004: Los que andan de matar de gente, o amenazadores o violadores, uno no tiene problema y se le mata por una cosa o lo roban</i></p> <p style="text-align: center;"><b>or</b></p> <p><i>¿Hay otro tipo de cosas en la comunidad por las que ella no se sentiría segura?</i></p> <p><i>101004: Sí</i></p> <p><i>Entrevistadora: Como cuáles</i></p> <p><i>101004: Como, porque ella está viendo que en la comunidad hay muchos violadores, hay muchos rateros, por eso ella no está sintiendo que esté viviendo en un seguro, no está viviendo en seguro, tampoco muchos violadores</i></p>

<p><b>Suggestions for VACS</b></p>	<p>Suggestions from participants regarding methods and protocols for future implementation</p>	<p>When a participant mentions non-wording related suggestions for conducting the survey in the future.</p>	<p>When a participant mentions a way to rephrase a question for easier understanding.</p>	<p><i>Para que nos contesten de manera honesta ¿Cómo podríamos cambiar el instrumento? Para que nos contesten</i></p> <p><i>101012: ¿Pa' que les digan la verdad sobre ellos? Tienen que generar la pregunta diciendo que eso no va a saberlo nadie, que solamente lo va a saber ustedes, yo, o sea, generarle confianza a la persona, diga la gente, eso no lo va a saber nadie pero uno no sabe si puede cambiar la cosa y si lo sepa la gente entonces tienen que tratar de generarle confianza a la persona para que la persona responda las preguntas sin problema</i></p>
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<p><b>Gender Relations</b></p>	<p>Responses that reflect gender normative interpretations of questions, articulate that different perspectives exists along gender lines, or clarify gender relations in the community.</p>	<p>When a participant does not believe that a question applies to them based on their gender or when a participant explains the dynamics or roles of women and men in the community.</p>	<p>When a participant describes a situation from the perspective of their <i>regional</i> community</p>	<p><i>Cuando un hombre cuando deseaba a una mujer, que no, que vamos a hacer la relación, cuando una mujer responde no, cuando una mujer cuando es virgen le da miedo también meterse con un hombre... el hombre le gustan desearse, desearse y ahí mismo...</i></p> <p><b>Or</b></p> <p><i>Entonces, si yo le hago esta pregunta a alguien de tu edad, van a estar pensando lo que yo pienso de ellos. 101002: No, porque una mujer piensa diferente y el hombre piensa también diferente.</i></p>
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## Appendix B. Resources on Violence against Children in Colombia

### National Registries:

- o [Sistema de Vigilancia de Violencia Intrafamiliar, Sexual y Contra las Mujeres SIVIGILA](#)
- o [Registro Individual de Prestación de Servicios \(RIPS\)](#)
- o [SIVELCE Instituto Nacional de Medicina Legal y Ciencias Forenses](#)
- o [Sistema Integral de Información de la Protección Social en Colombia SISPRO](#)

### Surveys:

["o Encuesta Nacional de Demografía y Salud ENDS""o Encuesta Nacional de Salud ENS"](#)

["o Encuesta Nacional de Salud Mental"](#)

["o Encuesta Nacional de Consumo de Sustancias Psicoactivas en Jóvenes Escolares"](#)

[o DANA - Encuesta de Comportamientos y Actitudes Sexuales de Niños y Niñas adolescentes  
ECA](#)

### Observatories:

o [Observatorio de Asuntos de Género de la Alta Consejería Presidencial para la Equidad de la  
Mujer](#)

o [Observatorio Nacional de Violencias – Línea de Violencia Basada en Género](#)

o [Observatorio para medición de desigualdades y análisis de equidad en salud ODES Colom-bia.](#)

o [Observatorio Nacional de Salud Mental \(ONSM\).](#)

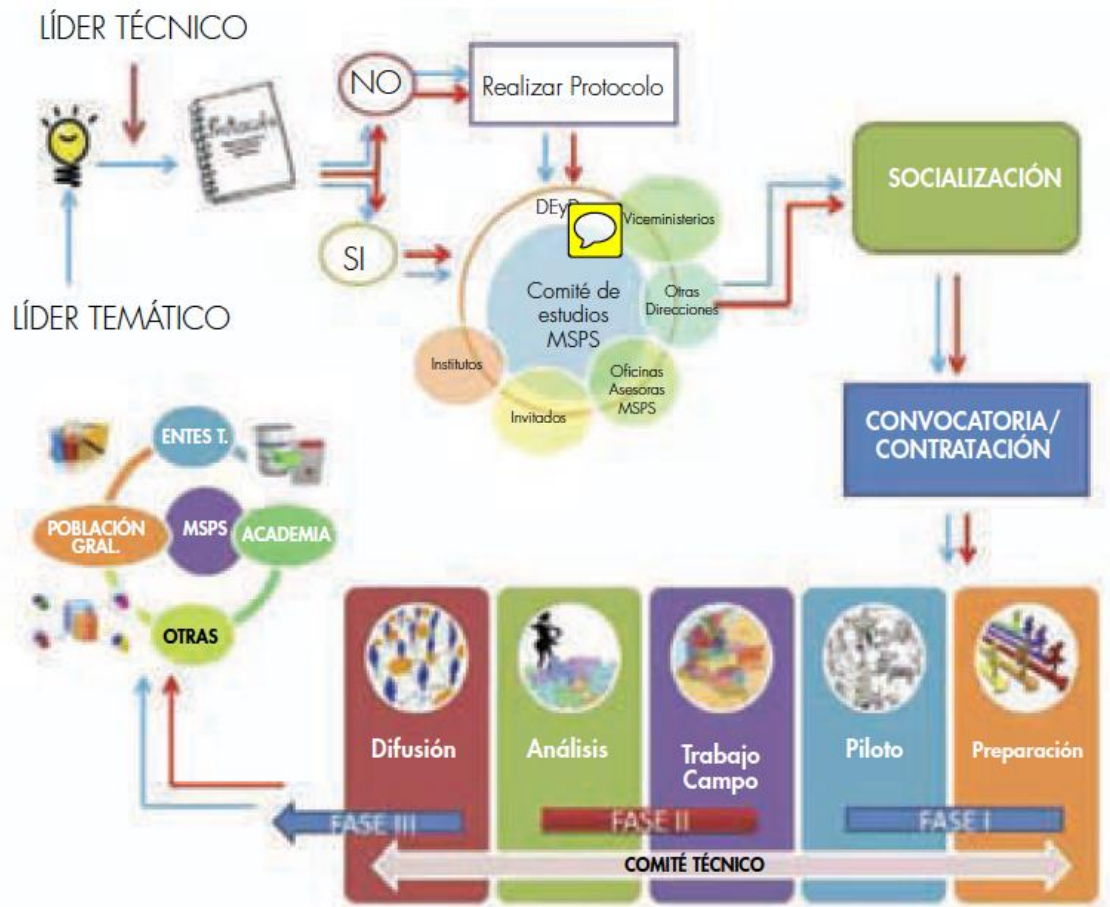
o [Sistema de Seguimiento a la Atención de las Víctimas del Conflicto Armado](#)

o [Registro de Actividades Preventivas en Salud \(menor y mujer maltratada\).](#)

o [Sistema Estándar de Indicadores SES de Convivencia y Seguridad Ciudadana.](#)

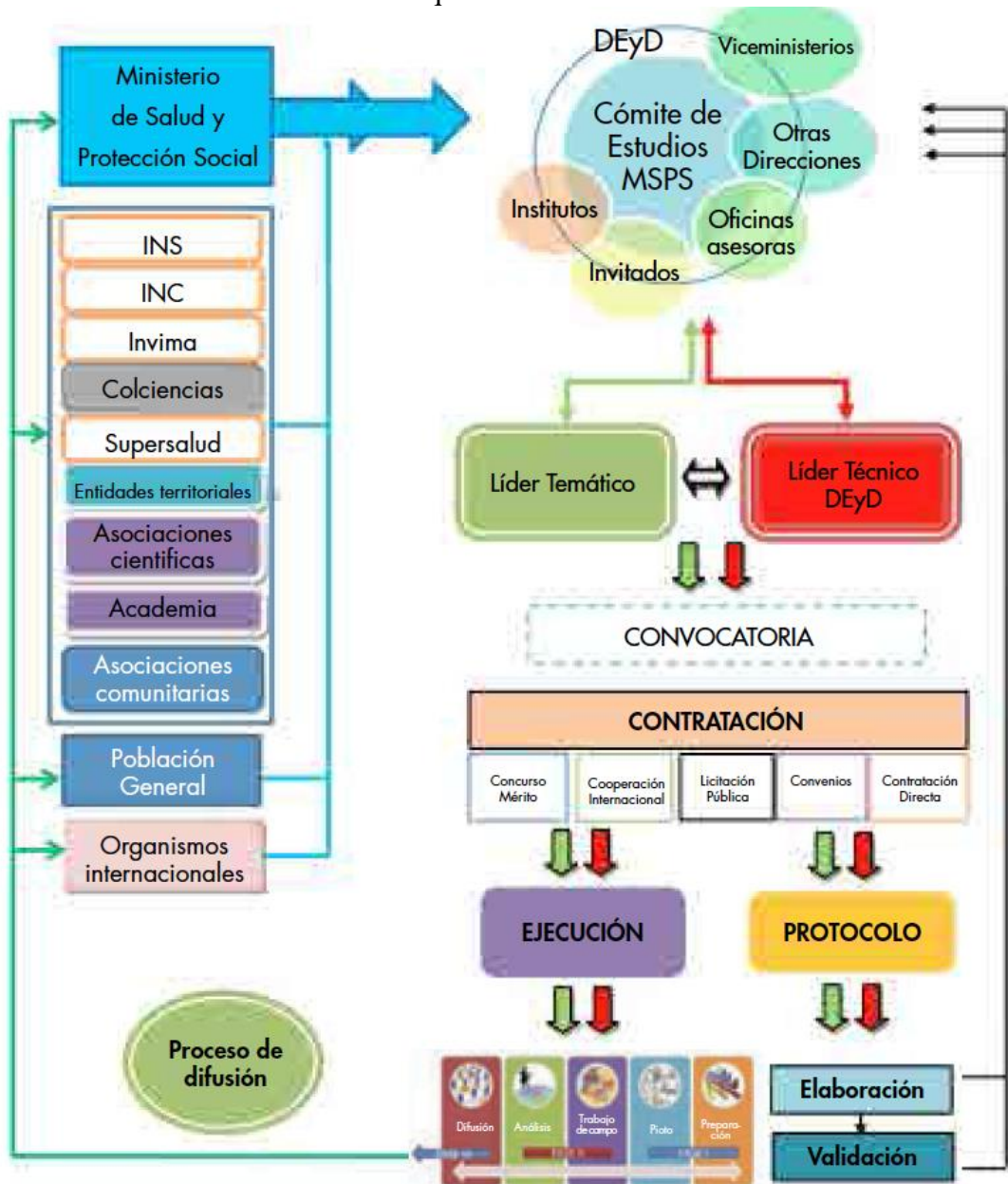
## Appendix C. Dynamics of a study in the National System of Studies and Population Health Surveys

### Dinámica de un estudio en el Sistema Nacional de Estudios y Encuestas Poblacionales para la Salud



Appendix D. Flowchart of study management and population surveys performed by the MSPS

Flujograma de la gestión de los estudios y encuestas poblacionales que realiza el MSPS



## Appendix E. Institutions: Subcommittee on Information Systems of Gender-Based Violence

### Institutions:

#### Subcomité de Sistemas de Información en Violencias de Género

- Ministerio del Interior
- Ministerio del Trabajo
- Ministerio de Justicia
- Ministerio de Defensa
- Ministerio de Salud y Protección Social
- Dirección Nacional de Planeación - DNP
- Consejería Presidencial para la Equidad de la Mujer
- Departamento Administrativo Nacional de Estadística - DANE
- Instituto Colombiano de Bienestar Familiar – ICBF
- Instituto Nacional de Medicina Legal y Ciencias Forenses
- Instituto Nacional de Salud
- Defensoría del Pueblo
- Consejo Superior de la Judicatura
- Fiscalía General de la Nación
- Unidad Nacional de Protección
- Unidad de Víctimas para Atención Integral y la Reparación
- Policía Nacional
- Consejería Presidencia en Derecho Humanos
- Procuraduría General de la Nación

