# Adolescent Accelerator Hub Research Project: Ghana Cohort

An accelerator has been defined as an action or intervention that is likely to lead an impact on a broad range of interlinked goals. They may be direct interventions or practices for which interventions could be implemented.

The data from Ghana are based on two major research projects undertaken for separate purposes: the first was a cross-sectional study undertaken to norm the Raven’s Standard Progressive Matrices (a test for fluid intelligence) on 614 children and adolescents aged 6 – 19 years in rural and urban Kumasi, Ghana. The second study was a cross-sectional epidemiological community-based survey for child and adolescent mental disorders conducted among children aged 6 – 17 years (sample size 672) in an urban inner-city community in Kumasi. In both instances, the data on adolescents aged 10 – 19 years were culled from these datasets. This Ghana cohort has been organised according to common threads of potential SDG-related outcomes and hypothesized accelerators running through each of the datasets, into 3 datasets for the purposes of the Accelerator hub research project as follows:

1. **Combined Dataset:** comprising of a combined cohort from the two studies mentioned above, where the common variables running through both datasets have been grouped and sorted into hypothesized accelerators and potential SDG-related themes
2. **Dataset I:** comprising of data culled from the epidemiological community survey for mental disorders
3. **Dataset II:** comprising of data culled from the normative study of rural and urban children and adolescents.

Combined Data set

**DEFINING ACCELERATORS**

Using the combined Ghana cohort of adolescents (938 total sample) the following hypothesized accelerators will be analysed:

1. **Promoting Literacy and Cognitive stimulation:** this will be defined by the following variables
   1. having an active reading habit
2. **Promoting contact time with students**
   1. Low student-teacher ratio

**DEFINING SDGs FOR COMBINED DATA SET**

1. **Goal 1.1 eradicate extreme poverty by 2030:** the related outcome variable will be:
   1. IWI score ≥ 30 or 50
2. **Goal 1.2 reduce by half those living in relative poverty by 2030:** the related outcome variable will be:
   1. IWI score ≥ 60.65 (1SD of sample)
3. **Goal 3.4 mental health and well-being:** the related outcome variable will be:
   1. Absence of internalizing disorders: mood and anxiety disorders
4. **Goal 6.1 access safe drinking water**
   1. Access to high quality
   2. No access to high quality
5. **Goal 6.2 end open defaecation**
   1. Open defaecation
   2. None: the rest
6. **Goal 7.1 access to modern energy forms**
   1. Yes
   2. No
7. **Goal 9.c access to ICT**
   1. Internet access: yes
8. **Goal 4.1 improved cognitive functioning for effective educational learning outcomes**
   1. Above mean RSPM score (compare to Ghana age-specific Mean)

**Table 1. SDG targets, definitions, and scales used in this analysis for Combined Dataset**

|  |  |  |  |
| --- | --- | --- | --- |
| **SDG** | **Operationalised measure** | **Measure** | **Instrument** |
| 1.1 Eradicate Extreme poverty by 2030 | Define absolute poverty line using either extreme poverty cut-off (< US$1.25 per day) or global poverty cut-off of living on <US$2.00 per day | International Wealth Index score above 30 correlates at r=0.85 to world bank extreme poverty cut-off of living on < US$1.25 per day; IWI score 50 correlates at r=0.92 to world bank poverty cut-off of < US$2.00 per day | International Wealth Index questionnaire |
| 1.2 reduce by half those living in poverty by national standards (relative poverty) | Define relative poverty line of 1 SD below the mean of sample (mean IWI score 78.02, SD 17.42) | Using the IWI cut-off score of 60.65 which is 1 standard deviation below the sample mean, and thus can be said to be a reasonable cut-off point for “relative poverty” (i.e. compared to peers within this sample) for this relatively wealthy sample | International Wealth Index questionnaire |
| 3.4 promote mental health | Good mental health | Absence of internalizing disorders: mood and anxiety disorders in the past 12 months | Screening by Patient health questionnaire (PHQ-9) and Rutter’s A2 scale; diagnosis by K-SADS-PL- DSM V |
| 6.1 access safe drinking water | Household access to pipe-born water | Self-reported access to privately owned pipe-born water for household | International Wealth Index questionnaire |
| 6.2 end open defaecation | Household access to modern human waste disposal | Self-reported access to either private flush toilet, public toilet or improved pit latrine | International Wealth Index questionnaire |
| 7.1 access to modern energy forms | Access to electricity | Self-reported connection to national electrical grid | International Wealth Index questionnaire |
| 9.c access to ICT | Access to internet | Self-reported access to phone or laptop at home which has access to a 3G (and above) internet network | Modified sociodemographic questionnaire |
| 4.1 effective educational learning outcomes | improved cognitive functioning | Above age-defined average score using Ghana norms | Raven’s Standard Progressive Matrices |

**Table 2. Hypothesized accelerators, definitions and scales used in this analysis for the Combined Dataset**

|  |  |  |  |
| --- | --- | --- | --- |
| **Hypothesized Accelerator** | **Operationalised measure** | **Measure** | **Instrument** |
| Improved socioeconomic status | 1. Above absolute poverty line 2. Above relative poverty line | 1. Using the IWI cut-off score of 50 which corresponds with World Bank poverty line of living on US$2.00/day 2. Using the IWI cut-off score of 60.65 which is 1 standard deviation above the sample mean, and thus can be said to be a reasonable cut-off point for “relative poverty” (i.e. compared to peers within this sample) for this relatively wealthy sample | International Wealth Index questionnaire |
| Promoting Literacy and Cognitive stimulation | Having an active reading habit | Self-reported reading of at least 1 novel or non-fiction book per term that is not required reading for school or school textbook | Modified sociodemographic questionnaire |
| Quality teaching | Promoting improved contact time with students | Low student-teacher ratio being defined as a student-teacher ratio (number of students per class/total number of teachers teaching that class) at or below the OECD average of 13.1, based on information provided by participant and corroborated with information provided by school head teacher | Modified sociodemographic questionnaire |

Defining “Poverty”

The International Wealth Index (IWI)(Smits and Steendijk, 2015) is an assets-based measure of wealth derived from principal component analysis of items used in various national surveys (including Demographic and Health Surveys and UNICEF’s MICS surveys) from 2.1 million households in 97 countries, which have been computed into a numeric scale of 0 to 100. National IWI values are highly correlated with the Human Development Index, life expectancy, national income, educational outcomes and Poverty Headcount Ratios (PHR). Further, a Pearson’s Correlation analysis of national IWI values indicated a correlation of 0.875 with the World Bank’s extreme poverty line of US$1.25/day when the IWI cut-off was set at 30. When the IWI score cut-off however was set at 50, it was found that national IWI values had an *r* of 0.914 with the World Bank’s poverty line of US$2.00/day.

Ghana is a lower-middle income country with the last estimated PHR being 12% below the poverty line of US$2.0/day in 2012, which was slightly below the world average at the time of 12.8% (World Bank, 2015). Given this fact, and the fact that even by local standards, the cohort studied would appear to be a relatively wealthy one (mean IWI score 77.98 on a scale of 0 – 100), it was surmised that using the PHR cut off of the World Bank poverty line of US$2.0/day would be more meaningful in discriminating between those living in relative poverty in this cohort, as opposed to using the extreme poverty cut-off line of US$1.25/day, since relatively few in this cohort would probably fall below this line. The IWI score of 50, which corresponds most closely with the chosen PHR level of US$2.0/day, was therefore chosen as the cut-off point for “poverty” versus “no poverty”, with those scoring above IWI score 50 being classified as “no poverty”. This would give a more accurate reflection of the state of poverty in absolute terms in the sample.

Alternatively, poverty could also be divided according to relative terms, where based on the average wealth of the cohort, a reasonable but arbitrary line is drawn below which the participant would be deemed to be relatively “poor” (relative to the wider cohort). For this purpose, the 1 standard deviation line was chosen as the arbitrary but reasonable cut-off point. This 1SD mark fell at IWI score 60.65. Thus, all participants with IWI score less than 60.65 (below 1SD) were deemed to be relatively poor, and those above relatively not poor.

Defining student-teacher ratio cut-offs

In 2015, the average student-teacher ratios for 15-year-olds in OECD countries was 13.1 students per teacher (SD 3.84) (OECD, 2019). For comparison, UNESCO also placed the student-teacher ratio for HICs for 2018 at 12.6 with the world average being 17.0 (UNESCO, 2019). As a LMIC country aspiring to attain the improved educational levels of the OECD countries (who are presumably much closer to attaining the SDGs than Ghana), the cut off for student-teacher ratio was set at the OECD average of 13.1, with participants in schools having student-teacher ratio at or below the OECD average being considered as “low student-teacher ratio” and those having above being considered as “high student-teacher ratio”. The research hypothesis being tested here is that exposing adolescents to low student-teacher ratios and thus presumably to improved contact-time with teachers, will have an accelerator effect on multiple SDG-targets.

**Preliminary Results for Combined Dataset**

**Table 3. Frequency Table of Accelerator Variables for Combined data Set N = 943**

|  |  |  |
| --- | --- | --- |
| **Variable** | **Frequency** | **Percentage %** |
|  |  |  |
|  |  |  |
|  |  |  |
| **Internet Access** |  |  |
| Yes | 544 | 61.7 |
| No | 337 | 38.3 |
| **Literacy and cognitive stimulation** |  |  |
| Yes | 580 | 61.4 |
| No | 364 | 38.6 |
| **Student-teacher ratio (OECD average 13.1)** |  |  |
| Low | 756 | 80.9 |
| High | 179 | 19.1 |

**Table 4. Frequency Table of SDG-aligned target indicators for Combined data Set N = 938**

|  |  |  |
| --- | --- | --- |
| **Variable** | **Frequency** | **Percentage %** |
| **Absolute Poverty 1 (IWI 50)** |  |  |
| Poor | 58 | 6.2 |
| Not poor | 880 | 93.8 |
| **Relative Poverty 2 (IWI 60.65- ISD below the mean)** |  |  |
| Poor | 178 | 19.0 |
| Not poor | 760 | 81.0 |
| **Presence of any mental disorders** |  |  |
| Yes | 40 | 4.2 |
| No | 904 | 97.8 |
| **Access to safe drinking water** |  |  |
| Safe | 699 | 74.1 |
| Unsafe | 760 | 81.0 |
| **Open Defaecation** |  |  |
| Yes | 846 | 89.7 |
| No | 97 | 10.3 |
| **Access to electricity** |  |  |
| Yes | 921 | 97.6 |
| No | 23 | 2.4 |
| **above average cognitive function** |  |  |
| Yes | 480 | 50.9 |
| No | 463 | 49.1 |
| **well above average cognitive function (above 1SD)** |  |  |
| Yes | 116 | 12.5 |
| No | 815 | 87.5 |

Data Set 1 (epidemiological survey, sample 480)

**DEFINING ACCELERATORS FOR DATA SET 1**

Using the epidemiological survey dataset from Ghana (cohort of 480 sample of adolescents aged 10 – 17 years) the following hypothesized accelerators will be analysed:

1. **Perceived parental support (child):** this will be defined using the following variables taken from adolescent’s perspective:
   1. Adequate parental attachment as measured by low avoidant attachment and anxiety attachment scores
   2. Parents knowing know what adolescent was doing with free time?
   3. During the past 30 days, how often did your parents or guardians understand your problems and worries?
2. **Parenting Support:** this will be defined using the following variables from parent’s perspective:
   1. No underage child labour (child labour before the age of 15 years- legal cut-off of permissible child labour in Ghana)
   2. How many other adults (apart from primary caregivers and/or parents) are regularly involved with your care?
   3. Regular and frequent communication with parents (for children with migrant parents)
3. **Safe Schools:** this will be defined using the following variables:
   1. No reported bullying by child
   2. Positive regard for school
4. **Cash transfer:** this will be defined using the following variables:
   1. regular and frequent remittances (for children with migrant parents)
5. **Stable structured households:** this will be defined using the following variables:
   1. Stable family structure- using parental marital status and type of family
   2. Cultural and moral structure- using reported practice of religion, reported influence of religion on conduct, high prosocial behaviour score

**DEFINING SDGs FOR DATA SET 1**

Using the epidemiological survey dataset from Ghana (cohort of 480 sample of adolescents aged 10 – 17 years) the following SDG-related themes will be analysed:

1. **Goal 3.4 mental health and well-being:** the related outcome variable will be:
   1. Presence of mental disorder
   2. Considered suicide
2. **Goal 3.5 prevention of substance abuse**
   1. **Alcohol-** gotten in trouble for drunkenness
   2. **Tobacco-** currently smoking
   3. **Substance abuse-** currently abusing
3. **Goal 5.2 eliminate all forms of violence against women**
   1. Physical attack (on girls)
4. **Goal 8.7 end child labour in all its forms by 2025**
   1. Child labour: Yes or No
5. **Goal 16.2 No abuse or violence against children**
   1. Physical attack: yes or no

**Table 5. SDG targets, definitions, and scales used in this analysis for Dataset I**

|  |  |  |  |
| --- | --- | --- | --- |
| **SDG** | **Operationalised measure** | **Measure** | **Instrument** |
| 3.4 promote mental health | Good mental health | * 1. Absence of internalizing disorders: mood and anxiety disorders in the past 12 months   2. Not considered suicide | 1. Screening by Rutter’s A2 scale; diagnosis by K-SADS-PL- DSM V 2. General School Health Questionnaire |
| 3.5 prevention of substance abuse | No use of illicit substances | 1. Alcohol**-** gotten in trouble for drunkenness 2. Tobacco-currently smoking 3. Substance abuse-currently abusing | General School Health Questionnaire |
| 5.2 eliminate all forms of violence against women | No reported physical attack among female respondents | Lack of self-reported physical attack among female respondents, physical attack defined as “*when one or more people hit or strike someone, or one or more people hurt someone with a weapon (such as a piece of wood, cutlass/machete, knife or gun). It is not a physical attack if one two students of about the same strength or power choose to fight each other*” | General School Health Questionnaire |
| 16.2 No abuse or violence against children/ 16.1 no community violence | No reported physical attack | Lack of self-reported physical attack among ALL respondents, physical attack defined as “*when one or more people hit or strike someone, or one or more people hurt someone with a weapon (such as a piece of wood, cutlass/machete, knife or gun). It is not a physical attack if one two students of about the same strength or power choose to fight each other*” | General School Health Questionnaire |
| 8.7 end child labour in all its forms by 2025 | No reported child labour | 1. Self-reported income-generating activities such as hawking, carpentry etc., not including household chores 2. **Underage child labour:** Self-reported income-generating activities performed by a child below 15 years, which is the legal cut off age for income-generating work permitted by Ghanaian law | Modified sociodemographic questionnaire |
| 6.1 access safe drinking water | Household access to pipe-born water | Self-reported access to privately owned pipe-born water for household | International Wealth Index questionnaire |
| 6.2 end open defaecation | Household access to modern human waste disposal | Self-reported access to either private flush toilet, public toilet or improved pit latrine | International Wealth Index questionnaire |
| 7.1 access to modern energy forms | Access to electricity | Self-reported connection to national electrical grid | International Wealth Index questionnaire |
| 9.c access to ICT | Access to internet | Self-reported access to phone or laptop at home which has access to a 3G (and above) internet network | Modified sociodemographic questionnaire |
| 4.1 effective educational learning outcomes | improved cognitive functioning | Above age-defined average score using Ghana norms | Raven’s Standard Progressive Matrices |

**Table 6. Hypothesized accelerators, definitions and scales used in this analysis for the Dataset I**

|  |  |  |  |
| --- | --- | --- | --- |
| **Hypothesized Accelerator** | **Operationalised measure** | **Measure** | **Instrument** |
| Perceived parental support (taken from point of view of adolescent) | 1. Adequate parental attachment 2. Empathy for adolescents’ problems 3. Knowledge of adolescents’ free time | 1. Self-reported instrument assessing closeness of attachment to primary caregiver comprised of two subscales- Avoidance attachment subscale and Anxiety attachment subscale- giving a composite score. Must score below average in both sub-scales. 2. Self-reported regular empathy and understanding received from parents over adolescents’ problems 3. Self-reported Parents knowing about what adolescent was doing with free time | 1. Experience of Close Relationships- Relationship Structure (ECR-RS) instrument 2. General School Health Questionnaire |
| Parenting Support | 1. adequate supervision precluding child labour 2. number of secondary caregivers 3. Adequate parental communication (for migrant parents) | 1. No underage child labour (child labour before the age of 15 years- which is the legal cut-off of permissible for child labour in Ghana) 2. Reported number of secondary caregivers (apart from primary caregivers and/or parents) who are regularly involved with adolescent care 3. Reported regular and frequent communication with parents for children with migrant parents) | Modified sociodemographic questionnaire |
| Safe Schools | * 1. No bullying   2. Positive regard for school | 1. Self-reported lack of bullying by adolescent, with bullying defined as “*when a student or a group of students say or do bad and unpleasant things to another. It is also teasing when a student is teased a lot in an unpleasant way or when a student is left out of things on purpose. It is not bullying when two students of about the same strength and power argue or fight or when teasing is done in a friendly and fun way*”. 2. Self-reported positive regard for school as deduced by adolescent reporting frequently receiving kind and helpful treatment from the other kids in his/her school | General School Health Questionnaire |
| Cash transfer | Regular and frequent remittances (from migrant parents) | Reported regular and frequent remittances from migrant parents | Modified sociodemographic questionnaire |
| Stable structured households | 1. living in two-parent household 2. biological parents being married | 1. reported household family type as ‘monogamous’ or ‘polygamous’ household as opposed to single-parent home, co-habitation or other unstable family structure 2. reported biological parents as being currently married as opposed to divorced, widowed or never married | Modified sociodemographic questionnaire |
| Moral structure | 1. practice of any religion 2. influence of religion on conduct 3. prosocial behaviour | 1. self-reported practice of a religion 2. self-reported high influence of religion’s teachings on one’s behaviour 3. above average cut-off score of prosocial behaviour scale | 1. Modified sociodemographic questionnaire 2. Prosocial Behaviour Scale |

Data Set 2 (sample 458)

**DEFINING ACCELERATORS FOR DATA SET 1**

Using the intelligence testing normative dataset from Ghana (cohort of 458 sample of adolescents aged 10 – 19 years) the following hypothesized accelerators will be analysed:

1. **Promoting Literacy and Cognitive stimulation:** this will be defined by the following variables
   1. having an active reading habit
2. **Educational resources:** this will be defined by the following variables:
   1. low student-teacher ratio
   2. highly trained teachers: yes or no
   3. access to library/ICT facilities: yes or no

NB: for each of these accelerators defined by multiple variables, these multiple variables will be assessed and combined into a single composite yes/no binary (e.g. Parental support: yes/no), which will then be analysed by regression for association with the selected SDG-related themes.

**DEFINING SDGs for DATA SET 2**

1. **Goal 3.4 mental health and well-being:** the related outcome variable will be:
   1. Presence of mood disorder: yes or no
2. **Goal 4.1 improved cognitive functioning for effective educational learning outcomes**
   1. Mean RSPM scores (compare to Ghana Mean and SD)

**Table 7. SDG targets, definitions, and scales used in this analysis for Dataset II**

|  |  |  |  |
| --- | --- | --- | --- |
| **SDG** | **Operationalised measure** | **Measure** | **Instrument** |
| 3.4 promote mental health | Good mental health | Absence of internalizing disorders: mood and anxiety disorders in the past 12 months | Screening by Patient health questionnaire (PHQ-9) and diagnosis by clinical interview by psychiatrists |
| 4.1 effective educational learning outcomes | improved cognitive functioning | Above age-defined average score using Ghana norms | Raven’s Standard Progressive Matrices |
| 6.1 access safe drinking water | Household access to pipe-born water | Self-reported access to privately owned pipe-born water for household | International Wealth Index questionnaire |
| 6.2 end open defaecation | Household access to modern human waste disposal | Self-reported access to either private flush toilet, public toilet or improved pit latrine | International Wealth Index questionnaire |
| 7.1 access to modern energy forms | Access to electricity | Self-reported connection to national electrical grid | International Wealth Index questionnaire |
| 9.c access to ICT | Access to internet | Self-reported access to phone or laptop at home which has access to a 3G (and above) internet network | Modified sociodemographic questionnaire |

**Table 8. Hypothesized accelerators, definitions and scales used in this analysis for the Dataset II**

|  |  |  |  |
| --- | --- | --- | --- |
| **Hypothesized Accelerator** | **Operationalised measure** | **Measure** | **Instrument** |
| Improved socioeconomic status | 1. Above absolute poverty line 2. Above relative poverty line | 1. Using the IWI cut-off score of 50 which corresponds with World Bank poverty line of living on US$2.00/day 2. Using the IWI cut-off score of 60.65 which is 1 standard deviation above the sample mean, and thus can be said to be a reasonable cut-off point for “relative poverty” (i.e. compared to peers within this sample) for this relatively wealthy sample | International Wealth Index questionnaire |
| Promoting Literacy and Cognitive stimulation | Having an active reading habit | Self-reported reading of at least 1 novel or non-fiction book per term that is not required reading for school or school textbook | Modified sociodemographic questionnaire |
| Quality Education | 1. Promoting improved contact time with students 2. highly trained teachers 3. access to library/ICT facilities | 1. Low student-teacher ratio being defined as a student-teacher ratio (number of students per class/total number of teachers teaching that class) at or below the OECD average of 13.1, based on information provided by participant and corroborated with information provided by school head teacher 2. Reported highly trained teachers with minimum of 3 years professional education diploma 3. access to library/ICT facilities | Modified sociodemographic questionnaire |

List of mediating factors for accelerators

1. Level of caregiver education (measured by number of years)

NB: where there appears to be an overlap with a particular variable in terms of whether it should be treated as part of an accelerator or as an outcome (SDG-related) variable, preliminary frequency tables and cross tabs will be used to make that judgement call (depending on the number per cell when it is treated as one or the other).

# Potential SDG-related themes and Accelerators from KKM’s Papers

|  |  |  |
| --- | --- | --- |
| **TITLE OF STUDY** | **QUESTION IN QUESTIONNAIRE** | **SDG GOAL** |
| Normative data on the Raven’s Standard Progressive Matrices and the Slosson Intelligence Test among Ghanaian Children  10 – 19 years 458 | **Family and household Information** | |
| Does your family have access to electricity | **Goal 7.1 access to modern energy forms** |
| What is your source of drinking water: | **Goal 6.1 access safe drinking water** |
| What type of toilet facility do you have at home | **Goal 6.2 end open defaecation** |
| How many sleeping rooms are there in your house | **Goal 11.1 adequate and affordable housing** |
| **School Information** | |
| Average level of training of respondent’s teachers: | **Goal 4.c increase supply of qualified teachers** |
| Student-teacher ratio of class of respondent | **Goal 4.c increase supply of qualified teachers** |
| Access to information at school | **Goal 9.c access to ICT** |
| Patient Health Questionnaire-9 (PHQ-9) ratings | **Goal 3.4 mental health and wellbeing** |
| A Two-Stage Community Study of The Prevalence and Correlates of Mental Disorders and Cognitive Functioning of Children and Adolescents with Different Parental Migration Experiences in Kumasi Ghana  10 – 17 years 480 | **Family and household Information** |  |
| What is your source of drinking water? | **Goal 6.1 access safe drinking water** |
| What type of toilet facility do you have at home | **Goal 6.2 end open defaecation** |
| Does your family have access to electricity | **Goal 7.1 access to modern energy forms** |
| **School Information** | |
| Do you attend school | **Goal 4.1 access to primary and secondary education/Goal 4.5 eliminate gender disparity in access to education** |
| What is the student: teacher ratio in class of respondent | **Goal 4.c increase supply of qualified teachers** |
| **Other information** | |
| How regular does he/she send remittances? | **Goal 10.c- ease of sending remittances** |
| Do you have easy access to the internet at home? | **Goal 9.c access to ICT** |
| Do you do any kind of work to earn money before or after school? | **Goal 8.7 end child labour in all its forms by 2025** |
| **Personal Mental Health Goal 3.4** | |
| During the past 12 months, how often have you felt lonely? | **Goal 3.4 mental health and well being** |
| During the past 12 months, how often have you been so worried about something that you could not sleep at night? | **Goal 3.4 mental health and well being** |
| During the past 12 months, did you ever seriously consider attempting suicide? | **Goal 3.4 mental health and well being** |
| During the past 12 months, did you make a plan about how you would attempt suicide? | **Goal 3.4 mental health and well being** |
| During the past 12 months, how many times did you actually attempt suicide? | **Goal 3.4 mental health and well being** |
| How many close friends do you have? | **Goal 3.4 mental health and well being** |
| During the past 30 days, on how many days did you miss classes or school without permission? | **? Truancy?? Goal 3.4** |
| The next four questions ask about drinking alcohol. This includes drinking local liquor (“akpeteshie”/apio, nsafuo, bonsamnsuo, herbal bitters). | **Goal 3.5 prevention of substance abuse** |
| The next two questions ask about drug use. This includes using marijuana (‘wee’), amphetamines, cocaine, inhalants, glue sniffing and other local examples | **Goal 3.5 prevention of substance abuse** |
| The next 4 questions ask about cigarette and other tobacco use. | **Goal 3.a tobacco control** |
| The next question asks about physical attacks. A physical attack occurs when one or more people hit or strike someone, or one or more people hurt someone with a weapon (such as a piece of wood, cutlass/machete, knife or gun). It is not a physical attack if one two students of about the same strength or power choose to fight each other. | **Goal 5.2 eliminate all forms of violence against women** |
| The next question asks about physical fights. A physical fight occurs when two students of about the same power or strength choose to fight each other. | **Goal 5.2 eliminate violence** |
| The next 2 questions ask about bullying. Bullying occurs when a student or a group of students say or do bad and unpleasant things to another. It is also teasing when a student is teased a lot in an unpleasant way or when a student is left out of things on purpose. It is not bullying when two students of about the same strength and power argue or fight or when teasing is done in a friendly and fun way. | **Goal 5.2 eliminate violence** |