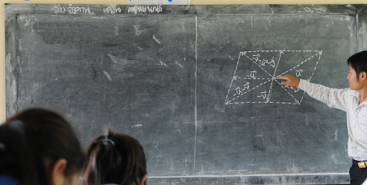


Are school safe and equal places for girls and boys in Asia?

Findings from a baseline study of school related gender-based violence in five countries in Asia



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The study has been a participatory effort of teams across organisations and countries, united by their concern for the multiple forms of gender-based violence and discrimination faced by young adolescents as they seek education to better their lives.

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ICRW, 2014



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List of Abbreviations

CCTV- Close Circuit Television
CEDAW- Convention on Elimination of All forms of Discrimination Against Women
CFC - Child Friendly Cities
CNCW- Cambodia National Council for Women
CO- Country Office
CPI -Child Protection Institution
CRC - Convention on the Rights of the Child
CWIN - Child Workers in Nepal Concerned Centre
EFA- Education for All
FATA - Federally Administered Tribal Areas
FCPE - Free and Compulsory Primary Education
FGD- Focus Group Discussion
GDI- Gender-related Development Index
GEMS- Gender Equity Movement in Schools
GII- Gender Inequality Index
GSC- Government Senior Secondary School
HDI- Human Development Index
HIV/AIDS- Human Immunodeficiency Virus/ Acquired Immunodeficiency Syndrome
ICPD -International Conference on Population and Development
ICRW- International Centre for Research on Women
KII- Key Informant Interview
MOWA- Ministry of Woman's Affairs
NET - Net Enrolment Rates
NPA-EVAW - National Plan of Action (2001-2005) on the Elimination of Violence Against Women
NWFP - North West Frontier Province
PEASS- Promoting Equality and Safety in Schools
PTA- Parent-Teacher Association
SES- School Equality Score Card
SD- Standard Deviation
SMC- School Management Committee
SRGBV- School Related Gender Based Violence
SSRP - School Sector Reform Plan
TeSA- Telepon Sahabat Anak
TV- Television
UNDP- United Nations Development Programme
UNESCO- United National Educational Scientific and Cultural Organisation
UNGEI- United Nations Girls Education Initiative
UNICEF- United Nations Children's Fund
USAID- United Nations Agency for International Development
WHO- World Health Organisation

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Executive Summary

This report presents findings from a baseline study carried out in specific districts of five Asian countries: Cambodia, Indonesia, Nepal, Pakistan and Vietnam, as part of a programme to address School Related Gender based Violence (SRGBV) in the region. Titled **Promoting Equality and Safety in Schools (PEASS)**, this regional programme has an overarching goal to make the ‘*education systems in Asia gender responsive with zero-tolerance to SRGBV*’, and is a joint initiative of Plan International and the International Center for Research on Women (ICRW). This study collects quantitative and qualitative data to establish benchmarks on the nature, extent and response to SRGBV for the proposed pilot projects in the five countries that will be evaluated to create an evidence base for further advocacy on creating an institutionalized response to SRGBV in the region.

The specific objectives of the study are to:

- Assess the magnitude and nature, response and reporting of different forms of SRGBV, both in school and on the way to school/around school, and what encourages or impedes this response;
- Understand the perceptions of adults (parents, school authorities) towards SRGBV and the mechanisms to report and respond to it ; and
- Recommend an overall programmatic framework for addressing SRGBV, including key strategies and indicators for measurement.

The following definition of *School Related Gender based Violence (SRGBV)* forms the conceptual basis for the study-

SRGBV refers to:

“all forms of violence (explicit and symbolic forms of violence), including fear of violence, that occurs in education contexts (including non-formal and formal contexts such as school premises, on the journey to and from school, and in emergency and conflict settings) which result in, or are likely to result in, physical, sexual or psychological harm of children (female, male, intersex and transgender children and youth of all sexual orientations). SRGBV is based on stereotypes, roles or norms, attributed to or expected of children because of their sex or gender identities. It can be compounded by marginalization and other vulnerabilities”.

Source: Asia-Pacific Roundtable Meeting on School-Related Gender-based Violence; 11–13 November 2013, Bangkok, Thailand, as cited in UNESCO, 2014.

This definition implies, but does not include an explicit wording around how power contributes to SRGBV, an aspect that we would like to highlight. The study draws on the understanding that within a patriarchal framework, violence is a means to maintain and

reinforce unequal power relations and gender inequities. Patriarchal norms thus, perpetuate violence. These norms, systematically nurtured through key social institutions, by means both implicit and explicit, get manifested in an individual's attitude and behaviours, their interactions with others and in institutional frameworks and processes.

Methodology

At the outset, a desk-based review of legislative policies and programmes related to SRGBV, including those being implemented by Plan was undertaken in each of the five countries. This was followed by the primary data collection phase in which data was

The study was conducted between October 2013 and March 2014 in select sites in the five countries. Data was gathered from nearly 9000 students, both girls and boys, studying in grades VI through VIII (with some variation across countries), teachers and principals; and parents of select schools using quantitative and qualitative tools.

The sites for the study were chosen in consultation with Plan Country Office and provincial and district education. The sites were: Hanoi (Vietnam), Siem Reap (Cambodia), Sunsari district (Nepal), Umerkot district (Pakistan), and Jakarta City and Serang district (Indonesia).

Data was gathered on gender attitudes, perceptions of safety, experiences of and response to different forms of SRGBV in school and on the way to school.

collected from students and a range of relevant duty bearers and stakeholders, including teachers, headmasters, parents and NGOs/CBOs. The sites for each country, schools and grades were decided in consultation with the Plan country office (CO), provincial and district authorities. The Plan COs and the teams from Plan International and ICRW discussed and finalized key aspects of the study together. Plan CO hired a local research agency to undertake the data collection and transcription, while ICRW conducted the training for the research teams in each country. Analysis of data was done using a comparative data analysis framework. Findings for each country, as well as a regional snapshot are presented in the report. The research report is complimented by a Programme Framework document that proposes a Theory of Change to address SRGBV and provides details of strategies and activities, monitoring and evaluation.

This study uses a quasi-experimental design with mixed method of data collection. The tools include a self-administered questionnaire with students (approximately 1500 drawn from 30 schools)¹, Focus Group Discussions (FGDs) with students to create school safety maps using participatory tool such as open ended stories and School Equality Scorecard in select schools, FGDs with teacher and parents, and a few Key Informant Interviews with Principals.

¹ The sample size and sampling strategy had some variations across countries , as described in the

This study received approval from country specific ethical boards and ICRW's Institutional Review Board (IRB). As part of the research protocol submitted, potential risks were anticipated, and specific mechanism was detailed in order to address those

Key Findings and recommended actions:

The study findings provide compelling evidence on the pervasiveness of violence in, around and on the way to school, that contributes to feeling of being unsafe among girls and boys. Patriarchal norms, silently but surely, reinforce gender stereotypes. The feeling of being unsafe is compounded by the fact that students do not feel that they can reach out to key adults for help in situations of violence. Attitudes of teachers and experience of gender discrimination and violence meted out by them do little to encourage students to reach out to them.

Is school a gender-equal space?

- More girls report egalitarian attitudes that demonstrate high support for gender equality across countries, as compared to boys
- Most students fall within the moderately equitable category, though there is considerable variation in the proportions across countries.
- Gender attitudes are influenced by a complex interplay of factors- the study finds that no single factor consistently impacts gender attitudes across countries, apart from sex of student. In three countries (Vietnam, Pakistan and Indonesia) mothers' education has a positive impact (higher the education level, better is the gender attitude). Surprisingly, it has an inverse relation in Cambodia, which requires further exploration. Students in Pakistan and Vietnam who were exposed to their father beating their mother at home were more likely to have a low gender attitude.
- Gender-based stereotyping with regard to various aspects of school infrastructure and processes is evident in the data. The arena of sports, participation in classroom activities are spaces where gender differentials are expressed implicitly, along with explicit messages to some students to behave 'in accordance' with their gender. Teachers are uncomfortable with girls and boys behaving like each other, and take it upon themselves to teach them 'the right way'.

These findings debunk the notion that educational institutions are gender neutral. They call for a comprehensive review of all education related policies and advocacy for inclusion of gender equality and prevention of gender based violence gender in policies and operational plans.

In addition, curricula for both school students and teacher training institutes needs to be revised to include specific transformative content to enable a recognition of the 'everyday acts' of gender stereotyping, and building capacity to challenge them.

Boys at very young ages harbour attitudes that are gender inequitable and supportive of stereotypes and violence. Gender transformative programming must include both boys and girls to enable change in individual attitudes and behaviours. If necessary, specific sessions can be planned for boys.

How safe are schools? What makes schools unsafe for children?

- Safety at school remains an issue of concern for more than half of students across countries, with the exception of Pakistan.
- Both girl and boys feel equally unsafe in schools.
- Apart from infrastructure and systemic issues such as non-presence of adequate security, unsafe and non-functioning toilets for boys and girls, the everyday practices contribute to an unsafe atmosphere in schools. The use of abusive language is mentioned by highest proportion of students as a factor contributing to feeling of being unsafe, along with offensive pictures drawn on walls, frequent fights, bullying, harassment among students, and apathy of teachers are all aspects that need attention to make schools safe and gender responsive.
- School maps on which girls and boys mark spaces that are unsafe in schools leave few spaces untouched. Classrooms, school corridors, playgrounds, toilets, canteen, library and other secluded rooms are all sites of harassment and unpleasant experiences.

Do children face violence in, around and on the way to school? Who are the perpetrators?

SRGBV is very common and highly prevalent in schools across the five countries:

- Current violence (in the past 6 months) in school ranges from between 75 percent in Indonesia to 63 percent in Cambodia, with reporting in Pakistan being considerably lower at 28 percent. This could be due to the fact that both single and mixed sex schools were part of the sample in Pakistan, or that fear of blame or restrictions has impacted the reporting.
- Emotional violence, often trivialized and ignored in programming and advocacy efforts, is the highest form experienced. This is also the dominant factor that makes students feel unsafe in schools.
- Across most countries, and for most forms, the reporting of violence by boys is higher than that reported by girls.
- The prevalence of sexual violence ranges from 2 percent in Cambodia to 19 percent in Indonesia, and is reported by both boys and girls. Boys are less likely than girls to report such instances. Teachers are dismissive about the possibility of sexual abuse of boys.

- Violence in school is perpetrated both by teaching/non-teaching staff and peers. Violence by staff ranges from 19 percent in Cambodia to 49 percent in Pakistan, with significantly more boys reporting this as compared to girls.
- Violence experienced on the way to school is also high- between half to one-fifth of students reported experiencing some form of violence around/on their way to school in the last 6 months. Boys studying in the same school, and known men/ boys from the neighbourhood form the two most prominent categories of perpetrators. Reporting is low, but more students report to parents than teachers for this form of violence.
- Despite high prevalence reported by the students, and acknowledgment of some forms of violence by teachers and parents, these key adults consider the school to be largely safe. Parents' concern is largely centred on corporal punishment; girls facing sexual violence on the way to school, and boys falling prey to bad company and risky habits.

Young adolescents are growing up in extremely violent educational contexts – few spaces inside school are safe, with multiple forms of violence being perpetrated by duty bearers and staff within school and peers. There is an urgent need to make violence prevention programming as part of the educational curriculum to enhance the understanding of all forms of SRGBV. Classroom-based gender transformative sessions or Group Education Activities for both girls and boys must be included within school timetables.

Existing forums such as school/child clubs can be used as platforms to raise and challenge SRGBV and provide specific training to mentors who lead them. Attention must be focused on emotional forms of violence, including verbal and visual abuse, through school-based campaigns such as 'stop verbal abuse day' to publically denounce certain forms of behaviour in schools. Safety audits conducted with the participation of children can regularly monitor school infrastructure and check the physical aspects of a 'safe' school, including the state of toilets, presence of security measures and so on.

Capacity of teachers to undertake their own transformative journeys through regular trainings and support by programme implementers is necessary for sustaining change. Teacher training courses must include gender and violence as necessary content, along with building capacity on alternate forms of discipline. School-based management structures or bodies such as School Management Committees (SMCs), Parent Teacher Associations (PTA) also needs to recognize and address the issue. Institution-based arrangements, procedural protocols, code of conducts must be mandated by policy.

Do children share experiences of violence? What influences their reporting and help seeking behaviour?

- Reporting to authority figures to seek help for violence faced in school is very low - irrespective of the perpetrator (teacher, school staff or students), not more than a third of students report this to a key adult.
- Action taken on students' report or complain is abysmally low.
- The likelihood of reporting is influenced by different factors across countries. In Cambodia and Vietnam, students who knew a teacher they could speak to in case of violence, were more likely to report such experiences. In all countries other than Cambodia, exposure to parental violence positively influenced likelihood of reporting. It is likely that children who are exposed to their fathers beating their mothers at home may recognize and dislike such behaviour, and are thus, maybe, more likely to report them. Understanding this from the perspective of children is another area of future research.

It is evident that reporting mechanisms in schools are either non-existent, or are not doing enough to win the trust of children or respond adequately. Low reporting could be owing to a confluence of factors: a widespread acceptance of violence in schools, lack of recognition or seriousness by key adults, lack of trust among children towards them, or violence perpetrated by the key adult themselves, as shared by students in their discussions. Both teachers and parents acknowledge that children would prefer not to share experiences of violence with them, unless they become serious.

The study also shows that the presence of a teacher who is more approachable and trusted by the students could, in fact, enhance reporting of violence. Such key/focal teachers can be identified and trained to be the first point of a response mechanism in schools.

A school based response mechanism must be mandated by policy. It can build on existing forums within the school, as well as have specialized services such as that of a trained professional counsellor or child protection expert. A referral system with legal, social and psychological support must be set up to support the reporting and response to specific complaints.

Gender based violence is influenced by factors both in school and at home. Schools can strengthen the interface between school and parents: have school initiated awareness and capacity building events on SRGBV and its response. In addition, existing stakeholders in the community must be identified so that synergy can be build towards a comprehensive response to SRGBV.

To what extent children report perpetration of violence? How do they respond when witnessed violence in school?

- Self-reported perpetration of violence ranges from 18 percent in Pakistan to 68 percent in Indonesia, with more boys reporting this than girls.
- Students who have seen parental violence at home are more likely to perpetrate violence in school in all the countries. A more egalitarian gender attitude decreases the likelihood of perpetration of violence in all countries, except in Pakistan.
- Witnessing of violence varies widely across countries in the region: from 51 percent in Indonesia, to 5 percent in Pakistan. Bystander intervention was low: one-third to two-third reported not taking any action. Girls are more likely to report witnessing incidents of violence. Knowing a teacher whom they could talk to about violence increases the likelihood taking action in case of witnessing a violent incident in two if the countries.

These findings provide evidence on the inter-generational transmission and impact of violence and the critical need for interventions aimed at recognizing and challenging violence early in life, in an effort to break the cycle of seeing and perpetration violence through successive generations. It reiterates the need to plan programmes that engage schools, parents and the community through a synergy and networking of efforts.

Violence breeds on silence and inaction. The widespread acceptance of violence is a barrier to recognizing and challenging it. The process of questioning and changing attitudes and behaviours towards deeply ingrained beliefs about gender and violence is a long and arduous journey. It needs a peer supportive environment and institutional backing. It also needs to be monitored rigorously to ensure that outcomes are realized and evidence of change is generated. Finally, it is critical to remember to 'start early', but not 'stop' early, lest the initial gains wither away. Thus, long-term programmes must be planned, until the goal of institutionalization of a gender-graded curriculum and gender responsive schools are realized.

Section I:

Background of the study



CHAPTER 1: INTRODUCTION

The importance of a safe environment where children get opportunities to achieve their full potential and all the rights of the child are protected is emphasized in several international treaties and conventions; and is a standard aspired for each child². However, the reality of the contexts that children grow up in globally, and in the Asia-Pacific region, is far from this ideal. Schools, as sites for violence, and institutions that perpetuate gender stereotypes came into focus following the United Nations Secretary General's World Report on Violence against Children in 2006. According to this study, 20 to 65 percent of school children report being verbally or physically bullied at school (United Nations, 2006). The study states that, "Sexual and gender-based violence also occurs in educational settings. Much is directed against girls, by male teachers and classmates."

1.1 Definition and Concepts

The term *School Related Gender based Violence (SRGBV)* is being increasingly used to describe violence that occurs within, around, and on the way to school. A recent Asia-Pacific roundtable meeting on SRGBV, held in November 2013, arrived at the following definition:

SRGBV refers to:

"all forms of violence (explicit and symbolic forms of violence), including fear of violence, that occurs in education contexts (including non-formal and formal contexts such as school premises, on the journey to and from school, and in emergency and conflict settings) which result in, or are likely to result in, physical, sexual or psychological harm of children (female, male, intersex and transgender children and youth of all sexual orientations). SRGBV is based on stereotypes, roles or norms, attributed to or expected of children because of their sex or gender identities. It can be compounded by marginalization and other vulnerabilities".

Source: Asia-Pacific Roundtable Meeting on School-Related Gender-based Violence; 11–13 November 2013, Bangkok, Thailand, as cited in UNESCO, 2014

This definition draws on the comprehensive definition proposed by USAID (2008) and recent discourses on this issue to reemphasize some concepts, while adding newer ones. It reiterates the need to move beyond corporal punishment (often regarded as gender-neutral) and the better-recognized forms of violence—heterosexual violence—to a framework focusing on the 'gendered' understanding of violence. It takes into account the argument that violence is essentially gendered even if it cross-cuts with other structures of inequality (ethnicity, religion, sexual orientation etc.) and that it may be perpetrated by females and males within and across gender lines (Leach et al, 2003). An emphasis in this definition on both *explicit and symbolic forms* of violence, expanding the term school to include *education contexts (including non-formal and formal)* and specifically include the mention of *emergency and conflict settings* to note

² Convention on Rights of the Child, MDGs, Education for All

that SRGBV can be *compounded by marginalization and other vulnerabilities*. The inclusion of symbolic violence is particularly important as it draws attention to institutional structural processes that contribute in widely accepted ways to the perpetuation and acceptance of violence and gender unequal norms. Symbolic violence often invokes fear of violence through subtle processes that legitimate unequal gender relations (e.g. through curriculum texts) (Leach, Slade and Dunne, 2013).

This definition, however, does not include an explicit wording around how power contributes to SRGBV, an aspect that we would like to highlight. The USAID definition also sets out, in unequivocal terms, both the forms and sites of SRGBV stating “...*It includes, but is not limited to: rape, unwanted sexual touching, unwanted sexual comments, corporal punishment, bullying and verbal harassment. Unequal power relations between adults and children, and males and females contribute to gender violence. Violence can take place in the school, on school grounds, going to and from school or in school dormitories and may be perpetrated by teachers, students or community members. Both girls and boys can be victims as well as perpetrators (MSI, 2008, p.1)*”

This study is based on, and reflects the conceptual underpinnings laid out in these definitions. It essentially draws on the understanding that within a patriarchal framework, violence is a means to maintain and reinforce unequal power relations and gender inequities. Patriarchal norms thus, perpetuate violence. These norms, systematically nurtured through key social institutions get manifested in an individual's attitude and behaviours, their interactions with others and in institutional frameworks and processes. Thus, SRGBV must be addressed at both individual and institutional levels. Secondly, it is important to be mindful of the distinction between biological sex (and laying on emphasis on who perpetrated violence on whom) and gender concepts of the ‘masculine’ and ‘feminine’ while discussing forms of interaction between different individuals. Thus, in schools, SRGBV must consider whether the more ‘normalized’ or ‘powerful’ paradigm of masculine norms is defining behaviour and conflict resolution for both boys and girls and the interaction between them. Boys and girls, who do not conform to dominant social norms, including those around masculinity or femininity, become vulnerable to experiencing different forms of violence including bullying. Thirdly, because girls and boys are expected to conform to different stereotypes, vulnerabilities, discrimination and violence will manifest itself differently for girls and boys. For example, girls are more likely to experience sexual harassment on the way to schools, while boys could be more likely to experience physical violence and harsher punishment. Lastly, beliefs and attitudes towards the gender construct shape not only the prevalence of violence, but also the negotiation, response and reporting. Further, the use of violence is a learnt behaviour, which once normalized, is likely to be applied to future gender relations. Boys, for example, who experience physical violence, are more likely to use it in their adult relationships at young ages; in key socialization institutions, the construct itself needs to be recognized and questioned (Barker, et al., 2011; Fulu, et al., 2013; Heise, 2011).

1.2 A brief overview of research on SRGBV in the Asia-Pacific region

Gender based violence in, around or on the way to school takes many forms. Various studies have found that descriptions of violence include physical, verbal, psychological / emotional, sexual (including harassment and abuse) as well as symbolic violence (Dunne, Humphreys and Leach, 2006; Leach, 2006a). As per UNESCO (2014) different forms of SRGBV include corporal punishment; physical violence and abuse; psychosocial violence and abuse; bullying including cyber bullying; sexual violence and sexual abuse. This report lists out common causes of SRGBV as deeply ingrained gender inequalities and rigid gender expectations; broader societal norms, traditions and acceptance of violence; acceptance of disciplinary approaches within schools by parents, teachers and students themselves; insecure or unsafe home and family environments; weak prevention or security mechanisms in communities. Most other reports and reviews on SRGBV note that this problem, though manifest in schools, is not confined to it—it is a complex, multifaceted societal issue with root causes in all levels of society, including societal, institutional and domestic levels (UNICEF, Plan West Africa, Save the Children Sweden West Africa and Action Aid, 2010; Fullu et.al., 2013).

There is some evidence on different forms of SRGBV in South and South-East Asian countries. According to Global School-Based Student Health Survey (WHO, 2005) half of the boys reported being engaged in physical fights in the last 12 months in Filipino schools. The research studies conducted on school-related physical violence and abuse in the Pacific by UNICEF (UNICEF, 2009a; UNICEF, 2009b; UNICEF, 2009c) found perpetration by teachers. In Timor Leste research highlighted perpetration by teachers and fellow students, and very little knowledge on help seeking. More comprehensive evidence on violence in and around schools has been reported in studies in India, Maldives and Philippines (Achyut, et. al, 2011, The Global Initiative to End All Corporal Punishment of Children, 2013 and Plan Philippines, 2009). Different forms of emotional violence in schools are reported in Philippines (Plan Philippines, 2009), Thailand (Boonmongkon, et al., forthcoming), China (Huang, Hong, and Espelage, 2013) and Maldives. Presenting a comprehensive review of evidence on SRGBV in the Asia-Pacific Region, the UNESCO-UNGEI report notes that verbal and emotional abuse and social exclusion or discrimination appears to also be common and often characterized by verbal humiliation based on caste, status in society, gender or perceived sexual orientation, and disability.

Research on school related corporal punishment in Central Asia and in New Zealand (Millichamp, Martin and Langley, 2006; Global Initiative to End All Corporal Punishment of Children, 1999; United Nations Children's Fund and Ateneo Wellness Center, 1999); and Mongolia (Save the Children, 2005) showed that boys were more likely to receive severe corporal punishment as compared to girls. Research in India (National Commission for Protection of Children's Rights, 2012), China (Yan, et al., 2009), Korea (Save the Children Korea, 2011); Indonesia and Papua (Cahill and Beadle, 2013) reported that corporal punishment was universally experienced in many schools and the most common form of disciplining with the majority of the students respondents in these school-based studies reported having been "spanked, struck on the cheek and being

punched”. Within school, girls often feel unsafe in school settings, specifically, around “the perimeters of the school grounds, the toilets, empty classrooms and dormitories, as there girls are most likely to be exposed to harassment and abuse by male students and teachers (Nicola et al., 2008).” A UN study found that the greater the distance between a girl’s home and school, the greater the likelihood that the girl will be molested (United Nations, 2006).

Several studies have also highlighted the impact of SRGBV on various aspects of children’s lives, including on educational participation and gender equality (Leach et al., 2003; Dunne, 2007). The consequences of childhood violence on health and psychosocial well-being include: low self-esteem, depression, increased risk of suicide, high-risk sexual and drug-using behaviour, poor physical health, and post-traumatic stress disorder (Contreras et al., 2012; Knerr, 2011). Some studies in South Asia reflect that the immediate impact of violence at school, specifically corporal punishment, is on the dropout rate of students. These studies include the one in Nepal where it was found that 14 percent of school dropouts can be attributed to fear of teachers (Thakur et al., 2010). Another study found that use of authoritarian techniques in the classroom and a fear of humiliation and punishment were one of the main reasons children opted not to attend school in Cambodia and Pakistan (Watkins, 1999). Girls are often the victims of harassment and violence frequently at the hands of male students and teachers; it is not surprising that there are considerably less female students than male enrolled in schools in rural Cambodia, or that the dropout rate is much higher for girls than boys (Miske, Meagher and DeJaeghere, 2010).

Overall, the evidence of SRGBV in the Asia Pacific region is uneven, with few systematic and comprehensive studies to understand different aspects of SRGBV. The UNESCO-UNGEI report concludes that ‘the evidence is scattered and difficult to compare across countries due to varying methodological approaches’. In particular, it notes the challenges in collecting evidence around sexual violence: ‘First, the biggest challenge for researching sexual violence in schools flows from the cultural taboo on discussing sexuality and non-recognition of the fact that “young, school-age people may actually be sexually active”. Second, there has been limited case reporting on different forms of GBV and those taking place in school settings are not necessarily reported as SRGBV. Third, deeply ingrained social and cultural norms that may condone or justify violence, bullying and discrimination against students on the basis of perceived sexual orientation or gender identity/expression, and stereotyping and stigma around same-sex experiences make any attempt to provide a comprehensive picture of the on-the-ground reality of SRGBV difficult.’

Several countries in Asia lack a comprehensive policy and legislative framework that addresses gender and gender-based violence in and around schools, or a focused programmatic response. Programmes, even when implemented are rarely evaluated to generate evidence on their effectiveness. Despite gender equality being central to development objectives, described both in Education for All (EFA) and the Millennium Development Goals (MDGs), efforts to realize it need far greater impetus and prioritization.

1.3 The Research Study

This study is an attempt to gather systematic empirical data from five Asia-Pacific countries - Cambodia, Indonesia, Nepal, Pakistan and Vietnam, and use it to design a programme that addresses SRGBV for the Asia region. More specifically, the objectives are to:

- Assess the magnitude and nature, response and reporting of different forms of SRGBV, both in school and on the way to school/around school, and what encourages or impedes this response;
- Understand the perceptions of adults (parents, school authorities) towards SRGBV and the mechanisms to report and respond to it ; and
- Recommend an overall programmatic framework for addressing SRGBV, including key strategies and indicators for measurement.

Some of the research questions that this study addresses are:

- What are the existing gender attitudes of young adolescents? Are there differences by age, sex, or other demographic characteristics?
- Are there differences in the perceptions of children and adults (parents, school authorities) towards SRGBV?
- What is the prevalence of SRGBV? Who are the perpetrators? How do students respond to SRGBV? What are the factors that facilitate or restrict reporting of SRGBV to teachers or parents? What is the existing mechanism to address SRGBV?
- What proportion of students report perpetrating violence and how is perpetration associated with the gender attitude and witnessing domestic violence?

The study thus, establishes benchmarks for the proposed pilot projects in the five countries that will implement the programme, titled **Promoting Equality and Safety in Schools (PEASS)**. The overarching goal of the programme is to make the '*education systems in Asia gender responsive with zero-tolerance to SRGBV*'. As a joint initiative of Plan International and the International Center for Research on Women (ICRW), each of these country-specific projects will be evaluated to create an evidence base for further advocacy on creating an institutionalized response to SRGBV in the region. This programme will draw upon the learning of the Gender Equity Movement in Schools (GEMS)³ but will adapt and expand it to create a model on gender responsive schools.

This report presents the findings from this study. It was conducted between October 2013 and March 2014, among students of grades VI to VIII, girls and boys, aged 12–17 years⁴, teachers and principals; and parents of select schools. It has used similar

³ The GEMS program presents an evaluated model for addressing gender inequities and gender based violence through engaging with young adolescent aged 12–14 years in schools. Piloted in Mumbai , India initially by the International Center for Research on Women and its partners, it is now being adapted to multiple sites regionally.

⁴ The specific grades and age range varied across countries and is presented in the methodology section

design and methods across the five countries to gather comparable regional evidence, as well as undertake analysis relevant to the specific countries. The next chapter of this section lays out the methodology. The key findings from each of the countries are presented in 'Section Two' of this report. 'Section Three' presents the regional synthesis – with findings across the five countries on a few key indicators, and the overall conclusions and recommendations. Apart from this research report, the PEASS programme documents also include a desk review for the five focus countries; and a programme framework for PEASS.

CHAPTER 2: METHODOLOGY

This study used a ***quasi-experimental design with mixed method of data collection*** to assess the magnitude and nature of SRGBV, help-seeking behaviour and response mechanisms; and establish a baseline for the evaluation of future programmes in each country. At the outset, a desk-based review of legislative policies and programmes related to SRGBV, including those being implemented by Plan was undertaken in each of the five countries. This provided an overview of the existing policy environment, response mechanisms, and prevention efforts being undertaken to address SRGBV in the study countries. In the primary data collection phase that followed, data was collected from students and a range of relevant duty bearers and stakeholders, including teachers, headmasters, parents and NGOs/CBOs. As this study was the baseline for a proposed programme, the schools and grades were decided in consultation with the Plan country office, provincial and district authorities. The field work was participatory in nature, wherein the monitoring and evaluation (M&E) teams of each Plan country office (CO) were involved in the finalization of key aspects of the research study in consultation with ICRW. In each country, the Plan CO hired a local research agency to undertake the data collection and transcription. The ICRW team conducted the training for the research teams in each country.

2.1 Data Collection Tools

Multiple data collection tools were developed to gather data. While developing tools, enough attention was given to capture country specific nuances while ensuring comparability. The common tools used across the countries included:

- Survey with students to assess the prevalence and nature of SRGBV experienced by both girls and boys. A self-administered structured questionnaire was developed with common themes for each country⁵. This included questions on experience of different forms of violence, perpetrators, response, consequences and differential treatment in school, among others. Details are provided in Section 2.6
- Focus Group Discussions (FGD) with students using mapping to get information on sites which are unsafe in schools. A participatory discussion, using open-ended story was used to capture student's voices on the reasons for feeling unsafe, the enablers and constraints that impact help-seeking behaviour and reporting. These were organized separately for boys and girls for purpose of ease and comfort in sharing information and experiences.
- FGD with students using School Equality Score (SES) card to have adolescents rate how well their school provides a safe and equal environment. Different views are discussed together in group setting, for girls and boys separately in order to

⁵ The questionnaire draws heavily from that developed for the GEMS programme in India. Tools used in other school-based programmes were also reviewed, in addition to development of some country specific questions. .

understand adolescents' perception of facilitators and barriers to safety and equality in school.

- FGDs with teachers to understand teachers' perceptions around the nature of SRGBV, the existing response mechanisms, ways to strengthen them, and the role teachers could play and skills required for this.
- FGDs with parents to capture parents' perception around SRGBV, existence and efficacy of response mechanism and the role parents could play to address this. Separate FGDs were conducted with mothers and fathers.
- Key Informant Interview (KII) with principals to assess perceptions of SRGBV, the existence, efficacy and challenges of reporting and response mechanisms within schools and neighbouring communities to address SRGBV.

All the tools were translated and pre-tested to check for language, sequencing of questions and understanding. Based on the feedback, the tools were finalized.

2.2 Sampling

- *Sample size for survey* – While the overall aim of the programme will be to enable schools to prevent and respond to gender based violence, literature suggests that initially, such interventions are likely to improve the recognition and reporting of GBV. Thus, the effectiveness of any intervention, especially those that are not long term, cannot be gauged solely by measuring the reduction in prevalence of violence. Therefore, the key outcome indicator used for calculating the sample size is *perpetration of violence*. Considering the perpetration of violence to be 35 percent⁶ in and around schools before the intervention, a sample size of 750 will be sufficient to measure a 10 percentage point change at 80 percent power, 5 percent level of significance and 1.5 design effect. This will also be sufficient to measure other indicators of interest. Since the project intends to measure change separately for boys and girls, the study was conducted to achieve a sample of 750 girls and 750 boys from 30 schools, i.e. 25 girls and 25 boys per school.
- *Sampling strategy* – Plan Country Offices identified province, district(s) or city(ies) for the study in consultation with provincial and district authorities using two criteria – prevalence of SRGBV and feasibility of implementing a programme to address it.

In absence of data on SRGBV, COs used data on prevalence of domestic violence (surveillance or survey data) for the selection of in-country sites. From the feasibility

⁶ Based on reported rate of perpetration in research studies undertaken in India and Vietnam. For India, the baseline survey for the programme Gender Equity Movement in Schools (GEMS) was considered. See Achyut P., Bhatla N., Khandekar S., Maitra S. and Verma R.K. (2011). *Building Support for Gender Equality among Young Adolescents in School: Findings from Mumbai, India*. ICRW, New Delhi. In Vietnam, the GEMS programme was adapted as the *Love Journey*. The research report can be accessed at <http://www.partners4prevention.org/resource/baseline-research-report-%E2%80%9Clove-journey%E2%80%9D-school-based-approach-primary-prevention-gender>

point of view, some COs, like Vietnam and Nepal, selected sites where they had on-going programmes, while Pakistan selected a new district where they intend to work in the near future. After discussion, the following were selected as the study sites: Hanoi (Vietnam), Siem Reap (Cambodia), Sunsari district (Nepal), Umerkot district (Pakistan), and Jakarta City and Serang district (Indonesia).

The programme was initially conceptualized for grades VI through VIII; and so the study was designed to reach out to students of these grades⁷. However, in each of the countries, the final decision was taken based on discussions with the relevant educational authorities, and any other country specific concerns. For example, in Vietnam, the Plan office has already received a grant to implement a subsequent programme in lower secondary and high schools. In Indonesia, there was resistance to starting the programme in younger grades.

The 30 schools in each country were selected using different approaches as described below:

- *Vietnam*⁸ – In Vietnam, Hanoi was selected for the study. Subsequently, 30 schools – 15 lower secondary and 15 high school - were selected by the Hanoi education department based on the multiple criteria including school size, location (urban and peri-urban) and geographical spread. Twenty schools were selected as intervention schools and 10 schools as control, while ensuring comparability.

In each selected lower secondary school, two classes of grades VI, VII and VIII (ages 11–14 years) were selected randomly. Similarly, in each high school two classes of grade X and XI (age 16–17 years) were selected. In each class, 10 girls and 10 boys were selected by using a systematic random method. This allowed for a sample size of around 60 boys and 60 girls per lower secondary school and 40 girls and 40 boys per high school.

- *Nepal* – Schools in Sunsari district were selected based on basic information collected by the Plan CO. This included information on– the list of schools with grades VIII and IX; the number of students in these grades; and list of schools where Plan had implemented some intervention. Based on this information, schools with less than 30 students in grades VIII and IX combined were dropped. The remaining schools, then, were stratified in two groups based on the Plan intervention. From each stratum, 15 schools were selected using systematic random sampling. In each of these schools, one class each of grades VIII and IX was selected randomly and all the students in those classes were recruited for the survey.
- *Cambodia* – In view of the implementation feasibility, Plan CO selected 30 lower secondary schools from 6 districts of Siem Reap. In each of the schools, classes of

⁷ School grade, and not age formed the primary criterion for sample selection. A few students outside the age range of 12-17years, and have not been considered for analysis. Details are provided in country specific chapters.

⁸ While this study was being designed, Plan Vietnam received an intervention grant to work with 15 lower secondary and 15 high schools to address SRGBV. As the number of schools for any grade reduced to 15, sample size is increased to increase precision.

grades VII, VIII and IX with class strength were listed. Then, one class for each of the grades was selected randomly, and 10 girls and 10 boys from each class were selected for the survey.

- *Pakistan* – Most of the schools in Umerkot district of Pakistan are single sex. To achieve the required sample size, four talukas were selected and all the schools with the number of students in grades VII, VIII and IX were listed. To achieve the required sample size, from that list, 30 larger schools were purposely selected. Finally 12 boys' schools, 11 girls' schools and 9 mixed schools were selected. Schools being small, all the students of class VII, VIII and IX were recruited for the survey to achieve the desired sample size.
- *Indonesia* – Plan CO selected 30 schools from Jakarta city and Serang district. In each school, two classes of grade VIII were selected and all the students of those classes recruited for the survey.

The final sample size achieved for quantitative and qualitative data collection is given below. Data on sample characteristics including age distribution are provided in the country specific chapters.

Table 2.1 – Sample size by country*									
S. No.	Country	Students surveyed (No.)			FGDs with students		FGDs with teachers	FGDs with parents	KII with Principal
		Boys	Girls	Total	Boys	Girls			
1.	Vietnam	1449	1493	2942	8	8	8	8	8
2.	Nepal	685	814	1499	15	12	6	4	11
3.	Cambodia	651	854	1505	16	16	8	8	15
4.	Pakistan	916	503	1419	13	13	8	8	14
5.	Indonesia	816	922	1738	16	16	8	8	15
*As described above, specific grades were selected from which the sample was drawn. Thus the age range varied across countries. For analysis, comparable age categories of 12-14, and 15-17 years were created. Only in Indonesia, the sample fell in the first age category. Details of sample considered for analysis is provided in the country chapters.									

- *Sample size for qualitative data* – All qualitative data collection, except KIIs with stakeholders, was conducted in and around 30 selected schools. For conducting FGDs with students, 8 schools were selected purposively, to account for wider geographical location and variability in terms of socio-demographic characteristics of students. In each of these schools, one FGD was conducted either with girls or boys using social mapping tool. In six of these schools, two FGDs with girls and two with boys were conducted using gender-equality score card. In the neighbouring areas of the four schools (of these six schools), FGDs with mothers and fathers were conducted to understand their perspective on the issues of SRGBV. In half of the schools, including all the six schools where FGDs were conducted, KIIs were conducted with principals.

2.3 Ethical Considerations

Any research work, particularly on sensitive issues such as school-related gender-based violence with young adolescents, requires a detailed and full-board ethical review. This study has received approval from country specific ethical boards and ICRW's Institutional Review Board (IRB). As part of the research protocol submitted, potential risks were anticipated, and specific mechanism was detailed in order to address those. Some of the steps taken are listed below:

- Five-day training on perspective building, research ethics and processes was conducted for the data collection team. Training also included discussion on signs of discomfort among participants and the steps that the team should take to address them. A sheet with contact information of referral agencies, as well as focal persons to be contacted in the event of distress or help seeking was prepared for each country, prior to data collection.
- For the buy-in from schools, the data collection team along with the Plan-staff met the principal and class teachers of the schools that had been selected for the survey. They were informed about the study purpose and activities; and the importance of maintaining privacy and confidentiality during data collection. They were also assured that the school name would not be revealed.
- To ensure that students' participation in the study is voluntarily, parental consent, and assent from the students were taken before recruiting students for the survey and FGDs.
- No identification information was collected from the students to ensure confidentiality.
- Self-administered questionnaire was used during the survey to make students comfortable while responding to questions on violence.

2.4 Training

Given the multiple tools and techniques for data collection, capacity of the data collection team was critical to ensure quality and timeliness of the data. Each Plan CO identified quantitative and qualitative data collection teams for their respective countries; and ICRW led the capacity building workshops. Five-days training were conducted separately for quantitative and qualitative teams. The training included sessions on understanding gender and gender-based violence; details on research ethics; discussion on data collection tools; mock and field practices. Emphasis was given on the consent/assent processes, confidentiality and skills to engage children. Along with the research team, key staff from the Plan CO was also part of the training and field practice.

2.5 Data Collection Processes

- *Survey with students* – Recruitment of students started with consent and assent process. As a first step, the data collection teams visited schools and prepared a list of all the selected students. Then, they explained the consent process and content, and handed over the consent form for approval with a request to return the signed

form within 2–3 days. The data collection team visited for at least 2 days to collect the signed consent forms or to address any question or concern. They also handled queries from parents who wished to talk to them. Then, in consultation with the principal and class teacher, the team decided the date and time for the survey. On the designated day, the data collection team assembled all the students who had submitted the parental consent in a separate classroom. This was followed by assent process. Those who agreed to participate in the survey were handed over the questionnaire. Then, the team explained the different sections and the process of filling the questionnaire. They emphasized that there is no right or wrong answer and that we were interested in their opinion and experiences. The data collection team was present throughout the survey to clarify and assist students in completing the questionnaire.

- *FGD with students* – Girls and boys, who had participated in the survey, were asked to volunteer for the FGDs. Each group consisted of 8–10 same sex students. Discussion was facilitated by an experienced moderator with support from two note-takers. These discussions were held in school, while ensuring privacy and confidentiality. The team ensured that teachers were not present at the time of discussion.
- *FGD with teachers* – This was conducted in school after taking consent from the selected teachers. As most of the schools had 10 or fewer teachers, discussions were conducted in mixed groups.
- *FGDs with parents* – Required number of parents were identified from the community with support from teachers. After taking their consent, separate FGDs were conducted with mothers and fathers.
- *KII with principals* – IDIs with principal were conducted in school. If the position of principal was vacant, the person-in-charge was identified for the interview. Interviews were conducted after taking consent.

2.6 Measurement

As mentioned earlier, this study explored several domains among students, including attitude around gender norms, experience of and response to violence in, around and on the way to school, perpetration and witnessing of violence. In addition, the perception of teachers and parents about SRGBV, and existing response mechanism was explored. This section presents briefly about the different measurements used in this study.

2.6.1 Measuring Gender Attitude of Boys and Girls

In order to understand the attitude towards gender roles and violence, 23 statements were presented and respondents were asked whether they agreed, partially agreed, or disagreed with the statements. The response indicating support for inequality on a statement (agree or disagree depending on the statement) received a score of 1, less

supportive of inequality received a score of 2 (partially agree), and support for equality received a score of 3.

Table 2.2- Statements on gender norms used for measurement of attitudes

1. A mother should have primary responsibility for house work and child care.
2. A wife should always obey her husband.
3. It is girl's fault if a male student or teacher sexually harasses her.
4. Boys are naturally better at math and science than girls.
5. If a girl says 'NO' to proposal or sexual advances, it actually means 'YES'.
6. Boys are naturally better than girls in sports.
7. Men need more care as they work harder than women.
8. There are times when a boy needs to beat/hit his girlfriend.
9. Women by nature can take better care of children than men.
10. Only men should work outside home.
11. Since girls have to get married, they should not be sent for higher education.
12. A woman should tolerate violence in order to keep her family together.
13. There are times when a husband needs to beat his wife.
14. Boys should be tougher than girls.
15. Girls who wear lesser clothes provoke boys for violence.
16. Labelling based on body/characteristic/ethnicity etc. doesn't really hurt.
17. It is necessary to beat children to make them capable.
18. Teasing is harmless fun
19. Only 'bad girls' are harassed in school
20. 'Real' boys should not cry
21. In certain situations it is fine for students to be violent towards each other in school
22. It is fine for teachers to give physical punishment to students in certain situations
23. It is the school's responsibility to respond to violence

Then, using factor analysis, statements were identified to develop an attitudinal scale for each country. Based on their individual response, students were divided in three categories – high gender equitable category; moderate gender equitable category; and low gender equitable category as mentioned below:

Table 2.3 - Composition of gender attitude scale by country

Country	No. of statements used in the scale	Score range of the attitudinal categories		
		Low	Moderate	High
Cambodia	17	17–28	29–40	41–51
Indonesia	17	17–28	29–40	41–51
Nepal	20	20–33	34–47	48–60
Pakistan	20	20–33	34–47	48–60
Vietnam	18	18–30	31–42	43–54

2.6.2 School Equality Scorecard

The School Equality Scorecard is a one-page presentation of ten dimensions of how equal a school is for girls and boys, as experienced by both adolescent girls and boys. A key question is presented for each dimension and responses are invited on the five-point scale – ‘never’, ‘seldom’, ‘sometimes’, ‘often’ and ‘always’ with points assigned from one to five respectively. This is followed by group discussion to understand the response. In this study, we have primarily used sex desegregated data on proportion of students who rated different dimensions 4 or 5, except early pregnancy; and related relevant qualitative data.

Table 2.4 Composition of School Equality Score Card

Dimensions	Key questions
1. Sports participation	Do girls participate in sports activities as much as boys?
2. Class participation:	Do girls participate in class as often as boys?
3. Chore burden:	Do girls spend the same amount of time doing chores (tidying, sweeping, and cleaning) at school as boys?
4. Latrines:	Are there toilets at school that girls feel comfortable to use?
5. Seeking help:	Do girls talk to teachers about their concerns as much as boys?
6. Leadership:	Do girls participate as leaders of student groups as much as boys?
7. Encouragement:	Are girls encouraged to succeed in their schoolwork as much as boys?
8. Safety going to school:	Are girls as safe as boys on their way to and from school?
9. Safety at school:	Are girls as safe as boys when they are at school?
10. Early pregnancy:	Do girls continue to attend school after having a baby?

2.6.3 Prevalence of School Related Gender-based Violence In, Around and On the Way to Schools

To measure the prevalence of physical, emotional and sexual violence, questions were asked for two reference periods – life time experience of violence and violence experienced in last six months. The sites of violence include within school, the surroundings and the way to school. The specific forms of violence included in this study are

Figure 2.1 - Forms of Violence measured in the study

Physical Violence

- Beaten or hit or slapped or kicked or shoved or someone pulled hair
- Hit with an object
- Threatened with knife/weapon

Emotional Violence

- Passed comments / jokes because of looks, religion, economic status
- Labeled based on body, character or background
- Standing on bench or in a corner or outside class
- Threatened verbally or by written note
- Ignored
- Turned people against me
- Deliberately kept out of the activities
- Humiliating/insulting language
- Locked in room/toilet

Sexual violence

- Passed sexual comments/whistled
- showed sexual photo/ video
- touched body/kissed/fondled/asked for these acts

2.6.4 Perpetration and Witnessing of Violence by Students in Schools

Students were asked questions on perpetration of violence in school and on the way to school; and against whom violence was perpetrated. In addition, a few questions were asked around the witnessing of violence and their response.

2.6.5 Determinants and Correlates of Gender Attitude and Violence

Logistic regression was used to understand the determinants of gender attitude, the response to violence and the perpetration of violence.

- For **gender attitude**, high equitable gender attitude is coded as 1, while moderate and low as 0. The list of independent variables included in the regression were—
 - socio-demographic characteristics such as age, sex, education of father and mother, exposure to internet and phone
 - exposure to parental violence
 - whether '*told to behave like boy or a girl*' (as a measure of the school reinforcing gender stereotypes)
- For **response to violence experienced in school**, reporting to teacher or parents or attempt to stop the perpetrator is coded as 1, while no action or hit back is coded as 0. The list of independent variables included
 - socio-demographic characteristics such as age, sex, education of father and mother, exposure to internet and phone
 - exposure to parental violence
 - feel comfortable in talking to a teacher about violence

- For ***perpetration of violence in school***, yes to perpetration of any form of violence is taken as 1 and no to all forms as 0. Further, in addition to the socio-demographic characteristics and exposure to parental violence, gender attitude of students was included in the analysis.

In addition to the regression, Pearson Correlation Coefficients were calculated between experience of violence and rating of schools on safety scale; experience and perpetration of violence; gender attitude and participation in outdoor sports; gender attitude and playing with person of opposite sex.

2.7 Limitations of Study

The present study provides evidence on nature and scale of SRGBV in five countries using comparable methodology and measures. The study is intended to serve as a programme baseline, and is hence operationalized within those parameters. Some of the limitations of this study are:

- ***Generalizability of data*** – As data was collected from 30 schools, which are representing only a small geographical area, its generalizability is limited. Even as the data is presented by country in this report; we recognize that it does not represent the national scenario in each of the countries as data collection was restricted to only a few, cities, districts or provinces. Schools included in the study sample were those that were selected in consultation with the education authorities, and are thus not representative of the various kinds of schools (such as private, faith based) in the country.
- ***Scope of the study*** – Some of the issues like homophobia, experiences of teachers related to SRGBV and how they deal with that, though important, are not covered in this study. Further, no attempt is made to study the linkage between SRGBV and outcomes such as academic performance of the student or school drop-out.
- ***Use of self-administered questionnaire*** – Though self-administered questionnaire has several advantages; literacy and comprehension level of respondents does affect quality of data. Drawing from the experience of having done similar surveys, attention was paid to the following: developing a questionnaire that was clear, with reader friendly language, having a team of 3–4 members present in the school during the survey where they gave clear instruction in the beginning; clarified questions as required and reviewed every questionnaire immediately after the students completed it.
- ***Difficulty in responding to sensitive questions*** – Discussion on gender and violence can be difficult in certain situations and context for both children and adults. For example, in Pakistan, many teachers were highly resistant to allow the study in their school. This could have made students highly apprehensive. Thus, despite carefully designed tools, and meeting with schools prior to the study, the possibility that these factors could have also influenced the responses cannot be ruled out. Teachers, in several instances, were uncomfortable while talking about corporal punishment.
- ***Qualitative data collection with students*** – In this study, we used survey among students to capture individual attitude and experience, while FGDs attempted to

understand perception of safety, sites and response to SRGBV and involvement of teachers and parents in the processes. In-depth interviews were not conducted with students, teachers or parents, to allow for narratives or insights into individual experiences.

- *Quality of qualitative data* – While same tools were used to collect data in all countries, varying capacity of data collection team and context affected the quality of data. It is also noted that research with children on sensitive issues, and specifically on SRGBV has been limited in these countries, and hence research capacities are also limited. This coupled with the demands of time and resources made data collection in some countries extremely arduous and affected the richness of the qualitative data.

Section II:

Findings from Five Study Countries



CHAPTER 3: FINDINGS FROM CAMBODIA

The last decade has seen an explicit focus on the inclusion of gender in several policies and strategies of various ministries of the Royal Government of Cambodia. A recent UN women brief on Cambodia notes that, since 2001, gender equality efforts, including CEDAW implementation have gained momentum⁹. The Ministry of Women's Affairs (MOWA) has led efforts to engender national plans, such as the National Strategic Development Plan (2006–2013). The third plan of action of MOWA, *Neary Rattanak III* (2009–2013) outlines the mainstreaming of gender throughout national policies and programmes and focuses on increasing women's political participation and economic empowerment. This plan also aims to remove discrimination against women in the areas of education, legislation, and health, including HIV/AIDS prevention and care¹⁰.

Cambodia has prioritized education and gender equality, by adopting them as second and third goals in the Millennium Development Goals (MDGs). Currently, the Constitution of Cambodia promulgates compulsory education for everyone. All eligible students have free access to education for nine years. Recent studies show that gender mainstreaming in education continues to present several challenges. The State has a massive task in hand as gender stereotyping is common and textbooks are frequently gender-biased; teachers are not gender sensitive (Sadev report, 2010). According to a report by UNICEF¹¹ the generally poor quality of teaching and low qualifications of teachers have a negative impact on the pedagogy (UNICEF, 2009). The pedagogy adopted in schools in such a scenario is not gender sensitive. In the schools, children struggle to learn in overcrowded classrooms with teachers lacking pedagogical skills and materials. For girls, children with disabilities, and children from ethnic minorities, the situation is even more difficult (UNICEF, 2009).

Though corporal punishment in schools is banned under the new Education Law enacted in the year 2007, corporal punishment continues to be widespread (Reigler, 2013, Save the Children).

The *ChbabProh* and *ChbabSrey* describe codes of conduct for men and women, respectively.

The *ChbabSrey* is a written, customary law dated back to centuries. Although it has never been turned into official statute law, its influence in Cambodian society remains deep-rooted. *ChbabProh* and *ChbabSrey* are taught in school at an early age, with boys and girls having to recite it out loud on a daily basis. The men's code instructs men to behave moderately, to be knowledgeable and resourceful, to work hard, and to protect their property. The women's code explicitly assigns a lower status to women, prohibits them from voicing opinions, and advises women at all times to respect and obey their husbands and avoid embarrassing them.

⁹ Cambodia ratified CEDAW in 1992, but attention to implementation has only begun recently with the submission of Cambodia's initial, second and third periodic reports to the CEDAW Committee in 2006.

¹⁰ fact sheet available at <http://www.unwomen-seasia.org/docs/factsheets/01%20CAMBODIA%20factsheet.pdf>

¹¹ 2009, Revitalizing higher education in Sub Saharan Africa, united nations university report project http://archive.unu.edu/africa/files/UNU_RevitalizingHigherEducation.pdf

This chapter presents findings for Cambodia from the survey and qualitative tools administered to students, teachers and parents. It begins with a description of the sample and then presents the results related to gender attitude; perception of safety and mapping of unsafe spaces in schools; experience of violence in and on the way to school including the prevalence, response and consequences; perpetration of violence; witnessing of violence and response. This chapter also presents select findings related to determinants and correlates of gender attitude, experience and perpetration of violence, and response to violence.

3.1 Profile of Students

This section briefly presents the characteristics of the students who participated in the survey including their age and sex distribution, parental education, distance to school and mode of commutation, and media exposure. This data will provide insights on the circumstances of the students and help in exploring their influence on their attitude, experience and perpetration of violence.

A total of 1505 students participated in the survey. Among these, 57 percent were female while 43 percent were male in the age group of 10–22 years. For the further analysis, we have restricted the age cohort to 12–17 years to ensure comparability with other countries. A total of 1408 students were in the age group of 12–17 years: 64 percent in 12–14 years and 36 percent in 15–17 years. Among the students of 12–14 years age group, 41 percent are boys and 59 percent girls, while among 15–17 years, 45 percent are boys and 55 percent girls. Table on age and sex distribution is annexed (refer Table C1 in annexure).

When asked about educational status of parents, 14 percent reported that both parents being illiterate, while 29 percent mentioned one parent being literate. Only a quarter of the students reported both parents being literate. A third of students did not know about the educational status of their parents. Significantly, higher proportion of older students reported that both their parents were illiterate (18%) as compared to younger (11%) (refer Table C2 in annexure). In terms of living arrangements, 83 percent of the students were living with both the parents and 10 percent with only one parent. Around two-third have both male and female siblings, while two percent were single children.

Distance to school and mode of commutation are likely to affect vulnerability to violence on the way to school. Close to 60 percent of students report that the school is within 5 km of their homes, and a third of students did not know the distance between their home and school. Three-fourth of the students come to school by bicycle/motorbike, while 17 percent report that they walk to school with their friends (refer Table C3 in annexure).

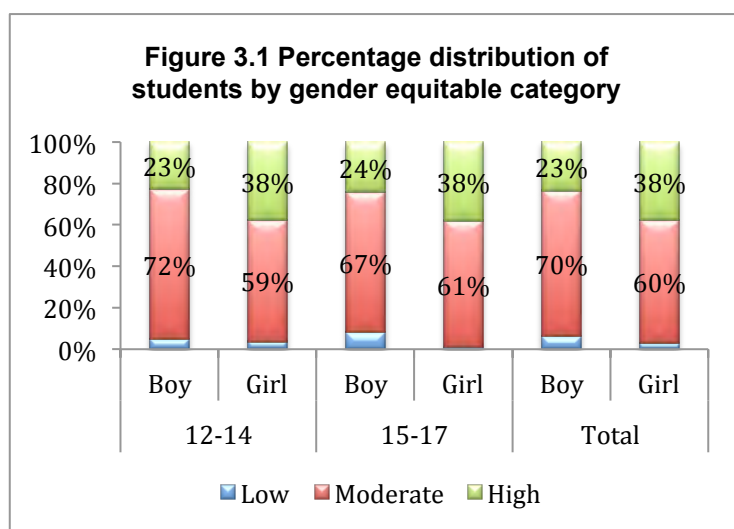
On media exposure, an overwhelmingly high percentage of students (93%) report that they never use the internet; and 83 percent report that they do not have a mobile phone for personal use.

3.2 Attitude and Perception Towards Norms Related to Gender and Violence

3.2.1 Gender attitudes of students

More girls than boys show high gender equitable attitude across the age groups: overall 23 percent of boys and 38 percent of girls fall within the high gender equality category.

It has been widely held that social norms, i.e. the collectively held beliefs in a society on what behaviour is appropriate, influences individual perceptions, attitudes and behaviours. Students' attitudes were measured by presenting a set of statements that represent commonly held societal notions and beliefs around gender norms and gender-based violence. Respondents were asked whether they agreed or partially agreed or disagreed with the statements; and then their individual scores were



computed for 17 statements to form a gender equality scale to provide an overall measure of gender attitudes. Those with scores 17 to 28 were categorized as low gender equitable; those with score between 29 to 40 as moderate; and those with 41 to 51 as high.

As seen in Figure 3.1, majority of students – ranging from 59 percent among 12–14 year girls, to 72 percent of 12–14 year boys – report attitudes

that are moderately equitable, but significantly higher proportion of girls in both age groups (38%) report egalitarian gender attitudes as compared to boys (23%–24%). Only a small proportion of students reported low gender equitable attitudes.

To understand socio-demographic determinants of gender attitude, we conducted logistic regression (refer Table C5 for odds ratio)¹². Socio-demographic variables such as age, sex, education of father and mother, exposure to internet were some of the variables included. Exposure to violence between parents can influence attitudes, as can school-based practices of reinforcing stereotypes.

Data reveals that girls are two times more likely to have high equitable attitude compared to boys. Interestingly, mother's education and internet use have negative effect on the attitude of students, which is contrary to the finding from other countries and requires further exploration. However, age, exposure to parental violence and 'being told to behave like a boy or a girl' (used as a measure to reinforce stereotypes) showed no significant effect.

¹² the regression model considered moderate and low gender equitable attitude as reference category for high equitable gender attitude

While attitudinal scale provides aggregate estimate for the population under study, it is important to examine the individual statements that reflect thinking on specific themes related to gender and gender based violence. Data is annexed (refer Table C6 in annexure).

Significantly larger proportions of boys are supportive of traditional gender roles and male privileges; though there is not much difference between boys and girls on attitudes towards violence.

Gender role and responsibilities

There is a high degree of agreement on statements related to traditional gender roles – more than 90 percent of boys and girls agree (complete or partially) that '*a mother should have primary responsibility for house work and child care*', which indicates a consolidation of traditional roles for women and men. However, some variation is noted in older age cohort. Significantly higher proportion of boys agree or partially agree (96%) with this notion as compared to girls (88%), Moreover, high proportion of students agree that women are biologically adept at childcare, with close to 70 percent of boys and girls completely agreeing to the statement– *women by nature can take better care of children than men*. However, it is important to note that there are a substantial proportion of girls and boys who are not so definitive – close to 40 percent of boys and girls partially agree with the statement around household responsibility; and 23 percent for childcare. This indicates an important opportunity for intervention, where discussion on these issues can shape attitudes in the positive direction.

There is mixed support for women to work outside the house – overall, 46 percent of students disagree that '*Only men should work outside the house.*' However, there is a significant difference between attitude of boys and girls– more girls than boys support the notion of women working outside (50% vs 37% among 12–14 years; and 58% vs 38% among 15–17 years). A similar pattern emerges for the statement- *Men need more care as they work harder than women*.

On the statement – *since girls have to get married, they should not be sent for higher education* – close to 75 percent of the students expressed their disagreement.

Thus, while a large proportion of students support traditional role and responsibilities for women, similar proportion also believes in women's entitlement to education and work outside home.

Gender attributes

Obedience is seen as a desirable attribute of a woman in her married role– close to 70 percent of girls and boys agree that a wife should always obey her husband – either partially or completely. Higher proportion of boys than girls support this attribute in both the age groups (75% vs 67% among 12–14 years; and 74% vs 63% among 15–17 years).

The notion that boys need to be tougher than girls finds resonance with students (overall only 16 percent disagree with this) – interestingly more girls than boys (20% vs 12%) disagree with this. A similar trend is seen with the ability to play sports, where only 20 percent of students do not agree that boys are naturally better at sports. Boys display more stereotyped notions – more boys (52%) firmly agree with

this than girls (30%). Girls report more ambiguity - again an area where external affirmation and support can help shift attitudes.

The attitude towards subject related aptitude is relatively more egalitarian, with 55 percent of students disagree that boys are naturally better at subjects such as math and science. Again differences are noted between girls and boys– with significantly higher proportion of girls (60%) disagree with this than boys (48%), and this gap increases with age.

Attitudes towards sexuality

On sexuality, high proportion of students showed equitable attitude. Two-third of the students – more girls (74%) than boys (56%) do not agree that *'If a girl says 'NO' to a proposal or sexual advances, it actually means 'YES'*; and a fourth express ambiguity around this.

Attitude towards SRGBV

Most students (close to 90%) do not blame girls for sexual violence they may face in school. Similarly, overall violence against peers in schools also finds low levels of acceptance – 74 percent of students do not justify peer based violence in school.

On disciplining – almost half of the students do not support corporal punishment, either generally or in schools. Given the multiple messages of justification of physical punishment for the betterment of children, these findings are not surprising. However, the fact that over a third of children is only in partial agreement does indicate their discomfort, and potential opportunity to shift thinking through discussion and reflection

Violence against women and girls

In response to the statement *'there are times when a husband needs to beat his wife'*, 67 percent of students expressed their disagreement. However, when violence does occur, 61 percent of students – more boys (67%) than girls (57%) – expected woman to tolerate it for the sake of keeping the family together.

Perceptions about teasing show more confusion, with just 28 percent not agreeing that it is harmless fun.

3.2.2 School as a gender equal space

Do schools, knowingly or unknowingly, perpetuate and encourage certain stereotypes? Do children experience gender discrimination in school? The gender attitudes of students and their behaviours can be influenced largely by the messages they get in their daily interaction with the significant adults in their surroundings– parents and teachers being two key categories within that. Aspects such as the behaviour of girls and boys in classroom and playground, and their level of interaction with students of the opposite sex and teachers on issues other than academics reflect how gendered the school environment is. This section presents data on the experiences of students and perception of teachers and parents on school as a gender sensitive space.

Gender differentials were reported with regard to outdoor sports, and play between girls and boys, and stereotyping evident in terms of encouragement and communication with boys

More than a tenth of students – 15 percent of boys and 11 percent of girls – shared that they have been specifically told to behave like a girl or boy (refer Table C7 in annexure).

In terms of leadership, and participation on classroom activities, no gender differentials were noted. However, there were significant differences found in the reporting of other aspects.

Sports

Despite having sports period, significantly higher proportion of girls (39%) than boys (29%) reported that they never or seldom participate in outdoor sports in school. This gap widens further as they grow older. Further, the gender divide is evident as only 35 percent reported playing often with students of opposite sex and 30 percent some times. As noted in the earlier section, boys are believed to be naturally better at sports, and actual patterns of behaviour in school concur with this.

During the focus group discussions, several of the teachers shared their views on the differences between boys and girls with regard to sports:

One more thing is that in this region, playing sports is considered inappropriate for girls. Girls are not supposed to play sports.

Last year, girls were banned from kicking shuttlecock (in school). It is said that it is not appropriate for girls to raise leg high.

I think the reason that girls are mistreated is because of the social stereotype of Khmer people. They bear in mind that Khmer girls are supposed to be gentle. In the past, elders did not allow girls to even run. It is because of that idea —afraid of being mistreated by others – that girls are not allowed to play football.

Teacher's voices, focus group discussions

Teachers felt that girls do not play games such as football because, they feel shy; and they tend to believe that they are weak. All those who play are often judged and mocked at by boys and sometimes even by girls. On the other hand, boys, when they play 'jump ropes' etc. are labelled as 'sissy' by their peers and others. Teachers believed that even the parents detest girls playing such games. On the other hand, parents, while resonating the reasoning that it is inappropriate for girls to play certain sports, mention that teachers do not encourage girls to play. Both mothers and fathers share that there needs to be a distinction in the games played by girls and boys: girls should play *rope-jumping* and not play football or volleyball. They, particularly fathers, refer repeatedly to Khmer cultural beliefs. In addition, parents subscribe to the notion that girls are physically weak, and they themselves avoid such games, for fear of getting hurt. One mother cited the case of her daughter being a 'tomboy' who plays football with other boys.

A few parents differed in their opinions and felt that such gender-based divisions might result in girls losing their motivation and courage, adding, *these will continue unless parents don't change their mind-sets.*

Similar findings emerged from the School Equality Score (SES) card¹³ discussion (Table 3.1). Less than half of the students reported that girls often participate in sports activities as much as boys.

Within the classroom

Within the classroom, and with relation to academics, girls seem to find more favour. A significantly higher proportion of girls (50%) than boys (44%) reported often or always participating in classroom activities. Significantly higher proportion of boys mention that they had never or seldom been encouraged to succeed in school work, and this is specifically noted in the younger age cohort (36% boys and 27% girls).

Table 3.1- Perception of gender differential in school

Percentage of students who mentioned often or always to the different dimensions of School Equality Score Card, by sex, Cambodia, 2014

	Girls	Boys
1. Sports participation: Girls participate in sports activities as much as boys	40	48
2. Class participation: Girls participate in class as often as boys	85	85
3. Chore burden: Girls spend the same amount of time doing chores (tidying, sweeping, cleaning) at school as boys	89	60
4. Latrines: Toilets at school that girls feel comfortable to use	63	77
5. Seeking help: Girls talk to teachers about their concerns as much as boys	51	59
6. Leadership: Girls participate as leaders of student groups as much as boys	80	89
7. Encouragement: Girls encouraged to succeed in their schoolwork as much as boys	66	85
8. Safety going to school: Girls are as safe as boys on their way to and from school	43	60
9. Safety at school: Girls are as safe as boys when they are at school	68	75

Interestingly, during discussion using SES card, higher proportion of boys (85%) compared to girls (66%) mentioned that girls are often or always encouraged to succeed in their school work as much as boys (Table 3.1). During the discussion, girls and boys shared that often girls are encouraged as they are serious and give more attention to their studies than boys.

“Only the girls [get] good grade for the exam... none of the boy can” - girls

“mostly it's girls who raise hands to answer the questions” - girls

“girls are given the same encouragement, and even more because girls study hard[er] than boys” - boys

Teachers also shared similar opinion during the discussion. According to some teachers girls perform better

academically and are more serious about their studies compared to boys. Most teachers believe that boys are not interested in studies.

¹³ For details on SES, refer 2.6.2 in methodology chapter

Girls are interested in studying. Almost 90 percent of the girls don't play truant. For boys, for example, in one section there are about 4 or 5 absent. They drag their friend to go out of the class....they didn't sit for the exam or answer questions to get marks from teacher. Girls come to study regularly, so their marks will increase. They like studying.

A teacher shared during FGD

Some teachers add that the reasons for girls studying harder than boys could include the fear that parents will stop their education if they underperform. They also note that boys are exposed to sports, new gadgets, have greater mobility, hence, have greater distractions. Parents share that if the girls do not perform well in the studies then the next alternative is to get them married. For boys who do not concentrate/perform well are sent to Thailand to work.

Boys and girls too, in their discussion, share their experience of discrimination, and some of the reasons of why they would face it.

Student-teacher communication

Communication between students and teachers is limited – less than 10 percent of students mentioned that they often talk to teachers, and this aspect gets highlighted again in the section on reporting on violence. Data from SES indicates gender differential on this with around half of the students – 51 percent of girls and 59 percent of boys – reported that girls talk to teachers about their concerns as much as boys.

In the focus group discussions, some interesting differences emerge on whom the children would reach out to talk to. Teachers share that, in general, the girls are more likely to share their general problems with teachers, though many seek out female teachers, while boys are often discouraged for the same by the attitude of teachers.

Because of traditional norm of Khmer women, they (girls) are not willing to talk with male teachers.

However, when they (girls) do not understand their lesson or exercise, they can also come to the male teachers

I think the boys are more discouraged than the girls, when they talk with their teachers.

Voices of teachers, focus group discussion

Excerpts of FGD with boys

Do the teachers discriminate against 'Savuth'?

R9: Yes, they do. When students don't have money to give them for monthly test, they wouldn't talk to them and they may not get good score.

Why is there discrimination in class?

R1: Because we are not as intelligent as they are.

R2: Because we are poor.

Division of work

On sharing school level chores, 89 percent of girls mentioned that girls often or always spend the same amount of time doing chores at school as boys, though only 60 percent of boys mentioned so (Table 3.1). Though it's difficult to interpret boys' response in terms of who is doing more, differences in type of chores emerged at some places. For example, in one school, girls shared that chores such as "planting flowers" and "washing clothes" are performed by girls, while "picking garbage and removing spider webs" are carried out by boys.

Similar perception was voiced by teachers and parents. Most teachers, during FGDs, highlighted the fact that cleaning tasks (classrooms, school premises, tending the gardens) is equally distributed between girls and boys and the teams are formed for each task. However, they admit that girls eventually end up performing most of these tasks. The boys, on the other hand, consider this as girls' work and do not take these tasks seriously. The more 'difficult' tasks like standing up on the stool and cleaning the cobwebs or decorating the classroom is mostly done by the boys. While discussing this aspect in detail, teachers' own beliefs were evident:

I think boys are expected to be more playful, while girls are gentler. Therefore, this makes the work unequal.

There is job discrimination between boys and girls. They simply mind doing a particular work. Some kind of work, such as cleaning is considered for girls and labouring work is suitable to boys.

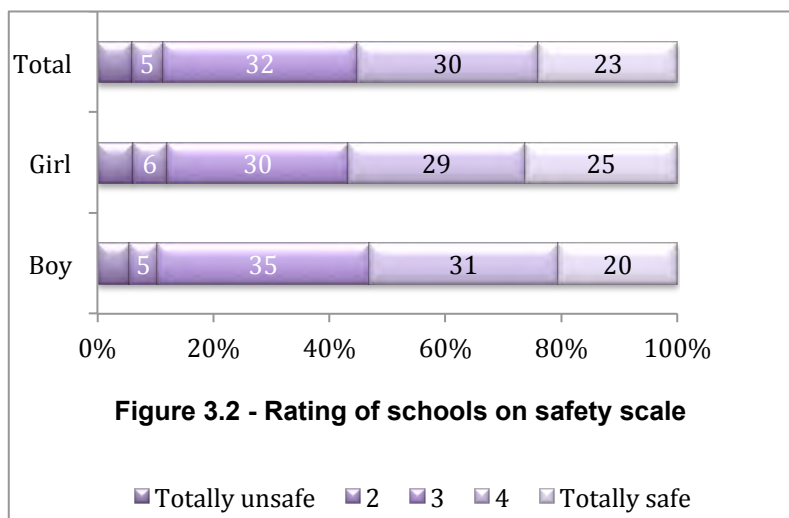
For my idea, girls (do tasks related to cleaning because) they can help with work in the household. Moreover, they are expected to get married eventually. They do not need to study as much as boys, who have to take care of supporting the family.

Parents too articulate a clear distinction of gender roles and responsibilities, which they believe are sanctioned by traditional beliefs often referred to as 'Khmer traditions'. There is a clear division of masculine and feminine tasks. According to the parents, chores including cooking, cleaning, stitching and most of the indoor activities are assigned to girls, whereas boys are assigned 'heavy' tasks such as carrying water, tending animals, or helping in farming or not given any work at all. The common perception seemed to be that the girls are weaker, cannot work as hard as boys and have less mobility; hence, they are expected to do household chores. Several of the fathers shared that boys too do not want to perform 'lady's' work. Many mothers and fathers shared that in a situation where they would have to support only one child for further education, they would prefer the male child, as he would support the family as his role is that of the bread winner of the family.

It is evident that messages of gender-based division of roles, characteristics and future trajectories are being reinforced for children through both the family and school, and thus it is no surprise that their gender attitudes largely conform to traditional roles. While voices of positive deviance are present, they are few. These need to be strengthened and amplified to start a discourse around changing gender norms.

3.3 Perception Around Safety of School

For half the girls and boys, safety in school is a concern. Security measures such as absence of school guard and separate toilets for boys and girls contribute to this, as does the general environment in school where the use of abusive language and harassment makes students feel unsafe.



Students were asked to rate their school's safety on a scale of 1 (totally unsafe) to 5 (totally safe). Overall, 47 percent rated their school as somewhat or totally unsafe (Figure 3.2). There is no significant difference in rating by age or sex (refer Table C8 in annexure). In the School Equality Score card (Table 3.1), 68 percent of girls and 75 percent of boys expressed that girls are as

safe as boys are in schools.

The Reasons for feeling unsafe

The most prominent reason reported is the absence of a security guard (74%), followed by common use of humiliating language (40%), harassment from other students (34%) and dirty picture or words written on walls and toilets (27%) (refer Table C9 in annexure). It is important to note variation by age and sex. Significantly higher proportion of girls (84%) from older age cohort mentioned about the absence of a security guard compared to boys (72%). Harassment from other students is reported significantly more by boys, particularly from older age cohort (43%), than girls (16%). On the other hand, higher proportion of students (31%) reported that that dirty pictures and words written on walls and toilet makes their school unsafe than those in older age cohort (20%). Physical acts of violence in schools – such as fights, punishment by teacher are other factors. Sexual harassment – either from students (13%) or teachers (7%) is also reported as a factor that contributes to feeling unsafe in school.

Figure 3.3 Some of the reasons for feeling unsafe in school

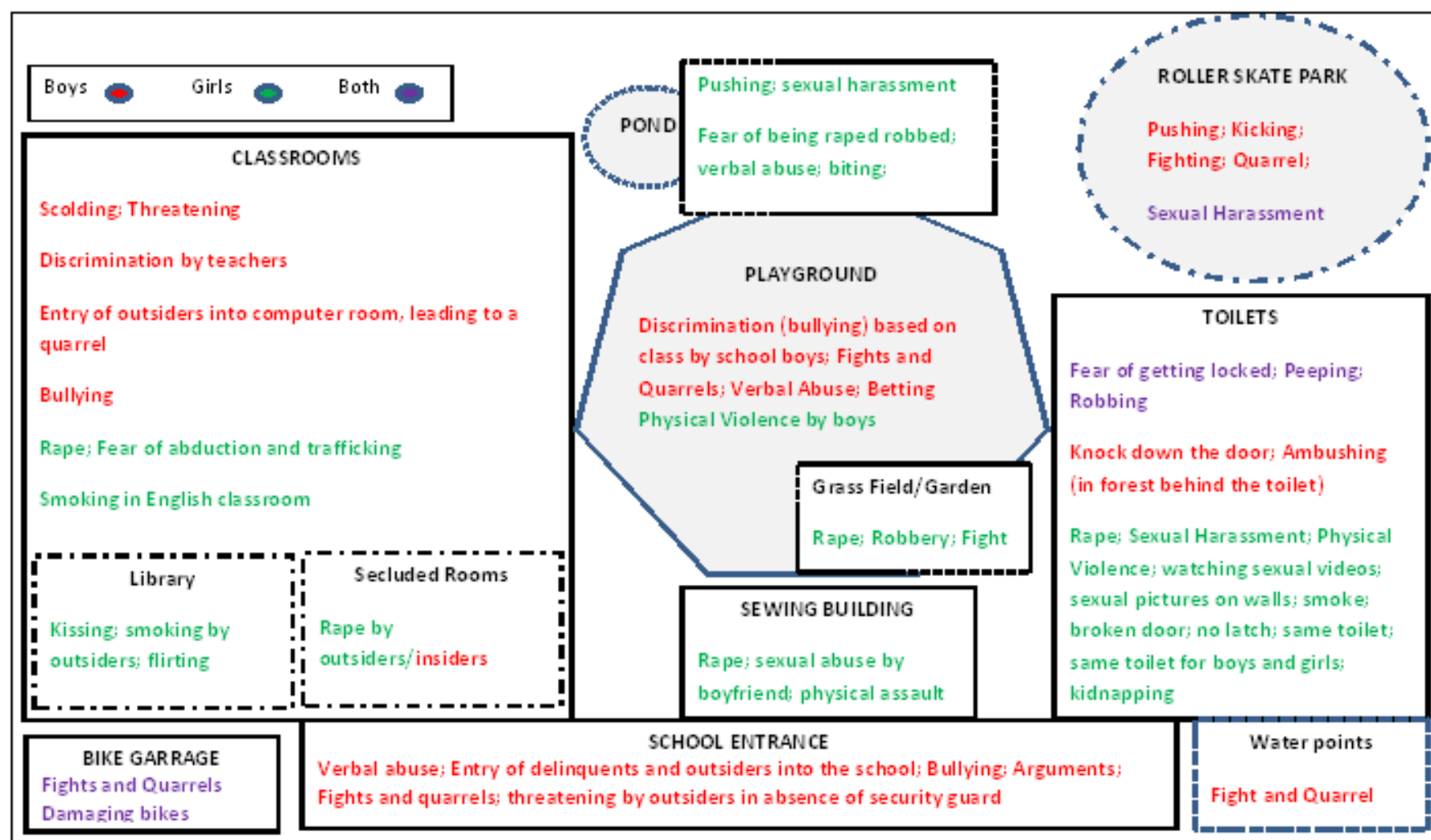
- No security guard - 74%
- Use of insulting or humiliating language - 40%
- Harassment from other students - 34%
- Dirty picture or words written on wall or toilets - 27%
- No separate toilets for girls and boys - 24%
- Outsiders enter school to bully - 22%
- Frequent physical fight among students - 19%
- Toilets without doors - 14%

The state of toilets also contributes to feeling of being unsafe for both boys and girls– a fourth report that no separate toilets for boys and girls make them feel unsafe; and another 14 percent report that the toilets have no doors. During SES discussion, only 63 percent of girls reported that girls often feel comfortable to use toilets at school (Table 3.1).

The discussion with students on mapping of unsafe sites in schools provides further information on this. In the mapping, toilets are reported as sites where students fear many forms of violence (see Figure 3.4). Girls reported that they often feared that '*someone would peak at them*' while they used the restroom. In some schools, both boys and girls share the same toilets. Nevertheless, even when the restrooms were separate for boys and girls, they are located close by, and '*...it isn't difficult to climb and peek in*'. Both boys and girls report fear of being locked in – by both same sex and opposite sex peers. The fear of being touched and harassed while in the toilets is also reported by both. Girls report more sexual harassment from a range of perpetrators including boys, teachers and school staff.

In addition to toilets, many other sites in school were identified to be unsafe (see map of a school below as emerged from the FGDs with students). Mapping of sites indicates that there maybe in fact, very few sites that are safe. The school as a whole does not inspire feelings of safety (see map below).

Figure 3.4 Mapping of unsafe sites and forms of violence experienced in school



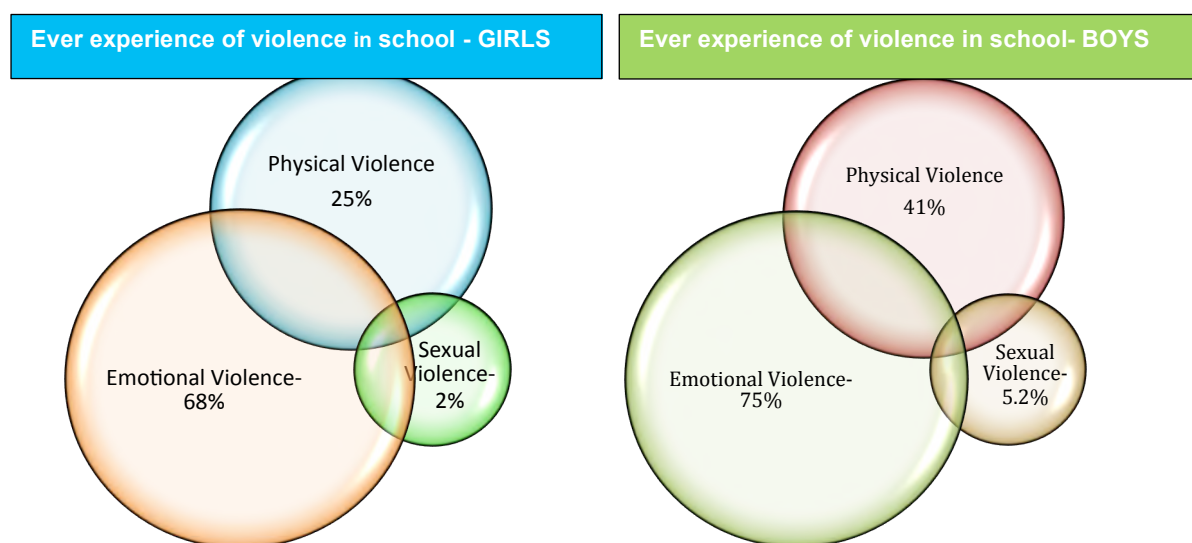
Note: Students also reported **beating; threatening by outsiders; gossiping by girls; and fights and quarrels** happens at any place on school campus like behind buildings, etc. and compromises the feeling of security among boys and girls.

3.4 Experience of Violence in School

3.4.1 Lifetime and current prevalence of violence in school

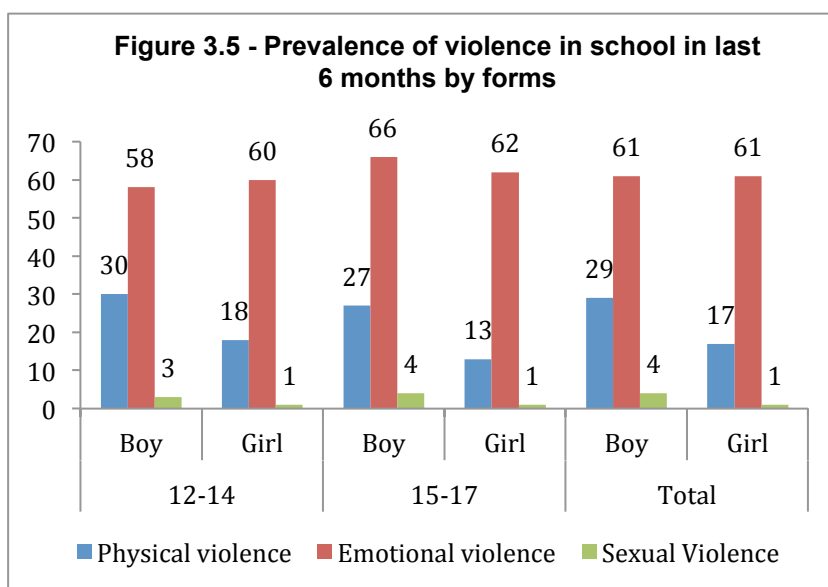
Violence is very common in schools – 73 percent of students report experiencing at least one form of violence in school, with 63 percent reporting an experience in the last six months.

Overall, 73 percent of students (76% boys and 70% girls), report experiencing at least one form of violence in school (refer Table C10 in annexure). As seen in the figure below, a higher proportion of boys reporting experience all forms of violence, as compared to girls.



Some of the forms commonly mentioned by the students were being humiliated or insulted (45%), commented (43%), people being turned against them (32%) and being ignored (31%).

Prevalence of violence in last six months in the school is equally high: 63 percent of students experience at least one form of physical, emotional or sexual violence in school (refer Table C11 in annexure). Prevalence of violence by age and sex, presented in Figure 3.5, indicates that in both age groups, significantly higher proportion of boys reported experiencing



physical violence than girls, though no such variation is noted in the prevalence of emotional violence. Although, only a small proportion of students reported experiencing sexual violence in last the months in school, significantly higher proportion of boys (4%) reported as compared to girls (1%).

Among the different forms of emotional violence, a-third of the students – both boys and girls – mentioned that in the last six months someone used humiliating language or passed comment on them. A quarter mentioned about being ignored or people being turned against them. A specific form of violence– being made to stand on the bench, in the corner or outside class was reported by significantly more boys (14%) than by girls (6%).

Perhaps what needs more careful attention is the reporting of emotional violence– a form that is often ignored or considered less important, both, for reporting and intervention. Not only is it highly prevalent, (reported by 71% of students, ever; and 61% of students in last six months) but as noted in the earlier section, it is seen as a form that contributes to feelings of being unsafe in school. There is an inverse correlation between the experience of violence and the rating of school safety. This relationship is relatively stronger in younger age cohort (Pearson Correlation coefficient is -0.19 among 12–14 years age group and -0.13 among 15–17 years age group).

The following sections provide details for the different forms of violence, the perpetrators and response.

3.4.2 Perpetrators of violence experienced in school in the last six months

Close to 60 percent of the students report that the violence they experience in last six months in school is from other students, while 19 percent report that the perpetrator were teachers or school staff. More boys report experiencing physical and emotional violence from teachers as compared to girls

Violence perpetrated by students

Among those who had experienced any form of violence in last six months in school, 57 percent mentioned that the violence was perpetrated by some student (refer Table C12 in annexure). The violence reported by maximum number of students was emotional (42%) followed by physical (26%), and nine percent reported that they had been locked in the toilet. Significantly higher proportion of boys (33%) reported experiencing physical violence compared to girls (20%). Similar pattern is observed in both the age cohorts.

As mentioned in the previous section, only a small proportion of students (2%, i.e. 31) mentioned experiencing sexual violence. Among these, two-third mentioned male students as the perpetrator (table not given).

Teachers too, note several forms of violence, including verbal abuse, labelling and sexual comments among students in school during FGDs.

Teachers appear to be well aware of several types of violence among students. They specifically mention fighting among both boys and girls. Among boys the reasons range from pushing and abusing over a football game to fighting over girls. Teachers also note the myriad forms of emotional violence – verbal, labelling, comments etc.

among students in school, concurring with the reporting of high levels of emotional violence. Cursing, mocking and fighting were mentioned to be 'very common' but not very serious and considered 'quite normal'. They focused on the use of sexual comments and offensive language between boys and girls: boys use words like 'hong' 'ngaeng' (refer to cuss words often used for females), as a result the girls retaliate and this spirals into a fight. Teachers mentioned that schoolboys deliberately 'offend' the girls by using derisive language and physically touch the girls on some pretext or other. Comments based on looks/religion/class and social categories are also noted by teachers. They mention discriminatory comments, largely based on class— 'rich and good looking students discriminate poor and not so good looking students. This is prevalent between both boys and girl students. Often cliques are formed among girls and boys based on socio economic status and they tend to discriminate and mock others on their clothing, looks, hair etc.'

A few teachers mentioned that the state of toilets also contributes to problems faced by girls in schools. At the same time, in most of the discussions teachers felt that schools are largely safe. The fact that toilets are separate seemed to be a primary criterion for most teachers to believe that toilets were not a cause for concern. The few teachers who did mention them pointed to lack of water supply, peeking, fear of sexual violence (often referred to as 'evil deeds').

It was found that senior boys, especially those assigned the duty of school guard threatened junior students¹⁴. Children are appointed as school guard to oversee duty of cleaning the school premises, reporting fights to teachers and maintaining basic discipline. It was striking that the possibility of boys being vulnerable or victims to sexual abuse was not discussed and did not emerge in any of the discussions. As male teachers responded during the FGD - *It does not matter—raping is not the problem for boys.... (Laughing)*.

Response to violence perpetrated by students

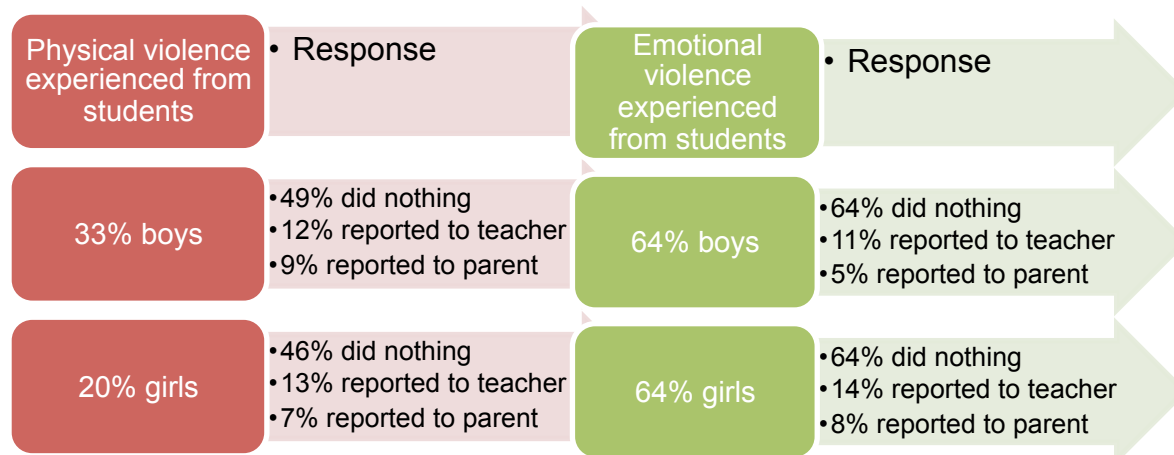
A large proportion of students, both boys and girls report that they took no action against the physical or emotional violence that they faced by other students in school in the past six months. An extremely low percentage reports the matter to either teachers or parents or both.

Among those who reported experiencing physical violence from students, 49 percent of boys and 46 percent of girls reported doing nothing (Figure 3.6). Between 11-14 percent of students reported complaining to teachers, while less than 10 percent complained to parents, with no significant variation by sex. The proportion not taking any action increased to almost two-third in case of emotional violence among both girls and boys.

Similar to physical violence, 11 – 14 percent complained to teachers, while 5 – 8 percent to parents in case of emotional violence. Again, no significant variation emerged in reporting of emotion violence between girls and boys. Overall, data indicates that majority of the students are not reaching to teachers or parents in case of peer-based violence.

¹⁴ Children are appointed as school guard to oversee duty of cleaning the school premises, reporting fights to teachers and maintaining basic discipline.

Figure 3.6 Response to violence perpetrated by students



In the discussions with students while mapping unsafe sites in school, students shared the different types of response they would have in case of different form of violence experienced. For fights, most boys said that they would resolve the matter with help of their friends, or simply 'walk away'. Reporting, in case of serious fights, would be to teachers (preferably class teacher or male teacher) and last of all to parents. Boys also share that they avoid reporting to teachers for fear of threats and further violence from the perpetrators. Girls shared a similar trajectory of response. For girls, likelihood of sharing information was higher for forms such as violence in toilet and rape (details in Box). Parents and teachers too, concur with this, stating that for sexual harassment, (other than rape) girls are more likely to reach out to their friends. For example, in cases of molestation, only when it aggravates do they share it with their teachers, but not with parents. The fact that students do not feel comfortable reaching out to teachers for their problems has been noted in the earlier section of the report.

Students who knew a teacher they were comfortable talking to about violence/ harassment are 1.6 times more likely to report experience of peer based violence

The likelihood of reporting violence to a key adult is not influenced by demographic determinants such as age, sex, parental education or exposure to internet. However, controlling for background characteristics, students who reported being comfortable in talking to a teacher in case of violence or harassment are 1.6 times more likely to take some action including reporting to teachers when faced with violence (table not shown). This indicates that having a focal teacher with skills can improve reporting of violence in school.

STUDENTS SHARE RESPONSE /REPORTING FOR DIFFERENT FORMS OF VIOLENCE DURING FGDs

Discrimination/ Bullying	would not share or report to anyone, but friends would know
Fighting	fight back, walk away or negotiate ; tell male teachers or the school principal if serious
Serious forms of physical violence/robbery	inform parents if it is serious, or even police ; boys report that they prefer not coming to school for a few days
Verbal abuse (particularly threatening)-	drop out of the school, seek help form friends, friends could inform the teachers, but would usually not seek help or report
Peeking/locking out of toilet	Shout for help, knock the door so that friends can help girls would report to teacher though boys unlikely to report
Sexual Violence	Harassment /touching - girls would hesitate to report, would share with friends, only rape would get reported to teachers/parents/village council . (not reported by boys in school mapping)

The trajectory of help seeking in case of rape, as emerged from the FGD, is different; the survivor initially would scream and try to seek help from people around and later would inform parents about the incident. Most parents felt that the girl would be more comfortable to share it with the mother, than the father, since they are closer to the mothers and mothers can understand their situation better. If their parents were not available, she could go to the village headman. Teachers, however, also added that girls would fear stigma and embarrassment, thus, they could also hesitate to report such incidents.

Attitudes towards forms of sexual violence, especially of fathers can deter help seeking. Many respondents (more commonly in FGD with fathers) agreed to the fact that many a times the women themselves are responsible for the violence against them, especially rape. They were of the view that if the woman/girl keeps to herself and does not invite trouble, she is not likely to face any violence. In all the FGDs, the onus of violence was put on the girls. Only one respondent believed that boys are responsible for violence whereas others shared that 'provocative' dressing by the girls often incite the boys to commit violence on them.

3.4.3 Violence perpetrated by teaching and non-teaching staff in school

Among students who experience violence by teaching/non-teaching staff in school in last six months, very few report the matter. Reporting is more to parents than to teachers, but the action taken on basis of reporting is minimal

Violence perpetrated by teaching and non-teaching staff

Nearly 19 percent of students mentioned that teachers or non-teaching staff have perpetrated at least one form of violence in last six months in school. Significantly higher proportion of boys (26%) reported experiencing violence from teaching or

non-teaching staff compared to girls (14%). The sex differential in experience of violence from teachers is noted in both age cohorts.

Response to violence perpetrated by teaching and non-teaching staff

When asked about reporting of such instances, only 14 percent of students, with no variation by age and sex or any other determinant mentioned about reporting to some other teacher or principal (Table 3.2). However, only half of them mentioned that some action was taken on their complaint (table is not by age and sex as number is small).

Compared to teachers or principal (14%), significantly higher proportion of students reported incidents of violence to their parents (24%). This is understandable given that communication between students and teachers is limited; and students perceive teachers to be biased and discriminatory, as described in section 3.2.2. Unfortunately, parents tend not to take any action on the complaints by children; three-fourth of students report that parents did not take any action.

Table 3.2 - Violence perpetrated by teacher in school and response of students									
Percentage distribution of students age 12-17 who have experienced violence from teachers in last 6 months in school, according to age and sex of children, Cambodia, 2014									
	12–14 years			15–17years			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Physical – Hit/ Beat /slap /kick	20.6*	10.0	14.3	11.7	7.0	9.2	17.0*	9.0	12.4
Emotional	13.7*	8.3	10.5	14.4	8.0	11.0	14.0*	8.2	10.7
Lock in toilet	2.2	2.4	2.3	1.3	0.6	0.9	1.9	1.8	1.8
Any form	27.8*	14.8	20.1	23.6*	13.9	18.4	26.1*	14.5	19.4
No of students who have experienced any form of violence in the last 6 months (N)	225	330	554	153	177	329	377	506	884
Response to violence perpetrated by teachers									
Reported to teacher/principal among those who experienced violence from teachers in last 6 months	13.4	16.9	15.0	10.6	14.1	12.0	12.4	16.0	13.9
Reported to Parent/guardian among those who experienced violence from teachers in last 6 months	25.1	14.6	20.5	29.2	31.5	30.1	26.6	20.3	23.9
No. of students who experienced violence from teachers in last 6 months	63	49	111	36	24	61	99	73	172
<i>Note – Significantly different at *p<0.05</i>									

Even as students report violence perpetrated by teacher, in the discussion with teachers, most point out that in nearly all schools the practice of corporal punishment is banned. Instead teachers report using negative reinforcement to discipline students or modify undesirable behaviours.

Yes, sometimes (we punish the students)... However, we don't use violence to punish them. The penalty is not very serious. For example, if they don't do

their homework, we ask them to rewrite or repeat the correct answers 10 or 20 times. Punishment in form of violence is against the law.

FGD with teachers

It must be noted that in the section on prevalence of violence in last six months, 10 percent of students, more boys (14%) than girls (6%) report specific forms of punishment such as being made to stand on bench, or in a corner or outside the class.

3.4.4 Consequences of violence experienced in school

While a third of students shared that they did not experience any specific consequence, equal proportion shared that they felt sad, and some shared feelings of fear

He would become discouraged, be scared. He would become mad and drop out of school.

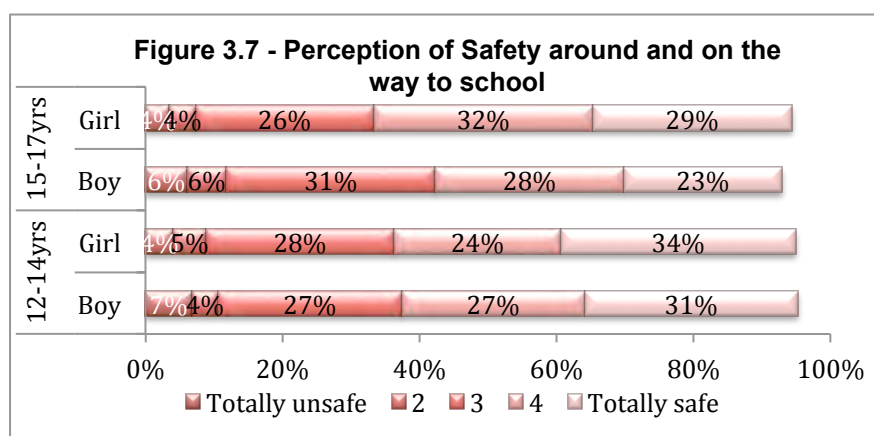
He can't focus on his study, he can't receive good grade, he feels afraid. He will not feel like coming to school. **Boys sharing the consequences of violence faced by a boy in school during FGD**

She would feel nervous, horrified. She would be out-of morale. She would feel insulted. She could feel embarrassed and people may not love her like before. She will become sad. She would feel frightened. She wouldn't go to school. **Girls sharing the consequences of violence faced by a boy in school during FGD**

When asked about the consequences of violence experienced in the last six months in school, 32 percent mentioned that they feel sad or depressed; 15 percent expressed their fear of coming to school; while nine percent mentioned that they are unable to concentrate in studies or tried to be alone (see Table C13 in annexure). Significantly higher proportion of girls (36%) mentioned about being sad or depressed than boys (28%); while more boys (19%) than girls (11%) expressed being afraid of coming to school.

3.5 Perceptions of Safety and Experience of Violence Around and On the Way to School

3.5.1 Perception of safety around and on the way to school



For close to 40 percent of students, safety around and on the way to school is a concern

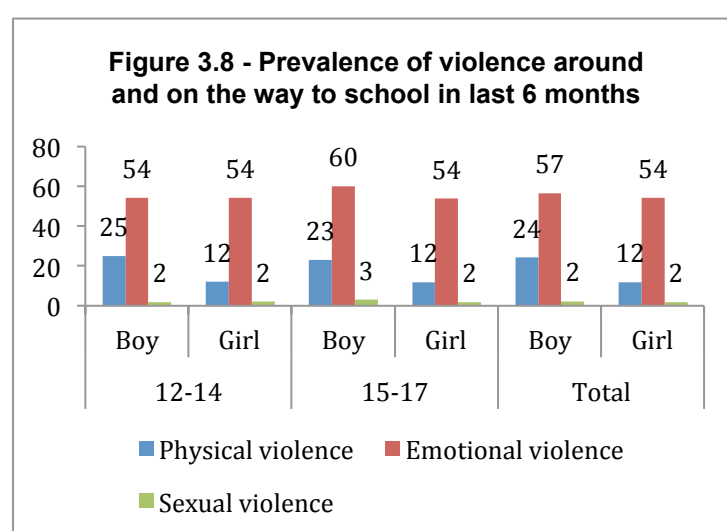
Overall, three-fifth of students rated their school surrounding and way to school safe or totally safe (4 or 5) on the safety

scale (Figure 3.7). While higher proportion of girls (61%) from older age cohort rated way to school as safe compared to boys (51%), no such variation was noted among younger age cohort.

In the SES, (Table 3.1), less than half of the girls (43%) mentioned that girls are as safe as boys on their way to school. During the discussion girls shared that boys often ride motorbikes. They drive fast and tease girls making girls concerned for their own safety. Interestingly, in another discussion, while girls shared similar practices of teasing, they did not consider those as threat for girls. In fact, some girls pointed that boys are more likely to experience physical violence as they get into arguments.

3.5.2 Experience of violence in the last six months around and on the way to school

More than half of the students reported experiencing some form of physical, emotional or sexual violence around and on the way to school in the last six months.



It is interesting that while around 60 percent of students perceived way to school and around as safe, 57 percent of students – 59 percent of boys and 53 percent of girls – report that they have experienced some form of violence (refer Table C15 in annexure). Data by form, according to age and sex, presented in Figure 3.8, shows that prevalence of emotional violence is high in both age cohorts with no significant variation between

girls and boys. However, significantly higher proportion of boys in both age cohorts reported experiencing physical violence around and on the way to school in the last six months. Only 2–3 percent of students reported experiencing sexual violence.

Among the different forms of emotional violence, 30 percent of students reported that someone passed comments or jokes on their looks, religion or economic status (refer Table C15 in annexure). Similar proportion reported experiencing humiliating or insulting language. Interestingly, higher proportion of boys reported being labelled or threatened compared to girls (18% boys and 11% girls) in younger age cohort.

Among the physical forms, nine percent (13% boys and 12% girls) reported being beaten or hit or slapped or kicked or shoved. Though small, eight percent of boys and two percent of girls reported being threatened with knife or any weapon.

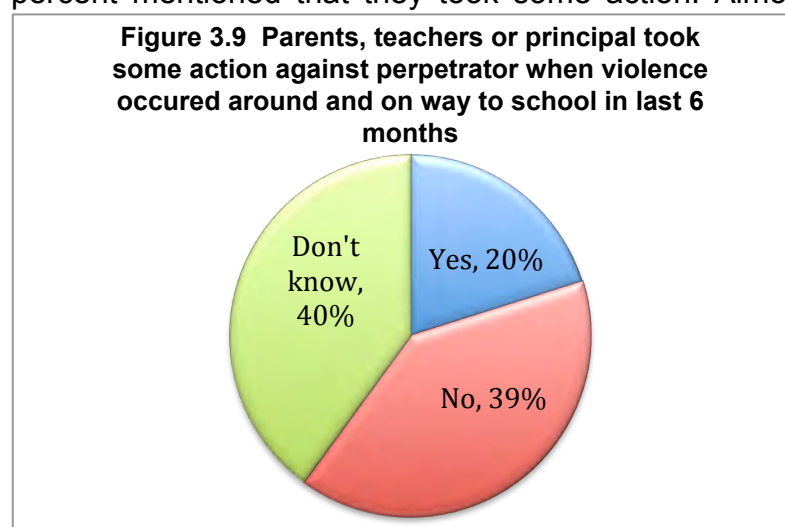
3.5.3 Perpetrator and response to violence experienced on the way to school

The perpetrators are mostly students studying in the same school. Less than a fifth of students reached out for help, and parents are the most likely option. However, action taken on reporting is disturbingly low.

When asked about perpetrators of physical and emotional violence experienced around and on the way to school in the last six months, a substantial proportion of students reported same-sex peer as perpetrator (refer Table C16 in annexure). A third of students (35%), significantly higher proportion of boys (40%) than girls (30%), reported that boys studying in their school perpetrated violence. Interestingly, a third of students, significantly higher proportion of girls (44%) and boys (20%), mentioned girls studying in their school as the perpetrator.

A fifth of students mentioned unknown men and boys, and known men and boys from neighbourhood as perpetrator. Significantly higher proportion of boys from older age cohort (36%) reported experiencing violence from unknown men or boys compared to those from younger age cohort (22%).

When asked about response to the violence, 17 percent mentioned that they reach out to someone for any immediate help (refer Table C17 in annexure). Even later, only 16 percent reported to their parents, while four to six percent to their principal and teacher. When asked if principal, teacher or parents took any action, only 20 percent mentioned that they took some action. Almost 40 percent mentioned that they did not take any action and another 40 percent did not know about the status of action (Figure 3.9).



As mentioned earlier, only a small proportion of students (n=30) have mentioned about sexual violence, and majority of them knew their perpetrators.

During FGDs, more mothers than fathers

shared greater concern over violence children are likely to experience outside the school. They shared about specific forms that girls and boys are likely to experience. Sexual violence emerged as a greater concern for girls, and risk of bad company, alcohol and drug abuse for boys. Drug addiction and alcohol abuse among boys were also mentioned by teachers. They shared that although there could be boys in school who already are drug addicts but outside the school premise their interaction with other boys, makes them more susceptible to the addiction.

Concerns of parents around forms of violence outside school-

- fear of sexual harassment, rape and girls being kidnapped for trafficking outside and/or on the way to school.
- concern among parents about the boys who are school dropouts as they often indulge in anti-social behaviour and commit violence like beating, harassment of girls, drug abuse etc.
- risk of drug and alcohol abuse : leading to gambling, accidents, fights and robbery committed by the boys.
- fear of accident
- fear of their children especially girls of being robbed off their money or jewels outside the school premises or on the way to school.

Both parents and teachers considered strangers and gangsters to be the perpetrators, unlike students who mostly mentioned their peers or known people as perpetrators. Some teachers acknowledged that, sometimes boys from school also tend to follow girls on their motorbikes.

3.6 Perpetration and Witnessing of Violence

3.6.1 Perpetration of violence in school and on the way to school

A third of students reported that they have perpetrated any form of violence against someone in school in the last six months, while less than 10 percent reported this for around and on the way to school.

Despite high prevalence of peer-based violence in school, only 36 percent of students reported that they have perpetrated physical, emotional or sexual violence against someone in school in the last six months with no significant variation between girls and boys (refer Table C18 in annexure). Analysis of data by age and sex suggests that more boys, in age cohort 15–17 years, perpetrate violence (43%) than girls do (34%).

Similar to the experience of violence, significantly higher proportion of students reported perpetrating emotional violence (35%) than physical (7%). Among the different forms of emotional violence, 16 percent reported ignoring someone, 15 percent passing comments and 10 percent using humiliating or insulting language against someone with no significant variation by age and sex. Among the physical forms, six percent of boys reported beating or hitting or slapping someone and two percent threatening someone with knife or weapon. Only two percent of students – 3.5percent of boys and 1.3 percent of girls – reported perpetrating sexual violence in school the last six months.

Students with more egalitarian attitudes are less likely to perpetrate violence, while those who witnessed parental violence are more likely to do so.

Students, who have access to internet and phone and have seen parental violence, are more likely to perpetrate violence. On the other hand, those with high equitable gender attitude are less likely to perpetrate violence (Table 3.3). Perpetration is also directly correlated with experience of violence (Pearson Correlation coefficient 0.351

among boys and 0.324 among girls), indicating that there is a cycle of violence wherein experiencing and perpetration maybe mutually reinforcing each other.

Table 3.3 - Odds Ratio of perpetration of any form of violence in last 6 months in school among boys and girls in Cambodia, 2014				
Indicators	p-value	Odds Ratio	95% C.I. for OR	
			Lower	Upper
Age of students - 12-14^R				
15-17	.891	.984	.782	1.238
Sex of student - Boy^R				
Girl	.690	1.049	.828	1.330
Father education - No Schooling^R				
1-5 class	.360	.853	.606	1.200
6-9 class	.020	.591	.379	.920
10 and above class	.637	.869	.485	1.558
Do not know	.435	.864	.600	1.246
Mother education - No Schooling^R				
1-5 class	.764	1.049	.768	1.432
6 and above class	.694	1.098	.689	1.749
Do not know	.031	.684	.484	.967
Use internet - No^R				
Yes	.025	1.636	1.063	2.518
Have mobile phone for personal use - No^R				
Yes	.000	1.727	1.283	2.324
Ever seen beating father to mother - No^R				
Yes	.000	1.753	1.369	2.245
Attitude towards gender norm and violence - Low/Moderate^R				
High	.001	.640	.497	.825
Can talk teacher easily in case of facing harassment - No^R				
Yes	.026	1.366	1.039	1.797

Only a small proportion of students (7%) reported perpetrating violence around and on the way to school in the last six months. This is substantially lower than the proportion of students who experienced violence from girls and boys of their school in the same area and reference period.

Reported perpetration of violence was predominantly within same-sex (refer Table C19 in annexure). Among those who perpetrated physical violence, 72 percent reported perpetrating against a boy, compared to 38 percent of girls. Similar pattern was observed among girls in both age cohort and for other forms of violence. However, it is important to note that overall, 51 percent of boys perpetrated emotional violence against girls, compared to 43 percent of girls perpetrating against boys.

A safe school is a school where....

- discipline is maintained in the school
- no violence such as molestation, fights
- no discrimination
- school is nearby which prevents long walks from home.
- school has a gate, fences and security guards
- separate and well maintained bathrooms
- teachers and principal take responsibility and care of students in case they get hurt during fights
- there is variety of equipment or facilities for students to play in the campus.
- different management bodies for different issues : for school's discipline, students' committees.

3.6.2 Witnessing violence and response in last 6 months in school

Surprisingly, witnessing of violence was reported to be very low at 12 percent and bystander intervention was reported by only half of those who witnessed violence.

Despite high experience and perpetration of violence in school, only 12 percent of students reported witnessing any form of violence in school with no significant variation by age and sex (refer Table C20 in annexure). Among those who witnessed, significantly higher proportion of boys (55%) reported not taking any action compared to girls (34%). Two out of five girls mentioned that they tried to stop the perpetrator,

while 29 percent reported to a teacher. Even in multivariate analysis, controlling for all background characteristics, those who are encouraged in school are more likely to respond to violence witnessed.

Witnessing violence experienced by others and taking action to stop it are key components of increasing safety and security in schools. For programmatic intervention, recognition of myriad forms of violence, and intervening or suggestion of positive action needs to be prioritized.

3.7 Moving Towards a Safe School

The students in general suggested measures such as recruiting security guards, involvement of community and creating awareness in school and among the community. Parents and teachers emphasized the need for a school-based structure, with a well-laid coordination mechanism and a coordination committee. However, it was emphasized that it should include members from within the school as well as the community: such as principal, teachers as arbitrators, commune chief, and parents. It was also felt that any violence response mechanism should also include representatives from royal government. It should have linkages with people in authority, such as the police so that serious violence can be responded to immediately.

Teachers reiterated that in many schools existing forums/platforms can be part of a response mechanism for dealing with violence. For example there are council of discipline, and children's council comprising of representatives of the students, to deal with some issues such as overseeing cleaning tasks, maintaining basic

discipline. Although, there is a support council of teachers, it does not directly deal with severe cases of violence. They suggested that there should be a 'child consultant' to deal with issues including fights between students. It was felt that student representatives should be there in the response mechanism body and also inform teachers about impending fights or problems between students.

3.8 Conclusions

The study reveals that majority of the students have moderate equitable gender attitude, and that significantly higher proportion of girls having high equitable gender attitude than boys. While it provides evidence that even at early ages of 12–14 years, boys have already become aware of 'male' privileges that patriarchal society accords them and the relegation of traditional roles of work, caring and tolerance to girls, it indicates towards opportunity as substantial proportion of students are still ambiguous. There is a potential to engage them early in critical thinking and reflection on the issues of gender and violence, and question the use of discriminatory practices and violence in daily life. However, it's important to recognize that school has an authoritarian environment with several discriminatory processes and practices. In the survey and discussion, students shared about gender differences in sports, division of work and also in student-teacher communication. Girls have limited access to outdoor sports and there is clear division in type of games girls and boys are expected to play. In classroom, often girls are encouraged to study as they are considered more sincere. Communication with teachers is limited, though it is perceived that girls have better communication with teachers, particularly female teachers.

While teachers and parents consider school to be safe, half of the students, both girls and boys, rated their school as unsafe or somewhat unsafe. Moreover, places like classroom, playground, water points and toilets are mapped as unsafe spaces in school, where students, both girls and boys, are likely to experience violence. This was also evident from the high prevalence of violence – 73 percent lifetime and 63 percent in the last 6 months. While more boys reported experiencing physical violence, there was no such difference in emotional violence. Around 60 percent of students mentioned other student as perpetrator, while 19 percent mentioned teaching or non-teaching staff as perpetrator. Unfortunately, only a small proportion reported these incidents to teachers; and only in half the cases any action were taken. While there is evidence that students who reported having a teacher to talk about violence are more likely to report violence perpetrated by a student, limited communication between students and teachers creates barrier for reporting. However, it also indicates that having a focal teacher with perspective and skills can enhance reporting of incidents, and if timely action is taken, reporting is likely go further up.

Experience of violence on the way to school is equally high (57%). Moreover, in most of the incidents, perpetrators are students from the same school followed by known people. Further, reporting to parents or teachers is low and action taken by them is even lower. The evidence suggests that school level intervention linked with community-based activities can address violence experienced on the way to school to great extent, and that, teachers and parents could take action to address it.

A third of the students reported perpetrating violence in the last six months in school and there is positive correlation between experience and perpetration of violence. Moreover, those with high equitable gender attitude are less likely to perpetrate violence.

There is enough evidence to suggest need for school-based violence prevention programme that engages individuals – teaching and non-teaching staff, and girls and boys; and institution; and focuses on building perspective and skills of individuals; strengthening processes and practices to promote equality and safety within institution; and establishing linkages with community. It was emphasized that any such structure must have the trust of children, and its main focus should be to help students voice their problems and find possible solutions.

3.9 Annexures

Table C 1 – Characteristics of respondents						
Percentage distribution of survey participants by age and sex, Cambodia, 2014						
	Boy		Girl		Total	
Age	Number	Percent	Number	Percent	Number	Percent
10	0	0.0	1	0.1	1	0.1
11	20	3.0	20	2.3	39	2.6
12	53	8.2	85	9.9	138	9.2
13	145	22.4	223	26.1	369	24.5
14	173	26.6	226	26.4	399	26.5
15	109	16.7	148	17.3	257	17.1
16	78	11.9	88	10.2	165	11.0
17	38	5.9	42	4.9	80	5.3
18	23	3.6	17	2.0	40	2.7
19	9	1.3	2	0.3	11	0.7
20	2	0.3	1	0.1	3	0.2
21	0	0.0	1	0.1	1	0.1
22	1	0.1	1	0.1	2	0.1
Total	651	100.0	854	100.0	1505	100.0

Table C2 – Parents' Education and living arrangements										
Percentage distribution of students aged 12–17 by education of their parents and living arrangement according to their age and sex; Cambodia, 2014										
		12–14 years			15–17 years			Total		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Parent's education	Both illiterate	10.5	11.9	11.3	16.5	19.8	18.3	12.8	14.6	13.8
	One of the parent literate	30.2	28.6	29.2	28.6	27.0	27.7	29.6	28.0	28.7
	Both literate	25.8	27.5	26.8	22.1	16.8	19.2	24.4	23.8	24.1
	Do not know/Missing	33.5	32.0	32.6	32.7	36.4	34.8	33.2	33.5	33.4
Living	Both with mother and father	85.2	84.0	84.5	83.5	78.2	80.6	84.6	82.0	83.1

arrangement	Either with mother or father	7.2	7.5	7.4	12.5	13.9	13.3	9.2	9.7	9.5
	Not with parents	6.7	8.0	7.5	3.7	6.6	5.3	5.5	7.5	6.7
	Missing	0.9	0.5	0.7	0.4	1.3	0.9	0.7	0.8	0.8
Sibling	Have both sister(s) and brother(s)	62.7	62.9	62.8	70.6	67.6	68.9	65.6	64.5	65.0
	Have only sister(s)	18.2	15.1	16.4	13.7	13.9	13.8	16.5	14.7	15.4
	Have only brother(s)	16.6	19.7	18.4	14.6	16.1	15.4	15.9	18.5	17.4
	No sibling	2.5	2.3	2.4	1.1	2.5	1.9	2.0	2.4	2.2
Total no. of students		371	225	596	534	278	812	905	503	1408

Table C3. Profile of schools and media exposure

Percentage distribution of students aged 12–17 by the distance of their school, means of transportation, internet and phone use according to their age and sex; Cambodia, 2014

		12–14 years			15–17 Years			Total		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
School distance from home	Within a km	23.7	16.8	19.6	18.7	11.1	14.5	21.8	14.9	17.8
	1–3 km	29.4	22.9	25.6	33.2	30.4	31.6	30.8	25.5	27.7
	4–5 km	11.9	9.1	10.2	14.9	14.2	14.5	13.0	10.8	11.7
	More than 5 km	8.4	9.0	8.8	10.3	6.8	8.3	9.1	8.3	8.6
	Do not know	26.7	42.1	35.8	22.9	37.6	31.0	25.3	40.6	34.1
Means of transportation to school	Walk alone	6.6	5.7	6.1	8.2	4.9	6.4	7.2	5.4	6.2
	Walk with friends	15.7	18.6	17.4	11.9	19.5	16.1	14.3	18.9	16.9
	By bicycle/motorbike	76.5	74.6	75.4	78.9	74.2	76.3	77.4	74.5	75.7
	Public transport	.0	.0	.0	.0	.0	.0	0.0	0.0	0.0
	Other	1.2	1.1	1.1	1.0	1.4	1.2	1.1	1.2	1.2
	Missing	.0	.0	.0	.0	.0	.0	0.0	0.0	0.0
Internet use	Never	92.4	93.2	92.9	90.0	96.4	93.5	91.5	94.3	93.1
	Daily	1.5	.2	.8	1.6	.7	1.1	1.6	0.4	0.9
	Not daily	6.0	6.6	6.4	8.4	2.9	5.4	6.9	5.3	6.0
Have mobile phone for	Yes	14.8	12.9	13.7	26.5	18.6	22.1	19.2	14.8	16.7
	No	85.2	87.1	86.3	73.5	81.4	77.9	80.8	85.2	83.3

personal use										
Total no. of students	371	225	596	534	278	812	905	503	1408	

Table C4 – Attitude towards gender norm and violence
Percentage distribution of students aged 12–17 by their score on the gender equality scale, according to their age and sex, Cambodia, 2014

	12–14 years			15–17 Years			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
High	22.7%**	37.5%	31.4%	24.2%**	37.9%	31.8%	23.2%**	37.6%	31.5%
Moderate	72.2%	58.7%	64.3%	67.3%	61.3%	64.0%	70.4%	59.6%	64.2%
Low	5.1%	3.8%	4.3%	8.5%	0.8%	4.3%	6.4%	2.8%	4.3%
Mean score	36.48	38.55**	37.70	36.25	39.27**	37.92	36.39	38.80	37.78
SD	5.21	5.11	5.24	5.28	4.44	5.06	5.23	4.90	5.18
No. of students	371	531	902	224	277	501	595	809	1404

*Note –Proportions and means are significant different between girls and boys in both the age cohorts at **p<0.000; Alpha=0.75 (17 statements)*

Table C5 – Odds Ratio of high attitude towards gender norm and violence among students in Cambodia

Indicators	p-value	Odds Ratio	95% C.I. for OR	
			Lower	Upper
Age of students - 12-14^R				
15-17	.941	1.009	.790	1.289
Sex of student - Boy^R				
Girl	.000	1.936	1.521	2.464
Father education - No Schooling^R				
1-5 class	.093	.731	.507	1.053
6-9 class	.916	1.025	.648	1.620
10 and above class	.512	1.231	.662	2.287
Do not know	.213	1.269	.873	1.844
Mother education - No Schooling^R				
1-5 class	.029	.692	.497	.964
6 and above class	.006	.480	.283	.814
Do not know	.421	.867	.613	1.227
Use internet - No^R				
Yes	.031	.569	.341	.949
Have mobile phone for personal use - No^R				
Yes	.299	.842	.608	1.165
Ever seen beating father to mother - No^R				
Yes	.678	1.057	.814	1.373
Being told to behave like a boy/girl - No^R				
Yes	.217	.791	.546	1.147

Table C6 – Attitude towards gender norm and violence – Response to specific statements										
Percentage distribution of students aged 12–17 years by their response to different statements on gender and violence, according to their age and sex, Cambodia, 2014										
		12–14 years			15–17 years			Total		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Gender role and responsibilities										
1. A mother should have primary responsibility for house work and child care.	Agree	51.2	52.4	51.9	58.0**	48.3	52.6	53.7	51.0	52.2
	Partially agree	40.4	38.8	39.5	38.5	40.1	39.4	39.7	39.2	39.4
	Disagree	8.4	8.8	8.7	3.5	11.6	8.0	6.6	9.8	8.4
2. Women by nature can take better care of children than men†	Agree	70.6	68.1	69.1	72.2	72.4	72.3	71.2	69.6	70.3
	Partially agree	21.8	26.2	24.4	19.9	19.9	19.9	21.1	24.0	22.8
	Disagree	7.6	5.7	6.5	7.5	7.6	7.6	7.6	6.4	6.9
3. <u>Only</u> men should work outside home	Agree	29.1**	16.5	21.7	30.4**	12.0	20.2	29.6	15.0	21.2
	Partially agree	33.9	32.9	33.4	31.7	30.0	30.8	33.1	32.0	32.4
	Disagree	36.9	50.5	44.9	37.9	58.0	49.0	37.3	53.1	46.4
4. Men need more care as they work harder than women.	Agree	24.7**	11.9	17.1	27.0**	12.6	19.0	25.6	12.1	17.8
	Partially agree	39.2	36.3	37.5	36.1	33.4	34.6	38.0	35.3	36.5
	Disagree	36.1	51.8	45.3	37.0	54.1	46.4	36.4	52.6	45.7
5. Since girls have to get married, they should not be sent for higher education.	Agree	12.1*	6.3	8.6	8.5	6.2	7.2	10.7	6.2	8.1
	Partially agree	21.2	18.9	19.8	20.1	15.6	17.6	20.8	17.8	19.0
	Disagree	66.7	74.9	71.5	71.4	78.2	75.2	68.5	76.0	72.8
Gender Attributes										
6. A wife should always obey her husband.	Agree	19.5**	11.4	14.8	18.9**	10.0	14.0	19.3	11.0	14.5
	Partially agree	55.2	55.6	55.4	55.4	53.3	54.3	55.3	54.8	55.0
	Disagree	25.3	32.9	29.8	25.7	36.6	31.7	25.4	34.2	30.5
7. Boys should be tougher than girls.	Agree	54.9**	36.6	44.1	62.5**	39.5	49.8	57.8	37.6	46.2
	Partially agree	31.8	43.7	38.8	28.2	41.4	35.5	30.4	42.9	37.6
	Disagree	13.3	19.7	17.0	9.3	19.1	14.7	11.8	19.5	16.2

8. Boys are naturally better at math and science than girls.	Agree	11.3*	5.4	7.8	13.2**	4.6	8.4	12.0	5.1	8.0
	Partially agree	40.4	38.4	39.2	39.0	27.5	32.7	39.9	34.6	36.9
	Disagree	48.3	56.3	53.0	47.8	67.9	58.9	48.1	60.3	55.1
9. Boys are naturally better than girls in sports†	Agree	52.6**	32.0	40.5	51.6**	27.1	38.1	52.2	30.3	39.6
	Partially agree	31.1	48.9	41.6	27.7	45.7	37.6	29.8	47.8	40.2
	Disagree	16.2	18.9	17.8	20.8	27.2	24.3	17.9	21.7	20.1
Sexuality										
10. If a girl says 'NO' to proposal or sexual advances, it actually means 'YES'*	Agree	14.7**	5.4	9.2	15.8**	3.5	9.0	15.1	4.8	9.2
	Partially agree	30.6	20.7	24.8	25.1	21.6	23.2	28.5	21.0	24.2
	Disagree	54.7	73.9	66.0	58.9	74.8	67.7	56.2	74.2	66.6
SRGBV										
11. It is girl's fault if a male student or teacher sexually harasses her.	Agree	3.6*	1.9	2.6	3.3*	2.9	3.1	3.5	2.2	2.8
	Partially agree	9.7	6.3	7.7	12.1	5.0	8.2	10.6	5.9	7.9
	Disagree	86.6	91.8	89.7	84.6	92.0	88.7	85.9	91.9	89.3
12. In certain situations it is fine for students to be violent towards each other in school	Agree	6.5*	4.8	5.5	3.8	7.6	5.9	5.5	5.8	5.6
	Partially agree	16.0	22.6	19.9	23.2	17.3	19.9	18.7	20.8	19.9
	Disagree	77.5	72.6	74.6	73.0	75.1	74.2	75.8	73.4	74.4
13. It is necessary to beat children to make them capable	Agree	19.7	14.7	16.7	19.5*	11.1	14.9	19.6	13.5	16.1
	Partially agree	30.9	36.6	34.3	34.2	35.0	34.6	32.1	36.0	34.4
	Disagree	49.4	48.7	49.0	46.4	53.9	50.5	48.3	50.5	49.5
14. It is fine for teachers to give physical punishment to students in certain situations	Agree	15.6	13.8	14.5	15.6*	7.7	11.3	15.6	11.7	13.3
	Partially agree	35.9	35.2	35.5	37.0	38.2	37.7	36.3	36.2	36.3
	Disagree	48.6	51.0	50.0	47.4	54.1	51.1	48.1	52.1	50.4
Violence against women & girls										
15. Teasing is harmless fun	Agree	34.5*	28.1	30.7	28.4	28.9	28.7	32.2	28.4	30.0
	Partially agree	33.3	47.2	41.5	38.9	46.2	42.9	35.4	46.9	42.0
	Disagree	32.3	24.7	27.8	32.6	24.9	28.4	32.4	24.8	28.0
16. A woman should tolerate violence in order to keep her family together.	Agree	31.8*	22.5	26.3	33.2*	20.6	26.2	32.3	21.8	26.3
	Partially agree	34.4	35.1	34.8	35.1	34.4	34.7	34.7	34.9	34.8

17. There are times when a husband needs to beat his wife†	Disagree	33.7	42.4	38.8	31.7	45.0	39.1	33.0	43.3	38.9
	Agree	10.0*	4.5	6.8	10.9	9.2	10.0	10.4	6.1	7.9
	Partially agree	21.1	29.0	25.7	25.1	20.2	22.4	22.6	26.0	24.5
	Disagree	68.7	66.3	67.3	64.0	70.6	67.7	66.9	67.8	67.4
No. of students		371	225	596	534	278	812	905	503	1408
<i>Note – Significantly different at *p<0.05; **p<0.001; †0.1 to 0.3 % students did not respond to the given statement</i>										

Table C7 - Experience of gender differential in school
Percentage distribution of Students aged 12–17 years according to their experience of different activities in school by their age and sex, Cambodia, 2014

		12–14			15–17			Total		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Told to behave like girl or boy		14.1	10.4	11.9	16.2	11.4	13.6	14.9	10.7	12.5
Participate in outdoor sports in school	Never	22.1*	29.6	26.5	20.1*	28.1	24.5	21.3*	29.1	25.8
	Seldom	8.3	8.2	8.2	7.1	12.5	10.1	7.9	9.7	8.9
	Sometimes	35.5	33.9	34.6	38.3	36.2	37.1	36.6	34.7	35.5
	Often	25.5	22.7	23.8	24.8	18.7	21.5	25.2	21.3	23.0
	Always	8.4	5.7	6.8	9.5	4.4	6.7	8.8	5.2	6.7
Participate in classroom activities	Never	15.2	12.2	13.4	13.5	9.3	11.2	14.6	11.2	12.6
	Seldom	10.1	5.4	7.3	8.6	5.6	7.0	9.5	5.4	7.2
	Sometimes	30.7	33.1	32.1	34.8	34.7	34.8	32.3	33.7	33.1
	Often	35.8	37.3	36.7	31.1	36.3	34.0	34.0	37.0	35.7
	Always	8.2	12.0	10.5	12.0	14.0	13.1	9.6	12.7	11.4
Talk to teachers about their concern	Never	69.6	62.1	65.2	58.7	56.1	57.3	65.5*	60.0	62.4
	Seldom	11.8	14.4	13.3	12.9	16.0	14.6	12.2	14.9	13.8
	Sometimes	11.4	15.6	13.9	19.8	16.8	18.2	14.6	16.0	15.4
	Often	5.3	4.7	4.9	6.5	7.4	7.0	5.7	5.6	5.7
	Always	1.9	3.2	2.7	2.0	3.7	3.0	2.0	3.4	2.8
Participate as leader of a student group	Never	57.5	56.2	56.8	54.4	48.6	51.2	56.4	53.6	54.8
	Seldom	11.1	8.8	9.7	6.2	15.2	11.2	9.3	11.0	10.3
	Sometimes	16.9	17.6	17.3	21.5	14.9	17.8	18.6	16.7	17.5
	Often	10.3	12.7	11.7	13.3	17.5	15.6	11.4	14.4	13.1
	Always	4.2	4.6	4.5	4.6	3.8	4.2	4.3	4.4	4.4
Encouraged		25.7*	18.8	21.7	21.8	15.2	18.1	24.2*	17.6	20.4

to succeed in school work	Seldom	10.7	8.4	9.4	8.4	7.8	8.1	9.9	8.2	8.9
	Sometimes	29.0	29.3	29.2	28.6	27.6	28.0	28.8	28.7	28.8
	Often	24.5	27.7	26.4	30.4	36.1	33.6	26.7	30.6	28.9
	Always	10.0	15.8	13.4	10.9	13.3	12.2	10.4	14.9	13.0
Play with students of opposite sex	Never	24.7	26.7	25.9	26.2	19.8	22.6	25.2	24.4	24.7
	Seldom	9.2	10.4	9.9	7.3	12.4	10.1	8.5	11.1	10.0
	Sometimes	29.2	29.1	29.1	30.2	33.8	32.2	29.6	30.7	30.2
	Often	23.2	22.1	22.6	23.7	23.5	23.6	23.4	22.6	22.9
	Always	13.7	11.7	12.5	12.6	10.5	11.4	13.3	11.3	12.1
No. of students (N)		372	534	905	225	277	502	596	811	1407
<i>Note – Significantly different at *p<0.05</i>										

Table C8 – Perception of Safety in School

Percentage distribution of students aged 12–17 years according to their rating of schools on safety scale by their age and sex, Cambodia, 2014

	12–14 years			15–17 years			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Totally unsafe	4.5	7.3	6.1	6.6	3.6	4.9	5.3	6.0	5.7
2	5.0	4.8	4.9	4.3	6.9	5.8	4.7	5.6	5.2
3	35.1	30.5	32.4	35.3	29.3	32.0	35.2	30.1	32.3
4	30.5	26.5	28.2	33.0	34.8	34.0	31.4	29.3	30.2
Totally safe	20.8	26.6	24.2	18.5	23.1	21.1	19.9	25.4	23.1
Can't say	4.2	4.3	4.2	2.1	2.3	2.2	3.4	3.6	3.5
No. of students	371	225	596	534	278	812	905	503	1408

Table C9 – Reasons for feeling unsafe in school

Percentage distribution of students aged 12–17 years by reasons for feeling unsafe in school among those who scored 1 to 3 on the safety scale according to their age and sex, Cambodia, 2014

Reasons that make school unsafe	12–14 years			15–17 years			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
No security guard	68.6	74.2	71.9	71.7*	84.0	78.0	69.8	77.4	74.0
Dirty picture/words written on walls/toilets	31.9	30.3	31.0	19.9	20.8	20.4	27.3	27.2	27.2
Harassment from other students	42.1*	31.6	36.0	43.2*	16.2	29.3	42.5	26.5	33.6
Harassment from teachers	13.7*	5.7	9.1	5.8	3.8	4.8	10.7	5.1	7.6

Toilets without doors	16.1	13.3	14.5	18.1*	6.1	11.9	16.9	11.0	13.6
No separate toilet for girls and boys	20.8	25.7	23.6	28.5	21.0	24.6	23.7	24.2	24.0
Boys standing at school gate	0.4	0.0	0.2	1.6	0.0	0.8	0.8	0.0	0.4
Punishment from teacher	24.1	16.7	19.8	18.1	12.1	15.0	21.8	15.2	18.1
Sexual harassment from other students	12.8	15.8	14.5	13.4	9.4	11.3	13.0	13.7	13.4
Sexual harassment from teachers	9.9	6.4	7.9	7.2*	2.2	4.6	8.8	5.0	6.7
No support/response from teachers in case of any problem	15.4	10.1	12.4	18.8*	10.7	14.6	16.7	10.3	13.2
Use of insulting/humiliating language	43.0	39.4	40.9	44.3	35.6	39.8	43.5	38.1	40.5
Frequent physical fight among students	22.8	21.3	21.9	18.5	11.6	14.9	21.1	18.1	19.5
Students rob/snatch things from other students	18.2	16.0	16.9	13.5	9.5	11.4	16.4	13.9	15.0
Outsiders enter school to bully/rob other students	19.6	24.1	22.2	24.2	20.3	22.2	21.3	22.8	22.2
Other	0.8	0.5	0.6	0.6	0.0	0.3	0.7	0.3	0.5
No. of students	166	227	393	104	110	214	270	338	608
<i>Note – Significantly different at *p<0.05</i>									

Table C10 – Ever Experience of Violence in School									
Percentage distribution of students aged 12–17 years who have ever experienced violence in school, according to their age and sex, Cambodia, 2014									
	12–14 years			15–17 years			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Any form of physical violence	43.2*	27.8	34.1	37.0*	21.0	28.1	40.8*	25.5	32.0
Beaten or hit or slapped or kicked or shoved or someone pulled hair	31.5*	18.9	24.0	25.1*	10.7	17.1	29.1*	16.1	21.6
Hit with an object	23.9*	15.1	18.7	16.0	12.3	13.9	20.9*	14.2	17.0
Threatened with knife/weapon	10.1*	5.7	7.5	10.1*	3.5	6.5	10.1	5.0	7.1
Any form of emotional violence	73.1	68.1	70.1	77.8*	68.9	72.9	74.9*	68.4	71.1
Passed comments / jokes because of looks, religion, economic status	43.8	42.3	42.9	42.0	45.0	43.7	43.1	43.2	43.2
Labelled based on body, character or background	28.1*	17.8	22.1	24.8*	17.3	20.7	26.9	17.6	21.6
Standing on bench or in a corner or outside class	21.0*	11.9	15.7	18.9*	9.7	13.8	20.2	11.2	15.0
Threatened verbally or by written	25.0*	17.8	20.8	25.8*	15.1	19.9	25.3	16.9	20.4

note									
Ignored	30.4	31.8	31.2	30.3	32.1	31.3	30.4	31.9	31.2
Turned people against me	32.8	33.3	33.1	34.1	29.4	31.5	33.3	32.0	32.5
Deliberately kept out of the activities	19.1	15.0	16.7	19.0	13.7	16.0	19.0	14.5	16.4
Humiliating/insulting language	44.8	44.0	44.3	53.5*	40.4	46.2	48.1	42.7	45.0
Locked in room/toilet	12.7	10.0	11.1	7.2	4.9	5.9	10.6	8.2	9.2
Any form of Sexual Violence	3.9	1.8	2.7	7.3*	2.4	4.6	5.2	2.0	3.4
Any form of physical or emotional or sexual violence	74.9	70.0	72.0	78.6*	70.8	74.3	76.3*	70.3	72.8
Any form of physical, emotional and sexual violence	2.6	1.5	1.9	5.7*	1.6	3.4	3.8	1.5	2.5
No. of students	372	534	905	225	277	502	596	811	1407
<i>Note – Significantly different at *p<0.05; Sexual violence includes passed sexual comments/whistled /showed sexual photo/video/ touched body/kissed/ fondled/ asked for these act</i>									

Table C11 – Experience of Violence in last 6 months in School									
Percentage distribution of students aged 12-17 years who have experienced violence in last 6 months in school, according to age and sex of children, Cambodia, 2014									
	12–14 years			15–17 years			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Any form of physical violence	30.1*	18.5	23.3	27.5*	13.1	19.5	29.1*	16.7	22.0
Beaten or hit or slapped or kicked or shoved or someone pulled hair	20.8*	12.3	15.8	19.7*	5.7	11.9	20.4*	10.0	14.4
Hit with an object	14.6*	8.9	11.2	10.6	8.0	9.2	13.1	8.6	10.5
Threatened with knife/weapon	5.5	3.7	4.4	5.5	2.3	3.7	5.5	3.2	4.2
Any form of emotional violence	57.9	60.3	59.3	66.0	61.8	63.7	61.0	60.8	60.9
Passed comments / jokes because of looks, religion, economic status	30.3	32.0	31.3	27.3*	33.3	30.6	29.1	32.5	31.1
Labelled based on body, character or background	18.3*	12.5	14.9	17.6	12.6	14.9	18.0	12.5	14.9
Standing on bench or in a corner or outside class	13.7*	7.1	9.8	15.2*	5.4	9.7	14.2	6.5	9.8
Threatened verbally or by written note	18.1*	12.5	14.8	15.2	12.3	13.6	17.0	12.4	14.4
Ignored	21.9	25.3	23.9	22.8	23.4	23.1	22.2	24.6	23.6
Turned people against me	22.0	25.4	24.0	24.2	21.6	22.7	22.8	24.1	23.6
Deliberately kept out of the activities	12.0	11.3	11.6	13.4	8.9	10.9	12.6	10.5	11.4
Humiliating/insulting language	30.9	36.7	34.3	41.8*	29.3	34.9	35.0	34.2	34.5
Locked in room/toilet	8.7	6.6	7.4	5.1	3.7	4.4	7.4	5.6	6.3
Any form of sexual violence	3.2	1.2	2.0	3.9	1.3	2.5	3.5	1.2	2.2
Any form of physical or emotional or sexual violence	60.5	62.2	61.5	67.9	63.7	65.6	63.3	62.7	62.9
Any form of physical, emotional and sexual violence	2.1	.6	1.2	2.3	.5	1.3	2.1	.6	1.2
No. of students	372	534	905	225	277	502	596	811	1407
<i>Note – Significantly different at *p<0.05; Sexual violence includes passed sexual comments/whistled /showed sexual photo/video/ touched body/kissed/ fondled/ asked for these act</i>									

Table C12 – Violence perpetrated by any student in school and response of students									
Percentage distribution of students aged 12-17 who have experienced violence from teachers in last 6 months in school, according to age and sex of children, Cambodia, 2014									
	12-14 years			15-17 years			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Physical – Hit/ Beat /slap /kick	35.4*	21.7	27.2	29.2*	17.7	23.1	32.9	20.3	25.7
Emotional	38.5*	44.9	42.3	47.0	38.7	42.5	41.9	42.7	42.4
Lock in toilet	14.3	9.7	11.6	5.5	4.5	5.0	10.7	7.9	9.1
Any form	57.9	58.9	58.5	63.7*	48.9	55.8	60.3	55.4	57.5
No of students who have experienced any form of violence	225	330	554	153	177	329	377	506	884
Response to physical violence									
Did nothing	55.3	47.9	51.8	38.8	43.1	40.6	49.4	46.4	48.0
Tried to stop them	22.4	26.5	24.3	28.9	14.2	22.8	24.7	22.8	23.8
Hit back	10.5	11.1	10.8	1.4	15.9	7.4	7.2	12.6	9.7
Sought help from other student standing nearby	12.9	13.0	13.0	18.4	17.0	17.8	14.9	14.2	14.6
Complained to teacher	10.1	10.4	10.2	14.6	18.0	16.0	11.7	12.7	12.1
Complained to parents	7.8	5.3	6.6	12.2	11.3	11.8	9.4	7.2	8.4
Called helpline/police	1.3		0.7				0.9		0.5
No of students who have experienced physical violence	80	72	151	45	31	76	124	103	227
Response to emotional violence									
Did nothing	61.7	63.7	63.0	66.4	65.8	66.1	63.7	64.4	64.1
Tried to stop them	17.6	15.3	16.2	22.4	13.2	17.4	19.6	14.5	16.6
Hit back	9.1	4.9	6.5	3.7	4.9	4.3	6.8	4.9	5.7
Sought help from other student standing nearby	9.2	6.3	7.4	7.4	8.4	8.0	8.4	7.0	7.6
Complained to teacher	11.0	12.5	11.9	12.2	16.2	14.4	11.5	13.8	12.8
Complained to parents	3.2	8.2	6.3	7.4	8.6	8.0	5.0	8.3	6.9
Called helpline/police				0.6		0.3	0.3		0.1
No of students who have experienced emotional violence	148	240	387	107	124	231	254	364	618
Response to locked in room/toilet									
Did nothing	44.1	42.1	43.1		57.8	28.0	34.9	45.2	40.0
Tried to stop them	20.7	16.9	18.8	46.0	27.5	37.0	25.9	19.0	22.5
Hit back	5.6		2.8				4.4		2.2
Sought help from other student	26.9	21.8	24.4	61.6	14.7	38.9	34.1	20.4	27.3

standing nearby									
Complained to teacher	10.0	19.4	14.7				7.9	15.5	11.7
Complained to parents	9.7	11.9	10.8	7.6		3.9	9.2	9.6	9.4
Called helpline/police				7.6		3.9	1.6		0.8
No of students who are locked in room/toilet in the last 6 months	32	32	64	8	8	16	40	40	81
<i>Note – Significantly different at *p<0.05</i>									

Table C13 – Consequences of physical or emotional violence experienced in last 6 months in school									
Percentage distribution of students aged 12–17 by consequences of physical or emotional violence experienced in last 6 months in school, according to age and sex of children, Cambodia, 2014									
	12–14 years			15–17 years			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Felt sad/depressed	27.6*	35.4	32.3	28.5	36.7	32.9	28.0*	35.9	32.5
Feel afraid of coming to school	18.0	13.1	15.1	20.4*	8.5	14.0	19.0*	11.5	14.7
miss school for few days	6.8	5.0	5.7	6.2	4.1	5.1	6.6	4.7	5.5
get injured	6.1	5.4	5.7	6.1	3.2	4.5	6.1	4.6	5.2
were unable to concentrate on studies	8.1	8.0	8.0	11.7	10.7	11.2	9.5	8.9	9.2
avoid the perpetrator	5.4	2.6	3.8	7.1	4.0	5.4	6.1	3.1	4.4
isolated/tried to be alone	12.7	8.0	9.9	10.2	7.2	8.6	11.7	7.7	9.4
None of the above	36.8	37.7	37.3	37.1	43.8	40.7	36.9	39.8	38.6
Other				2.4	.7	1.4	1.0	.2	.5
Number of students	224	330	554	153	177	329	376	506	883
<i>Note – Significantly different at *p<0.05</i>									

Table C14 - Perception of Safety around and on the way to School									
Distribution of students aged 12–17 years according to their rating of way and surrounding of schools on safety scale by their age and sex, Cambodia, 2014									
	12–14 years			15–17 years			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Totally unsafe	6.8	4.1	5.2	6.1	3.5	4.7	6.5	3.9	5.0
2	3.8	4.7	4.3	5.7	3.8	4.6	4.5	4.4	4.4
3	26.8	27.5	27.2	30.5	26.0	28.0	28.2	27.0	27.5
4	26.7	24.3	25.3	27.5	32.0	30.0	27.0	27.0	27.0
Totally safe	31.1	34.3	33.0	23.1	29.0	26.3	28.1	32.5	30.6
Can't say	4.9	5.0	5.0	7.2	5.6	6.3	5.7	5.2	5.4
No. of students	372	534	905	225	277	502	596	811	1407

Table C15 – Experience of Violence in last 6 months around and on the way to school									
Percentage of Students aged 12–17 who have experienced violence in last 6 months around and on the way to school, according to their age and sex, Cambodia, 2014									
	12–14 years			15–17 years			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Any form of physical violence	25.0*	12.0	17.3	23.1*	11.8	16.8	24.2	11.9	17.2
Beaten or hit or slapped or kicked or shoved or someone pulled hair	14.9*	5.7	9.5	9.2	5.3	7.1	12.8	5.6	8.6
Hit with an object	13.2*	6.4	9.2	14.0*	7.0	10.1	13.5	6.6	9.5
Threatened with knife/weapon	7.4*	2.8	4.7	9.8*	2.0	5.5	8.3	2.5	5.0
Any form of emotional violence	54.4	54.4	54.4	60.2	53.8	56.6	56.6	54.2	55.2
Passed comments/ jokes on looks, religion, economic status	26.3	30.6	28.8	29.2	34.8	32.3	27.4	32.0	30.1
Labelled based on body, character or background	18.5*	10.6	13.8	16.4	11.0	13.4	17.8	10.7	13.7
Threatened verbally or by written note	18.0*	10.7	13.7	17.5*	10.1	13.4	17.8	10.5	13.6
Ignored	20.9	23.0	22.1	19.8	23.7	21.9	20.5	23.3	22.1
Turned people against me	24.0	23.2	23.5	24.8	20.8	22.6	24.3	22.4	23.2
Deliberately kept out of the activities	13.3	8.8	10.6	13.1	9.8	11.2	13.2	9.1	10.9
Humiliating/insulting language	31.2	28.4	29.5	36.7*	27.5	31.6	33.3	28.1	30.3
Any form of sexual violence	1.9	2.0	1.9	3.0	1.8	2.4	2.3	1.9	2.1
Any form of physical or emotional or sexual violence	56.8	56.1	56.4	62.1	53.8	57.5	58.8	55.3	56.8
Any form of physical, emotional and sexual violence	0.8	1.0	1.0	2.1	1.0	1.5	1.3	1.0	1.1
No. of students	372	534	905	225	277	502	596	811	1407
<i>Note – Significantly different at *p<0.05; Sexual violence includes passed sexual comments/whistled /showed sexual photo/video/ touched body/kissed/ fondled/ asked for these act</i>									

Table C16 - Perpetrator of physical and emotional violence experienced in last 6 months around and on the way to school

Percentage of Students aged 12-17 by perpetrator of physical and emotional violence experienced in last 6 months around and on the way to school, according to their age and sex, Cambodia, 2014

	12-14 years			15-17 years			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Known men/boys from neighbourhood	28.4*	14.8	20.5	24.0*	13.2	18.4	26.6*	14.3	19.7
Unknown men/boys	22.0*	11.9	16.1	36.5*	22.0	29.0	27.7*	15.3	20.8
Boy (student) studying in my school	43.0*	29.9	35.4	36.4	31.0	33.6	40.4*	30.2	34.7
Brother/male cousin	9.1*	2.5	5.3	3.8	6.8	5.3	7.0	4.0	5.3
Adult male relatives	4.9	1.8	3.1	5.3	7.8	6.6	5.1	3.8	4.3
Known women/girls from neighbourhood	8.6	11.7	10.4	8.8	13.8	11.4	8.7	12.4	10.8
Unknown women/girls	5.2	8.4	7.1	8.6	8.5	8.6	6.5	8.5	7.6
Girls (student) studying in my school	21.7*	45.7	35.7	17.2*	40.0	29.0	19.9*	43.8	33.3
Adult female relatives	4.6	8.5	6.9	5.0	7.6	6.3	4.7	8.2	6.7
Sister/female cousin	3.1	4.2	3.7	1.4	7.8	4.7	2.4	5.4	4.1
Boyfriend/girlfriend	3.1	.8	1.8	3.9	1.6	2.7	3.4	1.1	2.1
Male school staff/teacher	5.1	.6	2.5	6.2	2.4	4.2	5.5	1.2	3.1
Female school staff/teacher	.7	.8	.8	2.5	.8	1.6	1.4	.8	1.1
Others	2.7	2.7	2.7	.8	.9	.9	2.0	2.1	2.1
Number of students (N)	212	298	510	140	149	289	351	448	799

Table C17 – Response to physical and emotional violence experienced in last 6 months around and on the way to school										
Percentage distribution of students aged 12–17years by their response to physical and emotional violence experienced in last 6 months around and on the way to school, according to their age and sex, Cambodia, 2014										
		12–14 years			15–17 years			Total		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Reached out to someone for help		21.4	16.2	18.3	14.9	13.6	14.3	18.8	15.3	16.9
Reported to	Principal	3.4	5.8	4.8	5.2	2.3	3.7	4.1	4.6	4.4
	Teacher	8.5	4.2	6.0	4.5	5.7	5.1	6.9	4.7	5.7
	Parents	13.2	15.7	14.7	19.4	15.3	17.3	15.7	15.5	15.6
No. of students who experienced violence (N)		212	298	510	140	149	289	351	448	799
Principal, teacher or parents took some action	Yes	31.1	19.9	24.4	20.9	3.2	12.3	26.7	14.6	19.9
	No	33.4	29.0	30.8	47.9	60.9	54.2	39.7	39.2	39.4
	Don't know	35.5	49.6	43.9	31.2	32.7	32.0	33.6	44.2	39.5
	Missing	.0	1.5	.9	.0	3.2	1.6	.0	2.1	1.1
No. of students who reported to Principal/teacher/parent (N)		45	67	111	34	32	65	78	98	177
Note – Significantly different at *p<0.05										

Table C18 – Perpetration of violence in last 6 months in and around school, and on the way to school									
Percentage distribution of students aged 12–17 who reported perpetrating violence in last 6 months in and around school, and on the way to school, according to their age and sex, Cambodia, 2014									
	12–14 years			15–17 years			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Perpetration of any form of physical violence in school	9.2	6.6	7.7	9.9	3.7	6.5	9.5	5.6	7.3
Beat or hit or slap or kick or shove or pull someone’s hair	6.4	2.8	4.3	5.7	2.4	3.9	6.1	2.7	4.2
Hit someone with an object	3.7	3.4	3.6	5.1	2.0	3.4	4.3	3.0	3.5
Threatened someone with knife/weapon	2.0	.9	1.4	3.3	1.2	2.1	2.5	1.0	1.6
Perpetration of any form of emotional violence in school	32.9	34.8	34.0	41.5	33.7	37.2	36.1	34.4	35.1
Passed comments / jokes on someone because of looks, religion, economic status	12.3	16.2	14.6	15.3	17.7	16.6	13.4	16.7	15.3

Labeled someone based on body, character or background	7.0	6.7	6.8	12.2*	3.6	7.5	8.9	5.6	7.0
Threatened someone verbally or by written note	6.6	3.7	4.9	6.2	5.3	5.7	6.5	4.3	5.2
Ignored someone	15.5	14.5	14.9	22.3	16.2	18.9	18.0	15.1	16.3
Turned people against someone	4.9	3.0	3.8	3.9	3.2	3.5	4.5	3.1	3.7
Deliberately kept someone out of the activities	3.6	2.8	3.1	2.7	2.1	2.4	3.3	2.5	2.8
Used humiliating/insulting language against someone	10.7	12.7	11.9	12.4*	5.7	8.7	11.3	10.3	10.8
Locked someone in toilet/room	3.2	1.1	1.9	1.4	.8	1.1	2.5	1.0	1.6
Perpetrated any form of sexual violence in school	2.8	1.5	2.1	4.5	.8	2.5	3.5	1.3	2.2
Perpetrated any form of physical or emotional or sexual violence in school	34.4	36.2	35.5	42.9*	33.7	37.8	37.6	35.3	36.3
Perpetration of any form of physical or emotional or sexual violence around and on the way to school	6.6	5.9	6.1	8.2	9.4	8.8	7.2	7.1	7.1
No. of students	372	534	905	225	277	502	596	811	1407
<i>Note – Significantly different at *p<0.05</i>									

Table C19 – Victim of violence perpetrated by students in last 6 months in and around school, and on the way to school

Percentage distribution of students aged 12–17 according to the person against whom he/she perpetrated violence in last 6 months in and around school, and on the way to school, according to their age and sex, Cambodia, 2014

		12–14 years			15–17 years			Total		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Victim of physical violence in school	Girl	43.3*	81.7	62.8	30.1	75.3	44.3	38.1*	80.3	56.9
	Boy	65.9*	24.4	44.8	82.4	34.6	67.4	72.4*	26.7	52.0
	Girlfriend or boyfriend	5.6	6.1	5.9	4.1	0.0	2.8	5.0	4.7	4.9
No. of students who perpetrated physical violence in school		34	35	70	22	10	33	57	46	102
Victim of emotional violence in school	Girl	51.9*	78.5	67.9	49.7*	69.0	59.4	51.0*	75.3	64.7
	Boy	71.9*	40.1	52.7	72.4*	48.9	60.7	72.1*	43.1	55.7
	Girlfriend or boyfriend	5.8	3.7	4.6	4.2	3.7	3.9	5.1	3.7	4.3
No. of students who perpetrated emotional violence in school		122	186	308	93	93	187	216	279	495
Victim of sexual violence in school	Girl									27.1
	Boy									66.4
	Girlfriend or boyfriend									8.8
No. of students who perpetrated sexual violence in school		11	8	19	10	2	12	21	10	31
Victim of any form of physical, emotion or sexual violence around and on the way to school	Girl	3.7	2.3	2.9	6.2	3.3	4.6	4.6	2.7	3.5
	Boy	2.2	3.3	2.8	2.0	5.6	4.0	2.1	4.1	3.3
	Girlfriend or boyfriend	0.7	0.2	0.4	0.0	0.5	0.3	0.4	0.3	0.4
No. of students who perpetrated physical, emotional and sexual violence around and on the way to school		24	31	56	28	26	44	43	57	100

*Note – Significantly different at *p<0.05*

Table C20 – Witnessing violence and response in last 6 months in school										
Percentage distribution of students aged 12–17 who reported witnessing violence in last 6 months in school and their response, according to their age and sex, Cambodia, 2014										
		12–14 years			15–17 years			Total		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Witnessed any form of violence happening to other students in school		13.4	11.8	12.5	13.7	9.1	11.1	13.5	10.9	12.0
No. of students (N)		372	534	905	225	277	502	596	811	1407
Response to violence witnessed	Did nothing	53.7	39.2	45.6	57.6	20.2	40.8	55.2*	33.8	44.0
	Tried to stop them	21.6	32.4	27.6	32.6	56.4	43.3	25.8	39.2	32.8
	Encouraged the perpetrator	1.8	3.0	2.5		4.0	1.8	1.1	3.3	2.2
	Supported the perpetrator		1.7	1.0					1.2	.7
	Sought help from other students standing nearby	18.3	14.0	15.9	8.4	8.8	8.6	14.5	12.5	13.5
	Reported to teacher	11.1	32.2	22.9	18.8	22.5	20.5	14.0	29.5	22.1
	Reported to police/authority/committee	3.3	11.6	7.9	5.1		2.8	4.0	8.3	6.2
	Number of students	50	63	113	31	25	56	81	88	169
Note – Significantly different at *p<0.05										

CHAPTER 4: FINDINGS FROM INDONESIA

The Government of Indonesia has designed several national programmes and policies to incorporate provisions enshrined in the UN conventions such as CEDAW, yet achievement of many of the goals and targets seem far-fetched and women and children in Indonesia are still marginalized. In year 2012, Indonesia ranked 121 out of 187 countries on Human Development Index (HDI), and ranked 80 out of 144 countries on Gender-related Development Index (UNDP, 2012). Though the policies of the Indonesian government recognize that children need to be protected from violence, existing laws do not explicitly prohibit physical punishment in schools and other public institutions.

Use of corporal punishment as a form of discipline is common and remains an accepted norm in schools (Bureau of Women's Empowerment and UNICEF, 2011). Recent research in three districts of Indonesia showed that corporal punishment is the most common form of disciplining practises in over half (56%) of the schools interviewed (Bureau of Women's Empowerment and UNICEF, 2011). Principals, teachers and students (Elementary, Junior High School and Secondary School) reported that physical violence such as hitting and slapping students, and psychological violence such as using abusive words accounted for the bulk of violence against children and young people in schools. In a study conducted by National Child Protection Commission in 2012, more than 80 students reported being targeted by bullies in school (The Jakarta Post, 2012)¹⁵. While research studies have highlighted high prevalence of violence in school, its gender dimensions have often been ignored or overlooked.

Suharto's administration, commonly called the *New Order* era¹, was a brutal military regime and fostered largely unequal society. It led to continuous disempowering of women, making them prone to many forms of abuse and violations. Children too were deemed powerless and being at bottom of the power structure they became vulnerable to many forms of violence at home and schools. After *Soeharto* resignation in 1999, Indonesia began the reform era, where social movements for women's right and child protection grew stronger.

4.1 Profile of Students

A total of 1739 students of grade VIII participated in the survey. Among these, 47 percent were boys and 53 percent of girls. Their age ranged between 12–15 years (refer Table 11 in annexure). However, the majority are 13–14 years (13 years – 65%; 14 years – 31%). In order to make the data comparable to other countries, we have included 1682 students who are aged 12–14 years for further analysis.

Parental literacy is high with 78 percent of students reporting that both their parents are literate, while 10 percent mentioned that only one parent is literate (refer Table I2 in

¹⁵ Appeared in article, *Bullying is rampant in local schools: Survey in* The Jakarta Post, Jakarta | Headlines | Tue, July 31 2012. Accessed on February 6, 2014.

annexure). A tenth of the students were not aware of the education status of their parents. Almost 9 out of 10 mentioned that they live with both the parents. A third of the students have both male and female siblings, while 7 percent are single child.

Distance between home and school and mode of transportation has a bearing on the risk of experiencing violence on the way to school. Almost a third of the students (29%) mentioned that their school is between 1–3 km from their residence whereas for 17 percent, it was more than 5 km (refer Table I3 in annexure). There were 40 percent of students who reported using public transport to commute to school, while 34 percent used school bus or were accompanied by their parents. Only six percent mentioned walking alone, while 12 percent walked with their friends.

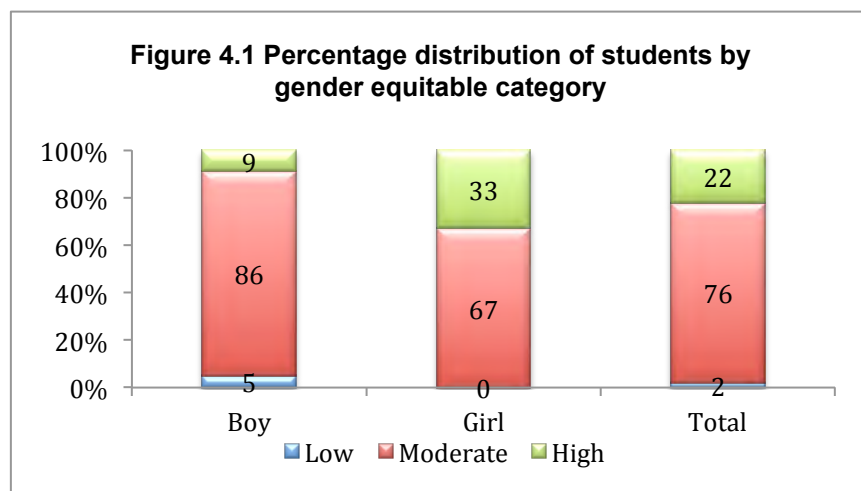
Internet use among students is high with 53 percent using it daily. Only three percent mentioned that they have never used internet. Similarly, access to mobile phone for personal use is high among students (93%).

In addition to the survey, FGDs were conducted with male and female students, parents and teachers.

4.2 Attitude and Perception towards Norms Related to Gender and Violence

4.2.1 Gender attitude of students

While majority of the students have shown moderate equitable gender attitude, significantly higher proportion of girls have shown high equitable gender attitude (33%) as compared to boys (9%).



Gender attitude of a population indicates how norms are held, which aspects are rigid and which are amenable to change. Through various socialization processes, children start internalizing norms at an early age, and express those in their daily life. To measure attitude of students towards norms related to gender role

and responsibilities, attributes, sexuality, and violence, particularly SRGBV, we have constructed a scale consisting of 17 statements (refer Table I6 in annexure)¹⁶. Based on their individual scores, students are categorized as having low equitable gender attitude

¹⁶ 17 statements are listed in Table I6 in annexure

(having scored 17–28), moderate equitable gender attitude (having scored 29–40) and high (having scored 41–51)(see 2.6.1 in methodology chapter for details)¹⁷.

Overall, majority of the students (76%) reported moderate equitable gender attitudes, around a fifth (22%) reported high and only a small proportion reported low (Figure 4.1). It is interesting to note that higher proportion of girls have scored higher on the attitudinal scale, indicating more equitable gender attitude (33%), than boys (9%).

Factors influencing gender attitude

Among the background characteristics, sex and mother's education have significant effect on the attitude towards gender norms. Girls are 4.8 times more likely to have high equitable gender attitude compared to boys. Further, students whose mothers have completed graduation are 2.6 times more likely to report high gender equitable attitude in comparison to those with mothers having less than 10 years of schooling, when other background variables are controlled (refer Table I5 in annexure). Father's education, phone access, childhood witnessing of violence or being told to behave as a girl or boy (as a measure of gender stereotyping) do not show any effect.

While overall score provides a snapshot of the attitude, it masks variation in response of the students on different statements. Here, we have analysed the responses to the individual statements to understand which norms are strongly held and potentially difficult to change compared to others (refer Table I6 in annexure).

Gender role and responsibilities

Three-fourth of the students supported the prevailing notion that women by nature can take better care of children. Interestingly, more girls supported this notion, though the difference is not large. On the statements related to privileges, such as *only men should work outside or men need more care as they work harder than women*, significantly higher proportion of girls have disagreed compared to boys. Here, it is important to note that a substantial proportion of students have partially agreed to these statements indicating ambiguity or flexibility, which could be changed with external intervention.

Supporting girls' entitlement to education, 88 percent (80% boys and 95% girls) disagreed to the statement – *since girls have to get married, they should not be sent for higher education*. In absence of any active gender discourse in schools, attitude of students reflect what they see and understand from their surroundings. As more and more girls are seen coming out for education, both girls and boys express overwhelming support for it. On the other hand, in absence of any alternative to child care, women are considered appropriate to do so. It is important to engage students in discussion, and reflection; and exemplify positive deviants and role models to promote equitable gender attitude and behaviour.

Gender attributes

According to three-fourth of the students, submissiveness of women is a desired attribute, with no significant variation between girls and boys. Only two percent of students disagreed with this. It is interesting to note that even at a young age, higher proportion of boys hold masculine norms measured through – *'real boys should not cry'*

¹⁷ For details on construction of scale, see 2.6.1 in methodology chapter

(agreed– 63% boys and 54% girls) and ‘*boys should be tougher than girls*’ (agreed– 85% boys and 61% girls), than girls.

Attitude towards SRGBV

Overall, only 10–15 percent of student supported peer based violence, physical punishment, or justified violence against children. However, 24–41 percent partially agreed, indicating the need to engage young girls and boys in discussion and reflection before their notions become deep-rooted.

Attitude towards violence against women and girls

For half of the boys and one-third girls, labelling doesn’t hurt. They fully or partially agree to the statement – *Labelling based on body/characteristics/ethnicity, etc. doesn’t hurt*. On the other hand, 80–90 percent of students rejected violence within relationship and also tolerance to it. As expected, more girls than boys opposed violence against women and girls.

4.2.2 School as a gender-equal space

This section explores whether school processes and procedures promote gender equality or perpetuate stereotypes as these are likely to influence attitude and behaviour of students. Data from the survey and SES are used to understand this.

Though only small proportion of girls and boys recall being told specifically to behave like a girl or boy’, gender stereotypical messages are conveyed through sport and division of work in schools.

Close to 20 percent of students reported being told to behave like a boy or a girl in school (refer Table 17 in annexure). While no gender differences were noted in leadership and class participation, it was apparent in other activities, such as sports and sharing of chores.

In the focus group discussion, teachers state forcefully that there is no discrimination in school between boys and girls, while at the same time, sharing that some differences between boys and girls are ‘natural’.

Boys rely on their physique, while girls rely on their feelings, emotions.

I will ask the boys to move the heavy table if I want to hold a discussion session in the class. I ask them because they are quite stronger.

Teachers Voices, FGD

Some of the stereotypical notions emerging from the discussions include: boys are stronger than girls; girls are more diligent than boys; girls are more dominant in academic achievement; and boys are doing better in physical subjects.

Sports

When asked about participation in outdoor sports in school during the survey, around 60 percent of students, with no significant difference between girls and boys, reported playing always or often. However, only 30 percent mentioned that they often play with students of opposite sex (refer Table 17 in annexure). Similar finding emerged from

SES. Only 12–15 percent of students reported that girls often or always participate in sports activities as much as boys (Table 4.1).

Teachers also reiterate that the school does not differentiate in providing opportunities or equipment for girls and boys to play. Teachers share concerns about ‘keeping boys and girls separate’ when they play.

Though both are encouraged, it is preferred that boys and girls are kept separate – so they take turns in swimming, basketball etc.

It is not about different treatment, its grouping– they’re separated, girls first, and then boys with boys. Well if they’re mixed, then it’s worrying

However, male teachers specifically note that ‘girls are more active in everything else, but boys are more active in sports’. On the other hand, they share that girls are more interested in cooking. When asked what they think about this, one teacher shares –

I don’t see any difference because it’s still a normal thing. The girls may think “it’s fine if I’m not active in sport.” I mean it’s always about physical strength, boys are stronger.

Classroom participation

Similar to Cambodia, girls are favoured in the classroom in Indonesia. Higher proportion of girls (60%) reported that they often or always participate in classroom activities than boys (46%) (refer Table 17 in annexure). They are also encouraged more to succeed.

During the discussion on SES, girls shared that participation in classroom depends on attitude of individual students. Those who are more diligent study hard and respond to teachers’ question. Teachers also ask them questions more often. Another group of girls shared that often girls are more sincere to their studies:

‘Boys only want result, but not the process. They want things the easiest way’

‘most boys are.... actually, they can do it, but they just prefer not to participate in question and answer session. If teacher wanted any student to step forward, boys would point at girls to do it’.

On the other hand, boys perceived that girls by nature are diligent and smarter than boys. Interestingly, some of the boys pointed out that girls are afraid of punishment, while boys are not. Hence, they don’t care.

On encouragement, girls assert that often teachers motivate both girls and boys equally, but boys don’t respond as described by a girl:

‘when the teachers said it was boys turns, the boys just sit tightly and quietly, shoving down their heads. Then whispering - let the smarty one... let the smarty one - while actually the question is not only asked to the smart ones. Even if they answered the wrong ones, it is actually okay’

In the discussions with teachers, there is a strong reinforcement of the stereotype that girls are dedicated and intelligent and boys are lazy and not interested in academics.

All of them are smart, mostly it's the girls who show their achievement in academics. This school is also dominated by the girls.... in the spirit of leadership, and in their performance of studying

FGD with teachers

Student teacher communication

Communication between teacher and student is limited. Though 58 percent of students

**Table 4.1– Perception of gender differential in school
Percentage of students who mentioned often or always
to the different dimensions of School Equality Score
Card, by sex, Indonesia, 2014**

	Girls	Boys
1. Sports participation: Girls participate in sports activities as much as boys	12.3	15.3
2. Class participation: Girls participate in class as often as boys	62.1	52.5
3. Chore burden: Girls spend the same amount of time doing chores (tidying, sweeping, cleaning) at school as boys	25.5	23.0
4. Latrines: Toilets at school that girls feel comfortable to use	8.9	17.3
5. Seeking help: Girls talk to teachers about their concerns as much as boys	13.3	13.5
6. Leadership: Girls participate as leaders of student groups as much as boys	39.1	29.9
7. Encouragement: Girls are encouraged to succeed in their schoolwork as much as boys	54.4	48.4
8. Safety going to school: Girls are as safe as boys on their way to and from school	12.9	14.2
9. Safety at school: Girls are as safe as boys when they are at school	20.4	27.9

mentioned that they know a teacher whom they could talk to, 77 percent of boys and 70 percent of girls mentioned that they never or seldom talk to any teacher about their problem (refer Table 17 in annexure).

Division of work

Around 25 percent of students reported that girls often spend the same amount of time doing chores (tidying, sweeping, and cleaning) at school as boys (Table 4.1). In the absence of any specific discussion on who does what and how, it's difficult to draw any inference. However, gender difference in division of work emerged during FGD with teachers.

Actually our understanding of gender is influenced by the habits in society. For example, we still ask males to pick up tables. This is because we can still remember the words of Marzuki Ali (a famous prophet) that females are weak creatures. For things related to the physical condition, we still apply discrimination but not on anything else. For example, on picking the class coordinator there are girls who got chosen

Male teacher during FGD

4.3 Perceptions of Safety in Schools

Only half of the students rated their school to be safe or totally safe.

Around half of the students – 45 percent of boys and 50 percent of girls – considered their school to be safe or totally safe. For others safety in school is a concern (Figure 4.2). When asked the extent to which girls are safe in school compared to boys in SES, only 20 percent of girls and 28 percent of boys mentioned that girls often feel as safe as boys (Table 4.1). Given that half of the boys and girls feel unsafe or somewhat unsafe, as mentioned above, comparing one with another provides limited insights on the situation.

Reasons for feeling unsafe

Commonly mentioned reasons for feeling unsafe in school were dirty picture or words written on walls or toilet (63%); harassment from other students (68%); and use of insulting or humiliating language (66%) (refer Table I9 in annexure). More than half of the students mentioned students robbing or snatching things and frequent physical fights among students as some of the reasons making them feel unsafe in school. Although relatively low, 28 percent and 22 percent of students mentioned sexual harassment from teachers and punishment, respectively, as reasons.

Gender differences were noted for some of the reasons. Significantly higher proportion of girls mentioned that dirty picture on wall (68% Vs. 60%), physical fight among students (59% Vs. 48%), and punishment from teachers (27% Vs. 17%) make their schools unsafe.

Toilet emerged as an unsafe site for both girls and boys. In the survey, significantly higher proportion of boys (20%) than girls (12%) mentioned about toilets without doors as a reason for making their school unsafe. During SES discussion, less than 10 percent of girls mentioned that girls often feel comfortable in using toilets in school. Closely placed toilets for girls and boys often aggravate the situation for girls.

During the discussion, both girls and boys identified several sites within schools as unsafe including classroom, toilet, behind the school building, playground and parking lot. They also mentioned the different forms of violence boys and girls are likely to face at these sites. Visual presentation of sites and forms of violence are presented in Figure 4.3, and in fact reveals a grim picture of schools, where children spend a large portion of their formative life.

Figure 4.2 Distribution of students by rating of their school on a safety scale

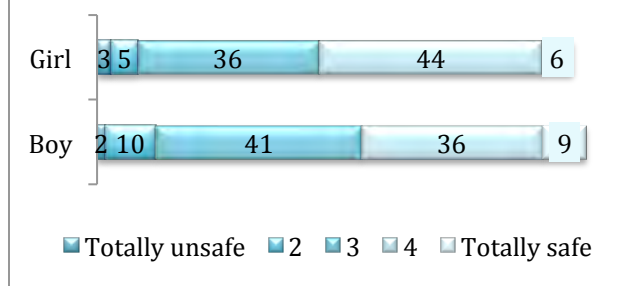
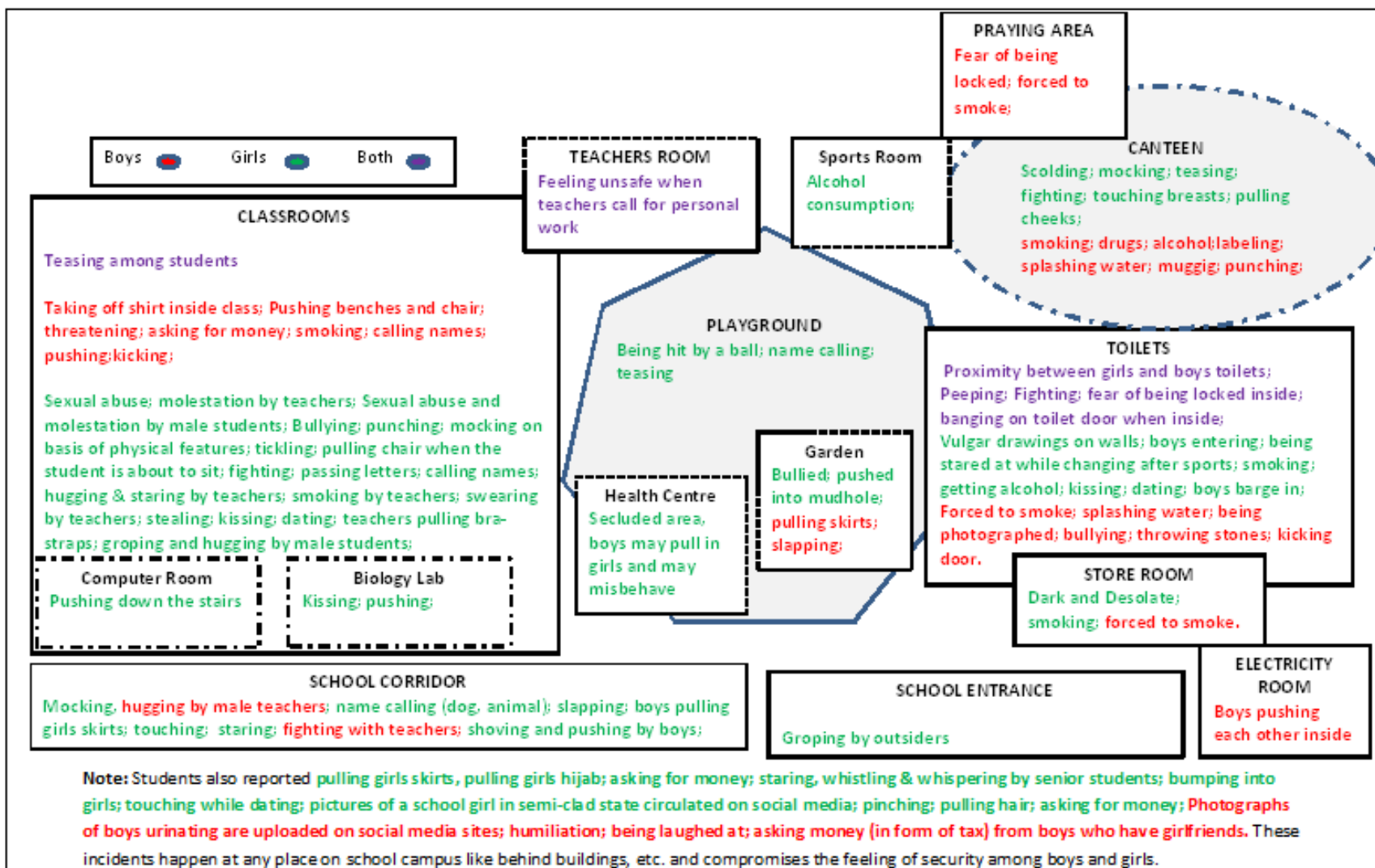


Figure 4.3 Mapping of unsafe sites and forms of violence experienced in school



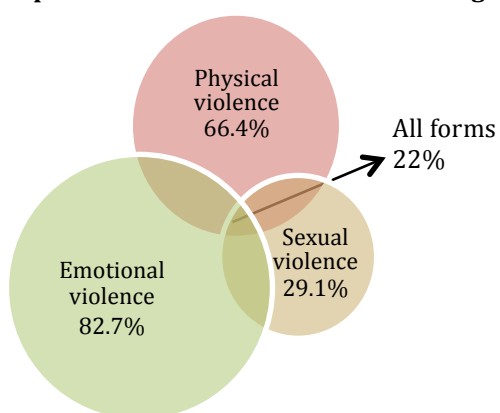
4.4 Experience of Violence in School

4.4.1 Lifetime and current prevalence of violence in school

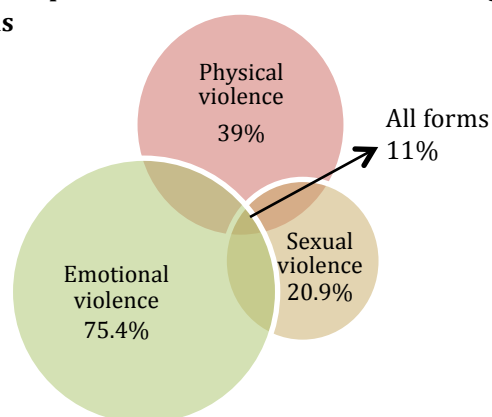
Prevalence of violence in school is very high – 84 percent of students experience any form of violence ever in school, and 75 percent did so in the last six months

Prevalence of violence in school is very high in Indonesia. More than four-fifth of the students – significantly more boys (90%) than girls (79%) – reported experiencing at least one form of violence in school in their lifetime (refer Table I10 in annexure). Moreover, higher proportion of boys have reported experiencing physical, emotional and sexual violence compared to girls, as presented in the figure below, with maximum variation in physical form (66% boys and 39% girls).

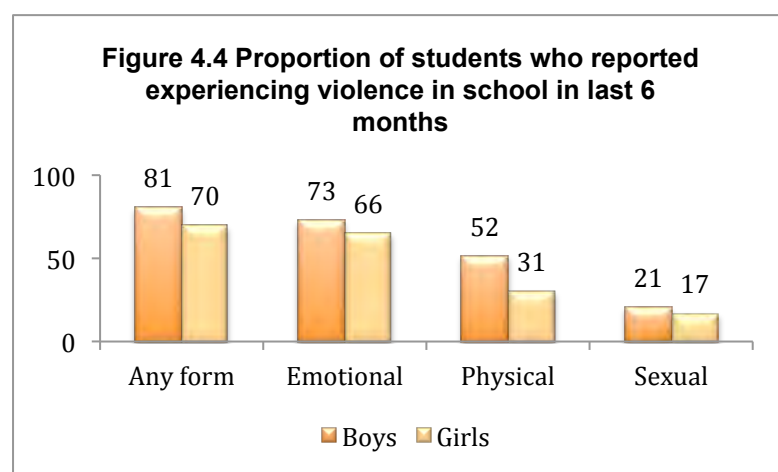
Ever experience of violence in School among boys



Ever experience of violence in School among girls



Co-occurrence of violence is also high with 22 percent of boys and 11 percent of girls reported experiencing all three forms – physical, emotional and sexual violence – in school in their lifetime.



Prevalence of violence in the last six months is equally high with 81 percent of boys and 70 percent of girls reporting so (Figure 4.4). Half of the boys and a third of girls reported experiencing at least one form of physical violence. Moreover, three-fourth of the boys and two-third of the girls reported experiencing emotional violence and 21 percent of

boys and 17 percent of girls reported experiencing sexual violence.

Data on different forms reveals that use of humiliating language is the most common form of violence experienced by both boys and girls. This is closely followed by beating or hitting (43%) and labelling (37%) among boys; and by labelling (36%) and being ignored (33%) among girls (Table I11).

While counting different forms of violence that children experience in school, most of the parents, particularly fathers considered this as a normal part of school life. They rarely recognized that the experience of violence in school make students feel unsafe in school (Pearson correlation coefficients between rating of school on safety scale and experience of violence = -0.16 for boys and -0.21 for girls).

The parents, especially mothers, mentioned about fights between boys in the school; and bullying of girls and boys by senior boys. Teachers also shared their experiences about physical fights between boys and bullying. Female teachers shared instances of sexual interaction and harassment, terming them as 'shameful, embarrassing' and suggesting that the morals of children were 'damaged'. Mobile phones, internet are commonly perceived as causes for this, and a few teachers voiced the opinion that religious teachings can keep children away from such behaviour. The discussion with teachers is replete with a few recurrent theme of the concern around 'sexual exposure and interactions'. Specifically mentioned are the importance of girls dressing in particular ways, and how girls are not shy anymore to experiment and even share problems about having boyfriends with the counselling teacher.

Use of mobile phone to harass girls was another concern parents and teachers across the FGDs shared. According to them, boys often surf obscene sites and play inappropriate songs or circulate pornographic material in the school. A few mothers specifically shared that this makes their daughters uncomfortable, when their classmates do the same.

Mothers also shared about teachers' behaviour. They mentioned that some teachers scold and use offensive or swear words against children in the school, if they are late or can't answer any question. Teachers also punish students physically. One mother shared that she heard about the teachers who used bad words, and sometimes pinched the students. According to a mother in an FGD, *"Teachers use informal greeting words (slang), not suitable for the rules of education "Me-You (in slang)" or use the improper language "Don't go out with the boys, they're not virgin anymore" "I know which girls that had holes (not a virgin)."*

Though justifying, some mothers said that the punishments for boys are a lot harsher than the ones for girls. Boys get yelled at, while girls only get warned and given some advice. However, some parents felt that's not the case.

Interestingly, hardly any teacher spoke about corporal punishment and when this was brought up in one group, the teachers categorically denied punishing the students.

4.4.2 Violence perpetrated by teaching or non-teaching staff in the last six months and response

A third of the students mentioned teachers or non-teaching staff as the perpetrator of violence experienced in last the six months in school, while half mentioned students. Majority of these incidents remained unreported.

Violence perpetrated by teaching or non-teaching staff

Among those who experienced violence in the last six months, 45 percent of boys and 22 percent of girls mentioned the perpetrator to be teaching or non-teaching staff (Table 4.2). More specifically, 31 percent of boys mentioned them as perpetrator of emotional violence and 27 percent that of physical violence. In comparison, only 22 percent of girls mentioned them as perpetrator of emotional and 17 percent that of physical violence. Less than one percent reported that teacher or non-teaching staff locked them in toilet.

Table 4.2 – Violence perpetrated by teaching or non-teaching staff

%age distribution of students who reported experiencing violence from teaching or non-teaching staff in school in last 6 months among those who reported experiencing any form of violence, by age, Indonesia, 2014

Type of violence	Boy	Girl	Total
Physical – Hit/ Beat /slap /kick	27.2*	9.4	18.2
Emotional	30.7*	16.9	23.8
Lock in toilet	0.8	0.8	0.8
Any form	44.6*	22.5	33.5

*Note – Significantly different at * $p < 0.05$*

Response to violence perpetrated by teaching or non-teaching staff

Majority of these incidents went unreported. Only 17 percent of boys and 25 percent of girls mentioned that they reported these incidents to any other teacher or principal; and 70 percent mentioned that some action was taken.

Interestingly, 42 percent of girls who experienced violence from teachers or non-teaching staff reported these incidents to their parents or guardians, significantly higher than those who reported to teacher or principal, indicating that girls place more trust on their parents in terms of taking some action compared to teachers when violence is perpetrated by teaching or non-teaching staff. On the other hand, only 19 percent of boys reported violent incidents to their parents. Overall, two-third of the students reported that their parents took some action on their complaint.

Factors influencing reporting of violence perpetrated by teaching or non-teaching staff

Among the background characteristics, exposure to parental violence, gender attitude and being comfortable in talking to teachers about violence, exposure to parental violence emerged as a factor positively influencing reporting in case of violence perpetrated by teaching or non-teaching staff. Those who have seen parental violence are 3 times more likely to report than those who have not seen.

4.4.3 Violence perpetrated by students in the last six months and response

Half of the students mentioned students as their perpetrator. Significantly higher proportion of boys mentioned them for perpetrating physical violence.

Violence perpetrated by students

Table 4.3 – Violence perpetrated by any student in school
Percentage distribution of students who reported experiencing violence from students in school in last 6 months among those who reported experiencing any form of violence, by age, Indonesia, 2014

	Boy	Girl	Total
Physical – Hit/ Beat /slap /kick	52.3*	33.3	42.8
Emotional	17.2	20.0	18.6
Locked in toilet	11.4	6.1	8.7
Any form	58.9*	44.0	51.4
No of students experienced any form of violence in last 6 months	613	619	1232

Note – Significantly different at * $p < 0.05$

Among those who experienced any form of violence, 60 percent of boys mentioned students to be the perpetrator, while 44 percent of girls reported the same (Table 4.3). Half of the boys and a third of girls mentioned students as perpetrator for physical violence. Interestingly, as mentioned earlier experience of

emotional violence is higher than physical (refer Figure 4.4); higher proportion of girls and boys mentioned about perpetrator of physical violence than emotion.

Response to violence perpetrated by students

When asked about their response in such incidents, 45 percent of boys mentioned that they tried to stop the person, while 29 percent hit back. Among girls, 40 percent mentioned hitting back, while 37 percent tried to stop the perpetrator. Only 10 percent of boys and 23 percent of girls mentioned reporting to a teacher. A fifth did nothing.

In case of emotional violence, higher proportion of students (38% boys and 34% girls) did nothing. A third tried to stop, while around 15 percent hit back and complained to a teacher.

Among those who reported being locked by a student, higher proportion of boys (41%) did nothing compared to girls (12%). On the other hand, higher proportion of girls (26%) reached out to a teacher, than the boys (7%).

Data on response suggests that seeking help from other students is not a common practice indicating low by-stander intervention. Teachers, in their discussions do not seem to identify several interactions between students as violence, and this could influence the reporting of violence. Several behaviours are also dismissed as ‘just for fun’ and ‘joking around’. In addition, illustrated through the excerpt below, they insist that interactions between students of younger and older classes are simply ways of telling them what is appropriate or not; but the juniors students may interpret this as ‘pressure’.

The seniors actually just warn the juniors. It means that when seniors see the juniors behave like that (inappropriately) ... they just think that the juniors need to behave as juniors ... so they may already start wearing short skirt thinking it will make them popular here (in High school). They warn juniors and may use different ways than the ones we may use. Juniors think that warning is pressure ...the intention and

purpose of that act is actually good, to remind them not to behave like that ... or, if juniors break the rules, they automatically step in by saying that behaviour is inappropriate. FGD with teachers

While on one hand teachers do not seem to recognize several behaviours as violence, on the other they consider themselves as extremely responsive to violence reported by students. When asked directly about reporting of violence, teachers state forcefully that they keep a watch and respond immediately when violence is reported, while admitting that students do not share such instances with them. For example, a female teacher shares, *“We never let any kind of violation happen, both verbal and physical, even just a little. But the problem is that the report is rarely told from students. We have told them that they don’t need to be afraid – and report the violence when someone says even a rough word.”*

Factors influencing response

Multivariate analysis also finds that ‘Being comfortable in talking to a teacher about violence’ does not emerge as an influencing factor. Girls and other students with access to mobile phones are more likely to report violence perpetrated by students. (Table not provided).

Perpetrator of sexual violence and response

Table 4.4 – Perpetrator of Sexual Violence in school and response

Percentage distribution of students age 12-14 who have experienced sexual violence from teachers or students in last 6 months in school, according to sex of children, Indonesia, 2014

	Boy	Girl	Total
Male student	80.5	76.7	78.6
Female student	21.2	22.9	22.0
Girlfriend/boyfriend	17.8	18.7	18.2
Men/boys from outside school	18.6	14.6	16.7
Women/girls from outside school	3.9	2.2	3.1
Male teacher	3.6	6.6	5.1
Female teacher	1.4	1.2	1.3
Number of students reported experiencing sexual violence	162	156	318
Reported to teacher or principal	4.9	15.5	10.5
Reported to parents	6.7	22.1	14.3

As mentioned earlier, 21 percent of boys and 17 percent of girls reported experiencing sexual violence in school in the last six months (Figure 4.4). Among these, almost 80 percent (80% boys and 77% girls) reported the perpetrator to be a male student of their school; whereas 22 percent mentioned girls from their school (Table 4.4). Similar to the physical and emotional violence, most

of the instances of sexual violence went unreported. Only 10 percent of students reported to a teacher or principal, while 14 percent reported to their parents.

Interestingly, key duty bearers – teachers and parents – recognize that often children, particularly boys, share about their experiences to peers and not to them. According to most parents, in the case of bullying, fights or teasing boys, more often than not, confide in their friends rather their parents and teachers. Girls however, usually complain to the teachers or sometimes principal. Only few teachers shared that children sometimes report their problems to the teachers, especially regarding sexual abuse. They also stated that sometimes they come to know through other

students, or when a student, especially girls, cry or notice a significant behavioural change. After getting the report, the homeroom teacher usually calls the victim to make sure whether the information is true or not. According to them, there are several ways for the homeroom teacher to make the student (victim) want to share the abuse; usually the student is called to the teachers' room to talk privately to the homeroom teacher.

Despite the recognition, teachers or parents did not dwell on their own attitude towards violence, which could be a major barrier to reporting. Most fathers in all the FGDs blamed girls for experiencing violence. According to them, if a girl wears a provocative outfit, or behaves inappropriately with the boys and something bad happens to her, they would not blame other people for that. They also cited the negative impact of TV on girls which show programmes lacking morals and showing things that are contradictive with their values. Therefore, as parents, they often give guidance to their daughters in order to prevent her getting into trouble. They also mentioned that if Muslim girls wear hijab (head scarf) and non-Muslim girls wear long skirts, such things rarely happen to them. Male teachers in two FGDs also blamed dressing of girls to incite the boys to behave inappropriately with them. In addition, the general perception that boys should be in control of situation seems to prevent boys from reporting, as shared by both girls and boys during the FGDs.

[...] maybe she wears inappropriate clothes and all that

and she was raped, poor girl, she's one of those quiet types. We can't blame her, except if she's slutty or whatever.

Teachers FGD

4.4.4 Consequences of violence experienced in school

Table 4.5 – Consequences of physical and emotional violence experienced in the last 6 months in school
Percentage distribution of students age 12-14 by consequences of physical and emotional violence experienced in last 6 months in school, by sex of children, Indonesia, 2014

	Boy	Girl	Total
Unable to concentrate on studies	27.3	24.0	25.6
Avoid the perpetrator	24.4	27.0	25.7
Felt sad/depressed	11.8*	31.5	21.7
Get injured	6.7	5.7	6.2
Isolated/tried to be alone	4.5	9.9	7.2
Feel afraid of coming to school	6.4	6.3	6.4
Miss school for few days	2.7	1.4	2.1
None of the above	33.9	32.5	33.2
Other	11.8	10.3	11.0
Number of students	606	607	1213

*Note – Significantly different at * $p < 0.05$*

Around a fifth of the students reported difficulty in concentrating on studies and felt sad or depressed. Significantly higher proportion of girls reported being sad or depressed because of violence experienced in the last six months in schools.

Adverse effect of experiencing and witnessing violence among children is well documented. In this study, we asked students if they

felt afraid of coming to school, or missed classes or got injured or felt depressed or isolated because of the incidents of physical or emotional violence they experienced in school in the last six months. Data is presented in Table 4.5. A quarter of the

students mentioned that they were unable to concentrate on studies and a fifth mentioned being sad or depressed – significantly higher proportion of girls mentioned being sad or depressed than boys.

When asked about the consequences of sexual violence, 21 percent of students mentioned that they were unable to concentrate on studies, while significantly higher proportion of girls (16%) mentioned that they felt sad or depressed compared to boys (7%) (refer Table I13 in annexure).

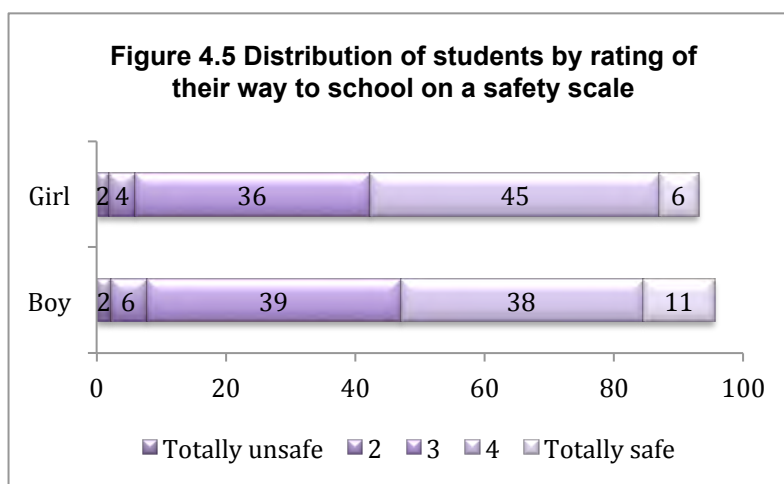
4.5 Perceptions of Safety and Experience of Violence Around and On the Way to School

4.5.1 Perceptions on safety around, and on the way, to schools

Around half of the students rated their route to school as somewhat unsafe, unsafe or totally unsafe.

Close to half – 42 percent of girls and 47 percent of boys – rated their school as somewhat unsafe and unsafe (Figure 4.5).

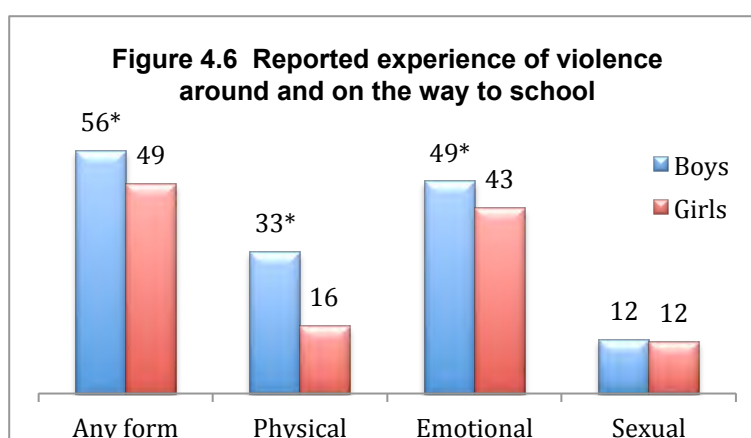
Though similar proportion of girls and boys reported their route to school as unsafe for them, during discussion on SES, girls and boys mentioned that girls feel more unsafe than boys do, while coming to school.



4.5.2 Experience of violence in the last six months around and on the way to school

Half of the students – higher proportion of boys than girls – reported experiencing violence on the way to school in the last six months.

Aligned with the rating, around half of the students – more boys (56%) than girls (49%) – reported experiencing violence en route to school in the last six months (Figure 4.6).



Close to a fourth of students reported experiencing physical violence, with significantly more boys (33%) reporting this than girls (16%). Reporting of emotional violence is even higher with around half of the students – more boys (49%) than girls (43%) reporting experiencing it.

Similar to the forms experienced at schools, students commonly mentioned experience of being humiliated or insulted (28%), labelled (23%) and ignored (22%) around and on the way to school in the last 6 months (refer Table I14). There were 12 percent of students – with no significant difference girls and boys – who reported experiencing sexual violence on the way to school in the last six months.

During the discussion, parents' main concern was accident while crossing the road or on the way to school while boarding the school bus or public transport. They also mentioned about some boys bringing their bikes and driving recklessly, posing a risk for other children. A group of fathers, from an FGD spoke about girls being teased on their way to school by their friends (mostly male friends). Few teachers mentioned about the incidents of molestation and fights among boys.

4.5.3 Perpetrator of and response to violence experienced on the way to school

Known men, boys and boys from the school were frequently reported as the perpetrators, who followed girls from the school. Most of these instances go unreported and when reported, hardly addressed. Higher proportion of girls mentioned reporting their experiences to parents or teachers.

Data on perpetrator suggests that quite often the route to school becomes an extension of school with reference to the experience of violence. Around 40 percent of students reported boys from their school as perpetrators of physical and emotional violence; while 24 percent (35% girls and 13% boys) reported girls from their school as the perpetrator (refer Table I15 in annexure). Known men or boys from neighbourhood were also mentioned frequently as perpetrators (44% boys and 26% girls), particularly by boys.

Most of these instances go unreported and when reported, go unaddressed. Less than a third of the students immediately reached out to someone for help (refer Table I16 in annexure). Even later, only 7 percent of students reported these incidents to their principal or teacher. Though low, a higher proportion of students, particularly girls (girls – 26% compared to boys – 10%), placed their trust on their parents and reported the incidents. Less reporting of violence to parents among boys could be an indication of perceived masculine behaviour, where boys are expected to be aggressive and able to handle situations on their own. Unfortunately, only one-third of the students reported that the principal, teacher or parents took some action on their complaint.

In case of sexual violence, 44 percent of girls mentioned boys studying in their school as perpetrator, while 41 percent mentioned unknown men or boys (Table I17 in annexure). On the other hand, 55 percent of boys mentioned boys from same school as perpetrator while 48 percent mentioned known men or boys from neighbourhood. Similar to physical and emotional violence, six percent of students reported to their principal or teacher, and 17 percent (9% boys and 23% girls) reported to their parents.

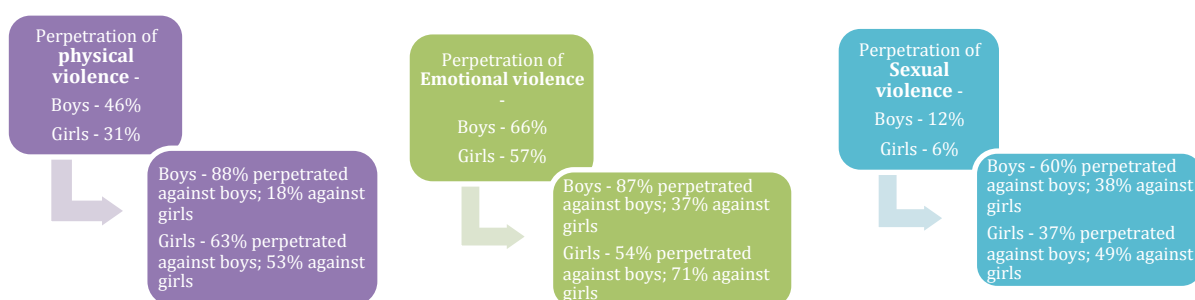
4.6 Perpetration and Witnessing of Violence

4.6.1 Perpetration of violence in school in last 6 months

Two-third of the students reported perpetrating some form of violence in school – more boys than girls reported so; whereas six percent of students reported doing so, around and on the way to school.

Overall, 67 percent of students – 73 percent of boys and 62 percent of girls – reported perpetrating violence in school in the last six months (refer Table I18 in annexure). Similar to experience of violence, significantly higher proportion of students perpetrated emotional violence than physical or sexual; also more boys reported perpetrating than girls (Figure 4.7). Data on specific form of violence suggests that girls and boys often label, humiliate or pass comments on others (refer Table I18 in annexure). Almost half of the boys (41%) reported that they beat, hit, slap or pulled someone's hair in school. A fifth of boys and girls acknowledged that they hit someone with an object.

Figure 4.7 Perpetration of violence and victim in last 6 months in



Among boys, violence is primarily among same-sex peers. Around 90 percent of the boys reported that they perpetrated physical and emotional violence against a boy in school; while 18 percent perpetrated physical violence and 33 percent emotional violence against girls. On the other hand, 63 percent of girls reported that they perpetrated some form of physical violence against boys, while 53 percent reported doing it against a girl. In case of emotional violence, 71 percent of girls reported perpetrating against girls and 54 percent against boys.

In case of sexual violence, while higher proportion of boys and girls mentioned perpetrating this against same-sex peer; around a third reported perpetrating against peers of different sex.

Factors influencing perpetration of violence

Girls who have seen their father beating their mother are more likely to perpetrate violence than those who have not seen.

Analysis by background characteristics suggests that education of parents and media exposure (internet and phone use) has no association with perpetration of violence, though teachers and parents think so (Table I20). Among girls, witnessing parental violence emerged as a contributing factor. Girls who have seen their fathers

beat their mothers are 1.8 times more likely to perpetrate violence than those who have not seen this. Among boys, this is not significant.

It is important to note that there is a positive association between experience and perpetration. Those who experience violence are also more likely to perpetrate. This holds true for both girls and boys (Pearson correlation coefficients – 0.299 for boys and 0.43 for girls).

4.6.2 Witnessing of violence and response

Half of the students reported witnessing violence in last the six months in school; while 41 percent did nothing, 47 percent tried to stop the perpetrator.

Table 4.6 – Witnessing violence and response in last 6 months in school				
Percentage distribution of students age 12-14 who reported witnessing violence in last 6 months in school and their response, by sex, Indonesia, 2014				
		Boy	Girl	Total
Witnessed any form of violence happening to other students in school		50.4	52.0	51.3
Number of students		778	904	1682
Response to violence witnessed	Did nothing	43.6	38.2	40.7
	Tried to stop them	44.6	48.9	46.9
	Encouraged the perpetrator	2.5	1.5	1.9
	Supported the perpetrator	2.6	1.8	2.2
	Sought help from other students standing nearby	6.5*	16.2	11.8
	Reported to teacher	8.8*	18.7	14.2
	Reported to police/authority/committee	1.4	.7	1.1
	Other	2.8	.7	1.7
Number of students		391	469	859
<i>Note – Significantly different at *p<0.05</i>				

Half of the students reported witnessing any form of violence in school in the last six months. When asked about their response to these incidents, around half reported intervening to stop the violence. Twelve percent – more girls than boys – sought help from other students. Only 14 percent reported to teachers – more girls than boys. Two-fifth

of the students did not take any action.

Factors influencing bystander intervention

Concurring the bivariate finding, girls are two times more likely to respond to violence witnessed than boys are. Interestingly, while being comfortable in talking to a teacher about violence did not emerge as an influencing factor in case of response to personal experience of violence; it showed positive effect on the bystander intervention. Those who reported being comfortable in talking to a teacher in case of violence, were 1.9 times more likely to intervene.

4.7 Moving Towards a Safe School

While defining safe schools, teachers and parents talk about different aspects including quality education, safety, comfort, and giving equal opportunity to girls and boys. Teachers mentioned that in a safe school, there should be adequate discipline; no violence; cooperation between parents and teacher; specific rules and approaches to handle students; security guard and fence around the school; and

CCTV. Teachers also mentioned that students should be involved in making rules, and in that way they are more likely to follow them. Teachers also suggested that the government should play a role in financing books and uniform to reduce the burden on parents; and improve infrastructure including having canteen inside the school and fans in the classrooms.

Similar to the safety issues discussed by teachers, parents also emphasized on good quality of education, high level security, qualified teachers, comfortable environment and open relationship between parents and the school. They also talked about responsibility of parents to care, support and provide attention to children as a way to make schools safe and enjoyable for children.

Teachers and parents discussed about the existing response mechanism and need to strengthen it. Most parents shared that complaints are usually received by teachers or counsellors in the school. One group of mothers mentioned that parent-teacher meeting is organized twice per semester to talk about misbehaviour of students. Another group of fathers spoke about the need to have a system that could ensure good communications between parents and teachers, so that the kids feel free to talk.

According to some teachers in one FGD, there are written rules to address any incident of violence in school. Usually, the practice is to report an incident to the homeroom teacher, which is then passed to the school counsellor (teacher). If the problem is severe and cannot be solved by the school counsellor (teacher), it is then reported to the headmaster. If the problem pertains to violence in the street, the headmaster reports it to the police. Some of the teachers suggested that schools should have a psychologist to listen to the kids. However, neither teachers nor parents talked about the need to look at the fundamental issues of norms related to gender issues, including masculinity and violence.

4.8 Conclusion

Even at a young age, girls and boys have internalized gender norms that perpetuate inequality and justify use of violence in different situations. Though majority of the students have moderate equitable gender attitude, a substantial proportion believe and support traditional roles for women; and privileges of working outside and more care for men. There is also strong support, particularly among boys, on masculine norms. More than 90 percent of boys fully or partially agreed to the statements – *real boys should not cry* and *boys should be tougher than girls*. These attitudes reflect high experience and perpetration of physical violence among boys.

Although parents and teachers consider school to be a safe space, for nearly half of the children safety in school is a concern. Almost all the spaces within school – classroom, playground, toilet, school corridor and sports room – are marked as unsafe where different forms of violence occur. This corresponds with the high prevalence of violence. There were 84% students who reported experiencing violence in school in their lifetime, while 75 percent experienced it in the last six months. Higher proportion of boys reported experiencing physical and emotional violence. Around 20 percent reported experiencing sexual violence with no significant variation by sex. While both, students and teachers, were reported as perpetrators, higher proportion of students mentioned peers than teachers. Further, more boys reported about perpetrators than girls. Unfortunately, majority of the

incidents go unreported; and when reported, more students, particularly girls, report to their parents as compared to teachers.

Though parents and teachers are aware of the violence that girls and boys experience, often they consider these as normal part of growing up. They rarely recognize the consequences of the violence that children experience. In the survey, a quarter of the students reported that because of violence, they were unable to concentrate on their studies, or avoid the perpetrators. Almost a third of the girls reported feeling sad or depressed. Far from understanding the situation, parents and teachers were blaming children for the violence. During the FGDs, most of the fathers blamed girls for inviting trouble. Some of the teachers also mentioned that with provocative dressing, girls instigate boys for violence.

Half of the students reported experiencing violence on the way to school. Again reporting to teachers or parents was low. In most of the cases, perpetrators were from the school or known men and boys from neighbourhood. Only in cases of sexual violence, 41 percent of girls mentioned unknown men and boys as perpetrators.

High proportion of girls and boys not only experience violence, they also perpetrate; and exposure to parental violence increases likelihood of perpetration. Two-third of students – 73 percent of boys and 62 percent of girls – reported perpetrating violence. Interestingly, while boys often engage in same-sex peer violence, particularly, in case of physical and emotional violence, substantial proportion of girls also reported perpetrating violence against boys, particularly physical.

Half of the students reported witnessing violence in school in the last six months and 60 percent mentioned taking some action. Girls and those who reported being comfortable talking to teacher about violence, were more likely to intervene.

Thus, the study provides enough evidence to call for a school-based violence programme, which engages young girls and boys, and teachers to build their gender perspective and skills; focuses on school processes and practices including response mechanism; and strengthens community linkage. As parents suggested, students should be given a larger role in setting processes than just be passive participants; also there is a need to strengthen cooperation between parents and teachers. Strengthening the school infrastructure is also critical, including separate and functional toilets for girls and boys at a distance, classrooms with fans and security guard. For a larger change and sustainability, policy and legal framework need to be strengthened, including having an explicit Act banning corporal punishment, policy guidelines on code of conduct, gender mainstreaming in pre-service training of teachers, and review of curriculum.

4.9 Annexure

Table I1 – Characteristics of respondents						
Percentage distribution of survey students by sex, Indonesia, 2014						
	Boy		Girl		Total	
Age	Percent	Number	Percent	Number	Percent	Number
12	0.4	3	0.6	6	0.5	9
13	61.4	501	67.7	626	64.8	1127
14	33.5	273	29.4	272	31.3	545
15	4.7	39	2.0	18	3.3	57
Total	100.0	816	100.0	922	100.0	1738

Table I2 – Parents' Education and living arrangements				
Percentage distribution of students aged 12–14 by education of their parents and living arrangement according to their age and sex; Indonesia, 2014				
		Boy	Girl	Total
Parents education	Both illiterate	0.0	0.4	0.2
	One of the parent literate	11.8	9.3	10.5
	Both literate	76.7	79.6	78.2
	Do not know/Missing	11.5	10.7	11.1
Living arrangement	Both with mother and father	87.4	88.5	88.0
	Either with mother or father	8.9	8.5	8.7
	Not with parents	1.0	0.5	0.7
	Missing	2.7	2.5	2.6
Sibling	Have both sister(s) and brother(s)	34.3	39.3	37.0
	Have only sister(s)	30.8	25.6	28.0
	Have only brother(s)	27.1	29.6	28.4

	No sibling	7.8	5.5	6.6
Total no. of students		778	904	1682

Table I3 – Profile of schools and media exposure

Percentage distribution of students aged 12–14 by the distance of their school, means of transportation, internet and phone use according to their age and sex; Indonesia, 2014

		Boy	Girl	Total
School distance from home	Within a km	15.7	12.7	14.1
	1-3 km	29.0	28.4	28.7
	4-5 km	9.5	10.6	10.1
	More than 5 km	17.3	16.4	16.8
	Do not know	27.9	31.4	29.8
	Missing	0.7	0.4	0.6
Means of transportation to school	Walk alone	6.8	4.5	5.6
	Walk with friends	11.3	11.8	11.6
	By bicycle/motorbike	12.2	4.8	8.2
	Public transport	38.4	40.8	39.7
	Other+	30.5	37.6	34.3
	Missing	0.7	0.4	0.6
Internet use	Never	4.7	2.3	3.4
	Daily	51.2	55.3	53.4
	Not daily	44.1	42.3	43.2
Have mobile phone for personal use	Yes	91.5	94.5	93.1
	No	8.5	5.5	6.9
Total no. of students		778	904	1682
+Other includes go with parents, school bus.				

Table I4 – Attitude towards gender norm and violence Percentage distribution of students aged 12–14 by their score on the gender equality scale, according to their age and sex, Indonesia, 2014			
	12-14		
	Boy	Girl	Total
High	9.3%*	33.0%	22.0%
Moderate	85.6%	66.6%	75.5%
Low	5.0%	.4%	2.5%
Mean score	35.29*	38.94	37.24
SD	4.00	3.71	4.25
No. of students	748	889	1607
<i>Note – Significantly different at *p<0.05; Alpha=0.69 (17 statements)</i>			

Table I5 - Odds Ratio of high attitude towards gender norm and violence among girls and boys in Indonesia, 2014				
Indicators	p-value	Odds Ratio	95% C.I. for OR	
			Lower	Upper
Sex of student				
Boy ^R				
Girl	.000	4.835	3.540	6.603
Father education				
Less than 10 class ^R				
10-12 class	.428	1.247	.722	2.153
At least graduate	.145	1.581	.854	2.929
Mother education				
Less than 10 class ^R				
10-12 class	.056	1.602	.987	2.598
At least graduate	.001	2.607	1.497	4.541
Have mobile phone for personal use				
No ^R				
Yes	.588	.848	.466	1.542
Ever seen beating father to mother				
No ^R				
Yes	.389	1.180	.810	1.720
Being told to behave like a boy/girl				
No ^R				
Yes	.122	.750	.520	1.081

Table 16 – Attitude towards gender norm and violence – Response to specific statements				
Percentage distribution of students aged 12–14 by their response to different statements on gender and violence, according to their sex, Indonesia, 2014				
		Boy	Girl	Total
Gender role and responsibilities				
18. Women by nature can take better care of children than men	Agree	72.0*	77.5	75.0
	Partially agree	24.2	18.5	21.2
	Disagree	3.1	3.0	3.1
19. Only men should work outside home	Agree	25.5**	13.8	19.2
	Partially agree	37.3	31.3	34.1
	Disagree	36.7	54.2	46.1
20. Men need more care as they work harder than women	Agree	54.1**	26.8	39.4
	Partially agree	36.2	42.2	39.4
	Disagree	9.4	30.7	20.8
21. Since girls have to get married, they should not be sent for higher education.	Agree	2.7**	.6	1.6
	Partially agree	16.2	4.0	9.6
	Disagree	80.1	95.2	88.2
Gender Attributes				
22. A wife should always obey her husband	Agree	73.3	77.4	75.5
	Partially agree	24.9	20.1	22.3
	Disagree	1.9	2.4	2.1
23. Boys are naturally better at math and science than girls.	Agree	20.0**	3.5	11.1
	Partially agree	57.9	31.8	43.9
	Disagree	22.0	64.4	44.8
24. Boys are naturally better than girls in sports	Agree	77.7**	42.6	58.8
	Partially agree	17.0	43.3	31.1
	Disagree	5.2	13.3	9.6
25. ‘Real’ boys should not cry	Agree	62.9*	54.3	58.3
	Partially agree	24.8	27.4	26.2
	Disagree	12.2	18.2	15.4
26. Boys should be tougher than girls	Agree	85.5**	60.6	72.1
	Partially agree	11.6	27.7	20.3
	Disagree	2.2	10.8	6.8
SRGBV				
27. In certain situations it is fine for students to be violent towards each other in school	Agree	13.8**	7.9	10.6
	Partially agree	26.9	21.0	23.7
	Disagree	59.2	71.0	65.6
28. It is fine for teachers to give physical punishment to students in certain situations	Agree	16.3**	8.4	12.0
	Partially agree	33.5	28.6	30.9
	Disagree	50.2	62.9	57.0
29. It is necessary to beat children to make them capable	Agree	18.4**	11.4	14.6
	Partially agree	45.4	37.9	41.4
	Disagree	36.1	50.6	43.9
Violence against women and girls				
30. Labelling based on body/characteristics/ethnicity etc. doesn't really hurt	Agree	13.6**	9.7	11.5
	Partially agree	35.1	25.1	29.7
	Disagree	50.8	64.6	58.2
31. Teasing is harmless fun	Agree	7.6**	4.2	5.8
	Partially agree	20.0	13.8	16.7
	Disagree	72.1	81.4	77.1
32. There are times when a boy needs to beat his girlfriend	Agree	2.5**	1.2	1.8
	Partially agree	10.1	3.8	6.7
	Disagree	87.2	94.4	91.1
33. A woman should tolerate violence in order to	Agree	5.3**	2.7	3.9

34. There are times when a husband needs to beat his wife	keep her family together.	Partially agree	17.0	7.5	11.9
		Disagree	77.4	89.2	83.8
		Agree	4.7**	2.1	3.3
		Partially agree	16.2	10.8	13.3
		Disagree	79.0	86.9	83.2
No. of students			778	904	1682
<i>Note – Significantly different at *p<0.05; **p<0.001;</i>					

Table I7 - Experience of gender differential in school				
Percentage of Students aged 12–14 shared their experience of gender differential in school, according to their age and sex, Indonesia, 2014				
		12-14		
		Boy	Girl	Total
Told to behave like girl or boy		15.3	18.5	17.0
Talk to a teacher about harassment		51.4*	63.2	57.7
Aware of helpline number		5.6	5.1	5.3
Participate in outdoor sports in school	Never	7.7	6.0	6.8
	Seldom	14.1	13.9	14.0
	Sometimes	17.9	23.3	20.8
	Often	27.7	23.2	25.3
	Always	31.9	33.1	32.5
	Missing	0.7	0.5	0.6
Participate in classroom activities	Never	6.8*	2.5	4.5
	Seldom	15.9*	11.0	13.3
	Sometimes	30.3	26.4	28.2
	Often	25.9*	30.9	28.6
	Always	20.1*	28.8	24.8
	Missing	0.9	0.4	0.6
Talk to teachers about their concern	Never	51.1*	42.8	46.6
	Seldom	26.4	27.2	26.8
	Sometimes	16.1	21.8	19.2
	Often	3.0	5.2	4.2
	Always	2.7	2.1	2.4
	Missing	0.7	0.9	0.8
Participate as leader of a student group	Never	36.3	34.1	35.1
	Seldom	23.7	24.4	24.1
	Sometimes	23.2	25.9	24.7
	Often	10.2	10.6	10.4
	Always	5.8	4.5	5.1
	Missing	0.7	0.5	0.6
Encouraged to succeed in school work	Never	15.0*	9.4	12.0
	Seldom	11.4	11.4	11.4
	Sometimes	22.3	19.8	20.9
	Often	25.9	24.8	25.3
	Always	25.0*	34.4	30.1
	Missing	0.5	0.2	0.3
Play with students of opposite sex	Never	20.8*	12.3	16.2
	Seldom	28.3*	21.8	24.8
	Sometimes	26.2*	31.4	29.0
	Often	15.8*	22.6	19.4
	Always	8.4*	11.8	10.3
	Missing	0.5	0.1	0.3
No. of students		778	904	1682
<i>Note – Significantly different at *p<0.05</i>				

Table I8 – Perception of Safety in School Percentage distribution of students aged 12–14 according to their rating of schools on safety scale by their sex, Indonesia, 2014			
Safety scale in school	Boy	Girl	Total
Totally unsafe	1.6	2.8	2.2
2	10.0	5.3	7.5
3	40.8	35.9	38.2
4	35.9	44.1	40.3
Totally safe	8.6	6.2	7.3
Can't say/missing information	3.1	5.7	4.5
No. of students	778	904	1682

Table I9 – Reasons for feeling unsafe in school Percentage distribution of students aged 12–14 by reasons for feeling unsafe in school among those who scored 1 to 3 on the safety scale according to their sex, Indonesia, 2014			
Reasons that make school unsafe	Boy	Girl	Total
Dirty picture/words written on walls/toilets	58.9*	68.1	63.4
Harassment from other students	68.3	68.7	68.5
Use of insulting/humiliating language	63.8	68.6	66.1
Students rob/snatch things from other students	60.1	54.5	57.3
Frequent physical fight among students	48.2*	59.1	53.6
Sexual harassment from teachers	30.6	25.5	28.1
Punishment from teacher	17.2*	27.1	22.1
Harassment from teachers	24.6	19.7	22.2
Outsiders enter school to bully/rob students	20.2*	12.9	16.6
Toilets without doors	20.5*	12.3	16.5
No separate toilet for girls and boys	8.6	12.1	10.3
No security guard	6.7	4.6	5.7
Boys standing at school gate	1.0	.4	.7
Sexual harassment from other students	10.5	8.4	9.5
No support/response from teachers in case of any problem	11.6	11.5	11.5
No. of students	407	398	805
<i>Note – Significantly different at *p<0.05</i>			

Table I10 - Ever Experience of Violence in School Percentage distribution of students aged 12–14 who have ever experienced violence in school, according to their sex, Indonesia, 2014			
Type of violence	Boy	Girl	Total
Any form of physical violence	66.4*	39.0	51.7
Beaten or hit or slapped or kicked or shoved or someone pulled hair	57.6*	28.1	41.8
Hit with an object	42.8*	26.7	34.2
Threatened with knife/weapon	4.6	1.1	2.7
Any form of emotional violence	82.7*	75.4	78.8
Passed comments / jokes because of looks, religion, economic status	40.8	36.5	38.5
Labeled based on body, character or background	45.3	45.0	45.1
Standing on bench or in a corner or outside class	12.8*	3.3	7.7

Threatened verbally or by written note	27.9*	12.1	19.4
Ignored	39.2	42.9	41.2
Turned people against me	43.8	42.6	43.2
Deliberately kept out of the activities	18.7	14.1	16.2
Humiliating/insulting language	58.0*	52.0	54.8
Locked in room/toilet	12.7*	4.8	8.5
Passed sexual comments/whistled/showed sexual photo/video/touched body/kissed/ fondled/asked for these act	29.1*	20.9	24.7
Any form of physical or emotional or sexual violence	89.7*	79.4	84.1
Any form of physical, emotional and sexual violence	22.1*	11.0	16.1
No. of students	778	904	1682
<i>Note – Significantly different at *$p < 0.05$; Sexual violence includes passed sexual comments/whistled/showed sexual photo/video/touched body/kissed/fondled/ asked for these act</i>			

Table I11 - Experience of Violence in last 6 months in School Percentage distribution of students aged 12–14 who have experienced violence in last 6 months in school, according to age and sex of children, Indonesia, 2014			
Type of violence in last 6 months	Boy	Girl	Total
Any form of physical violence	51.6 *	30.6	40.3
Beaten or hit or slapped or kicked or shoved or someone pulled hair	43.0*	21.3	31.3
Hit with an object	31.7*	19.4	25.1
Threatened with knife/weapon	3.3	0.9	2.0
Any form of emotional violence	73.1 *	65.5	69.1
Passed comments / jokes because of looks, religion, economic status	29.4	28.3	28.8
Labelled based on body, character or background	37.5	36.3	36.8
Standing on bench or in a corner or outside class	9.1*	2.1	5.4
Threatened verbally or by written note	19.6*	7.7	13.2
Ignored	31.7	33.3	32.5
Turned people against me	32.4	30.5	31.4
Deliberately kept out of the activities	13.2	9.3	11.1
Humiliating/insulting language	47.3*	41.0	43.9
Locked in room/toilet	8.9	3.1	5.8
Any form of sexual violence	20.8	17.3	18.9
Any form of physical or emotional or sexual violence	80.7 *	69.9	74.9
Any form of physical, emotional and sexual violence	13.6	7.5	10.3
No. of students	778	904	1682
<i>Note – Significantly different at *p<0.05; Sexual violence includes passed sexual comments/whistled/ showed sexual photo/video/touched body/kissed/fondled/ asked for these act</i>			

Table I12 – Violence perpetrated by any student in school in last 6 months , according to age and sex of children, Indonesia, 2014			
	Boy	Girl	Total
Physical – Hit/ Beat /slap /kick	52.3*	33.3	42.8
Emotional	17.2	20.0	18.6
Locked in toilet	11.4	6.1	8.7
<i>Any form</i>	58.9*	44.0	51.4
No of students experienced any form of violence in last 6 months	613	619	1232
Response to physical violence			
Did nothing	23.7	17.1	21.2
Tried to stop them	45.0	37.4	42.1
Hit back	28.9*	40.3	33.3
Sought help from other student standing nearby	8.7	12.6	10.2
Complained to teacher	10.3*	23.0	15.1
Complained to parents	2.3*	10.6	5.5
Called helpline/police	0.3	0.0	0.2
No of students experienced physical violence in last 6 months	318	196	514
Response to emotional violence			
Did nothing	38.2	33.9	36.0
Tried to stop them	34.7	34.8	34.8
Hit back	16.8	11.9	14.3
Sought help from other student standing nearby	6.7	10.6	8.7

Complained to teacher	12.3*	19.4	15.9
Complained to parents	3.7*	10.9	7.4
Called helpline/police	0.3	0.0	0.1
Other	5.9	7.4	6.6
No of students experienced emotional violence in last 6 months	304	316	620
Response to being locked in room/toilet			
Did nothing	40.7*	11.7	31.5
Tried to stop them	38.7	42.8	40.0
Hit back	3.9	6.2	4.6
Sought help from other student standing nearby	18.1	26.0	20.6
Complained to teacher	6.6	25.8*	12.7
Complained to parents	2.0	6.0	3.3
Called helpline/police	1.4	0.0	0.9
No of students reported being locked in the last 6 months	65	30	95
<i>Note – Significantly different at *p<0.05</i>			

Table I13 – Consequences of sexual violence
Percentage of students aged 12–14 who experience sexual violence in last 6 months and reported some consequences, , according to age and sex of children, Indonesia, 2014

	Boy	Girl	Total
Feel afraid of coming to school	1.2	6.5	3.9
miss school for few days	2.5	.6	1.5
get injured	3.6	2.4	3.0
were unable to concentrate on studies	21.6	20.8	21.2
avoid the perpetrator	29.5	45.1	37.3
felt sad/depressed	7.2*	16.1	11.6
isolated/tried to be alone	1.1	5.3	3.2
None of the above	33.0	24.1	28.5
Other	13.3	13.9	13.6
Number of students	197	197	394
<i>Note – Significantly different at *p<0.05</i>			

Table I14 - Experience of Violence in last 6 months around/on way to school
Percentage of Students aged 12–14 who have experienced violence in last 6 months around/on way to school, according to their sex, Indonesia, 2014

	Boy	Girl	Total
Any form of physical violence	32.8*	15.6	23.6
Beaten or hit or slapped or kicked or shoved or someone pulled hair	25.4*	9.6	16.9
Hit with an object	17.7*	11.0	14.1
Threatened with knife/weapon	3.8	1.5	2.6
Any form of emotional violence	49.1*	43.0	45.8
Passed comments / jokes because of looks, religion, economic status	19.5	17.3	18.3
Labelled based on body, character or background	24.2	21.5	22.8
Threatened verbally or by written note	13.7*	5.6	9.4
Ignored	23.0	21.7	22.3
Turned people against me	18.6	17.9	18.2
Deliberately kept out of the activities	10.4*	6.9	8.5
Humiliating/insulting language	31.7*	24.5	27.9
Any form of sexual violence	12.4	12.0	12.2
Any form physical/emotional /sexual violence	56.3*	48.6	52.1
Any form physical, emotional and sexual violence	6.3*	3.6	4.8
No. of students	778	904	1682
<i>Note – Significantly different at *p<0.05; Sexual violence includes passed sexual comments/whistled/ showed sexual photo/video/touched body/kissed/fondled/ asked for these act</i>			

Table I15 - Perpetrator and response to physical and emotional violence experienced in last 6 months around and on the way to school
Percentage of Students aged 12–14 by perpetrator of physical and emotional violence experienced in last 6 months around and on the way to school, according to their sex, Indonesia, 2014

	Boy	Girl	Total
Known men/boys from neighbourhood	44.2*	26.1	35.4
Unknown men/boys	23.1*	12.0	17.7
Boy (student) studying in my school	44.2	40.3	42.3
Brother/male cousin	4.2	4.7	4.5
Adult male relatives	5.2	1.5	3.4
Known women/girls from neighbourhood	7.1*	26.3	16.5
Unknown women/girls	2.4	8.4	5.4
Girls (student) studying in my school	12.9*	35.5	23.9
Adult female relatives	0.6	2.0	1.3
Sister/female cousin	0.2	3.5	1.8
Boyfriend/girlfriend	11.0	12.3	11.7
Male school staff/teacher	3.5	1.5	2.5
Female school staff/teacher	3.0	2.0	2.5
OTHERS	6.8	4.6	5.7
Number of students who experienced violence (N)	421	402	823

Table I16 - Response to physical and emotional violence experienced in last 6 months around and on the way to school
Percentage of students aged 12–14 response to physical and emotional violence experienced in last 6 months around and on the way to school, according to their sex, Indonesia, 2014

	Boy	Girl	Total
Reached out to someone for help	28.5*	35.1	31.7
Reported to Principal	1.0	1.0	1.0

	Teacher	5.4	6.9	6.2
	Parents	9.6*	26.3	17.8
No. of students who experienced violence (N)		421	402	823
Principal, teacher or parents took some action	Yes	30.8	36.2	34.3
	No	23.9	24.0	23.9
	Don't know	32.9	35.4	34.5
	Missing	12.5	4.4	7.2
No. of students who reported to Principal/teacher/parent (N)		69	132	201
<i>Note – Significantly different at *p<0.05</i>				

Table I17 - Perpetrator of and response to sexual violence experienced in last 6 months around and on the way to school
Percentage of Students aged 12–14 by perpetrator and their response to sexual violence experienced in last 6 months around and on the way to school, according to their sex, Indonesia, 2014

		Boy	Girl	Total
Perpetrator	Known men/boys from neighbourhood	47.8*	22.1	34.3
	Unknown men/boys	14.8*	41.4	28.8
	Boy (student) studying in my school	55.1	43.9	49.2
	Brother/male cousin	6.7	3.5	5.0
	Adult male relatives	5.8	3.7	4.7
	Known women/girls from neighbourhood	8.7	11.8	10.3
	Unknown women/girls	6.2	3.9	5.0
	Girls (student) studying in my school	9.7	20.5	15.4
	Sister/female cousin	0.0	3.4	1.8
	Boyfriend/girlfriend	10.4	15.5	13.1
	Male school staff/teacher	2.7	.7	1.6
	OTHERS	4.3	4.6	4.5
Number of students who experienced sexual violence		96	108	204
Reported to	Principal	1.6	1.4	1.5
	Teacher	3.5	6.7	5.2
	Parents	8.9*	23.5	16.6

*Note – Significantly different at *p<0.05*

Table I18 - Perpetration of violence in last 6 months in and around school, and on the way to school

Percentage distribution of students aged 12–14 who reported perpetrating violence in last 6 months in and around school, and on the way to school, according to their sex, Indonesia, 2014

	Boy	Girl	Total
Perpetration of any form of physical violence in school	45.6*	31.5	38.0
Beat or hit or slap or kick or shove or pull someone's hair	40.8*	21.4	30.3
Hit someone with an object	19.1	18.9	19.0
Threatened someone with knife/weapon	1.0	0.9	1.0
Perpetration of any form of emotional violence in school	66.1*	56.6	61.0
Passed comments / jokes on someone because of looks, religion, economic status	29.0	25.6	27.2
Labeled someone based on body, character or background	40.3*	29.8	34.6
Threatened someone verbally or by written note	9.3*	4.7	6.8
Ignored someone	23.7	25.9	24.9
Turned people against someone	14.6*	9.7	12.0
Deliberately kept someone out of the activities	7.9	5.9	6.8
Used humiliating/insulting language against someone	31.6*	21.7	26.3
Locked someone in toilet/room	9.5*	3.3	6.2
Perpetrated any form of sexual violence in school	12.5*	6.1	9.0
Perpetrated any form of physical or emotional or sexual violence in school	73.1*	62.5	67.4
Perpetration of any form of physical or emotional and sexual violence around and on the way to school	9.6*	3.8	6.5
No. of students	778	904	1682
<i>Note – Significantly different at *p<0.05; Sexual violence includes passed sexual comments/whistled/showed sexual photo/video/touched body/kissed/fondled/ asked for these act</i>			

Table I19 – Victim of violence perpetrated by students in last 6 months in and around school, and on the way to school

Percentage distribution of students aged 12–14 who were victim of violence perpetrated by students in last 6 months in and around school, and on the way to school, according to their sex, Indonesia, 2014

		Boy	Girl	Total
Victim of any form of physical violence in school	Boy	88.5*	62.7	77.0
	Girl	17.9*	53.1	33.6
	Girlfriend or boyfriend	7.1	8.8	7.9
No. of students who perpetrated physical violence in school		355	285	640
Victim of any form of emotional violence in school	Boy	87.3*	54.5	70.9
	Girl	32.6*	70.8	51.6
	Girlfriend or boyfriend	14.1	17.7	15.9
No. of students who perpetrated emotional violence in school		515	512	1027
Victim of any form of sexual violence in school	Boy	59.8*	36.6	51.4
	Girl	37.9*	49.3	42.0
	Girlfriend or boyfriend	17.6	9.2	14.6
No. of students who perpetrated sexual violence in school		97	55	152
Victim of any form of physical, emotion or sexual violence around and on the way to school	Boy	28.4*	12.7	20.0
	Girl	6.4*	17.3	12.3
	Girlfriend or boyfriend	5.2	5.6	5.4
No. of students who perpetrated physical, emotional and sexual violence around and on the way to school		763	897	1661
<i>Note – Significantly different at *p<0.05</i>				

Table 20 - Odds Ratio of perpetration of any form of violence in last 6 months in school by girls and boys in Indonesia

	Girls				Boys			
	p-value	Odds Ratio	95% C.I. for OR		p-value	Odds Ratio	95% C.I. for OR	
Father education (Less than 10 class^R)			Lower	Upper			Lower	Upper
10-12 class	.909	1.031	.609	1.747	.150	1.597	.844	3.022
At least graduate	.369	1.344	.705	2.562	.812	1.093	.526	2.270
Mother education (Less than 10 class^R)								
10-12 class	.979	1.006	.623	1.625	.652	.871	.478	1.588
At least graduate	.583	1.182	.651	2.146	.797	1.100	.533	2.272
Use internet (Never^R)								
Daily	.210	2.203	.640	7.576	.925	.950	.328	2.750
Not daily	.502	1.525	.445	5.220	.295	.571	.200	1.628
Have mobile phone for personal use (No^R)								
Yes	.876	1.056	.530	2.105	.592	1.207	.607	2.399
Ever seen beating father to mother (No^R)								
Yes	.020	1.784	1.097	2.902	.831	.949	.587	1.535
Attitude towards gender norm and violence (Low/Moderate^R)								
High	.196	.801	.573	1.121	.549	1.213	.644	2.285

CHAPTER 5: FINDINGS FROM NEPAL

Government of Nepal has been making efforts for Free and Compulsory Primary Education (FCPE) since the beginning of the nineties. The piloting of free and primary education was carried out in Banepa Municipality of Kavre district and Ratna Nagar Municipality of Chitwan district in 1995–96. Later on, the government launched the Education for All (EFA) programme, 2004–09, with an aim to universalize primary education for children aged five to nine years by 2015. However, only about four out of every five children in the age category for primary school, are in school (UNICEF 2011). This is accentuated owing to the patriarchal social structure, trafficking, poor economic condition, inadequate school infrastructure and recent political conflict.

Few studies, testimonies and reported incidents in media during 2000 revealed high prevalence and support for corporal punishment. In one such study, 60 percent teachers reported that students cannot be disciplined without punishment. Moreover, sexual abuse at homes and schools is mostly unreported (Shrestha, S., and Thakuri, S., 2004). In another study conducted in four districts, around 18 percent reported experiencing contact sexual violence, and among these 18 percent had occurred in school (UNICEF and CWIN, 2006). Further, a UNICEF study found use of violent discipline practices (*Multi-Indicators Cluster Survey*, UNICEF 2010).

Though Nepal has ratified the UN Convention on the Rights of the Child (CRC) in 1990, there is no explicit prohibition of corporal punishment (CWIN, 2001). The Civil Code states that guardians and teachers shall not be held responsible for grievously hurting a child in the course of education or defence (Muluki, Ain., 1963). However, in 2004, the Supreme Court ruled that the restrictive clause in Section 7 was unconstitutional and declared the portion “or give him/her minor beating” null and void with immediate effect (Shrestha, S., Thakuri, S., 2004). Yet, there is no explicit prohibition of corporal punishment in schools in the Education Act (1971, amended in 2004) or the Education Regulation (2003), though the Child Act prohibits harsh punishment¹⁸.

Nevertheless, the government recently has demonstrated its commitment against corporal punishment in schools in its School Sector Reform Plan (SSRP) 2009-2015 stating that teachers shouldn't use any form of corporal punishment in schools (Joshi, M., 2009). Similarly, Education Rule (sixth addendum), has added ‘no students should be physically and mentally violated’ under the teacher's code of conduct. Concurrently, the ministry of education has approved a policy named ‘Policy Provision for Banning Corporal Punishment in Schools– 2011’.

Having come out of a prolonged internal conflict not too long ago, Nepal has made some swift strides on initiatives on child protection and violence free education. The country still has to go a long way on taking effective steps for gender mainstreaming in legislations and policies on children and education to deal with specific issues like SRGBV. The current study is expected to lead to one of the first initiatives in Nepal where the issues of gender-based violence in schools will be taken up directly with students, teachers, parents and various stakeholders connected to the institution of the school.

¹⁸ Lawfulness of corporal punishment. <http://www.endcorporalpunishment.org/pages/progress/reports/nepal.html>. Published 2007.

5.1 Profile of Respondents

A total of 1499 students, 685 boys and 814 girls participated in the survey. Around 96 percent of these students were in the age group of 12–17 years (refer Table N1 in annexure). In order to make the data comparable to other countries, we have included students of ages 12–14 years and 15–17 years for further analysis.

In terms of household characteristics, 35 percent reported that both their parents are literate, while 38 percent mentioned that only one parent is literate (refer Table N2 in annexure). A tenth of the students were not aware of the education status of their parents. Almost 8 out of 10 mentioned that they live with both their parents and 8 percent with neither of the parent. Further, 60 percent of the students have both male and female siblings and only two percent are single child.

Distance to school and mode of transportation has bearing on the risk of experiencing violence on the way to school. For 37 percent of students, school is within a kilometre, while for 25 percent it is 1–3 km from their residence. Only five percent reported their school to be more than 5 km. Majority of the students walk to their school – 54 percent with friends, while 25 percent alone. Higher proportion of girls in both age cohort reported walking with friends to school. Few (20%) commute on bicycles and bikes – more boys (26%) than did girls (15%).

Internet and phone use are low – three fourth of students have never used internet, while 62 percent did not have a mobile phone for their personal use.

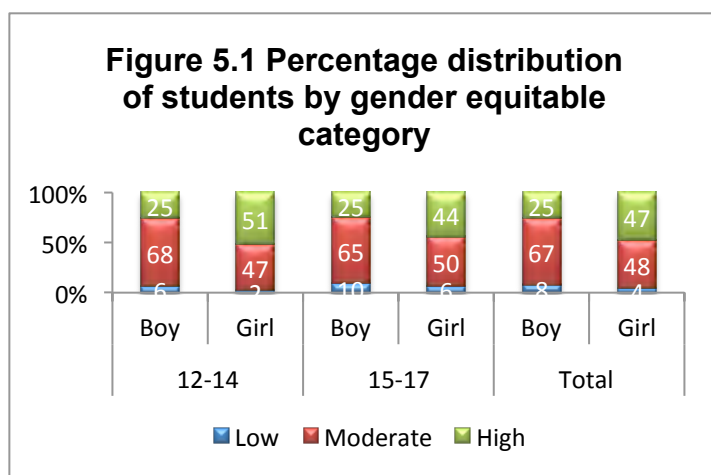
5.2 Attitude and Perception Towards Norms Related to Gender and Violence

More than half of the students have moderate equitable gender attitude, while a third have high. More girls have high equitable gender attitude in both age cohorts.

Gender norms and attitudes of students of this age group are crystalized through the socialisation process within their limited sphere constituting of family/clan, community, neighbourhood and school. At this micro and mezzo level of their ecosystem, they imbibe norms endorsed and upheld by social institutions such as family, religion and education system. Beyond this sphere, the students also seek information from mass media, which is also a mirror of the society and endorses certain gender discriminatory practices and attitudes through its content. Internet, as a new media, so far has limited penetration among students in Nepal. Three-fourths of the students have never used it and only one-tenth accessed daily.

To measure attitude, students were presented a set of statements that represent commonly held societal notions and beliefs around gender norms and gender-based violence. Respondents were asked whether they agreed, partially agreed or disagreed with the statements; and then their individual scores were computed to form a gender equality scale to provide an overall measure of gender attitudes (refer methodology section for details). Based on the score, students were categorized in three groups – low, moderate and high. A high individual score on the scale demonstrates attitudes that are more egalitarian, that is, supportive of gender equality and demonstrate low tolerance for violence.

Nearly 57 percent of the students, more boys than girls reported moderate gender equitable attitude. High gender attitude was found only among 37 percent of the responding students (refer Table N4 in annexure). The trend in Nepal is similar to other countries with significantly higher proportion of girls (47%) than boys (25%) showing high equitable attitude (Figure 5.1). Though there is no significant variation in gender attitudes between age cohorts, it is interesting to note that while more girls



(51%) in lower age cohort report egalitarian gender attitudes compared to older age (44%). Data indicates towards an opportunity for change in students' attitudes through programme intervention as majority of the students have moderate views.

Receiving stereotypical message in school is one of the factors influencing gender attitude adversely.

Among the different socio-demographic characteristics, sex of student, education of father, and access to mobile phone emerged as factors influencing attitude towards gender norms (refer Table N5 in annexure). Girls are more likely to have high equitable gender attitude. Further, students with father educated up to class 10 or above are more likely to have high equitable gender attitude than those with no schooling. Finding suggests that access to phone and being told to behave like a girl or a boy in school (as a measure of giving stereotypical messages) have negative influence on the attitude.

While attitudinal scale provides an aggregate measure of gender attitude, response on individual statement will help deepen our understanding (refer Table N6 in annexure).

Gender role and responsibilities

Four out of every five students fully or partially supported traditional roles for women to carry out household work, and child and family care. Although a very low percent, yet, almost an equal number of boys (17% and 17%) across both age cohorts disagreed with the notion of relegating women to bounds of the household. Interestingly, the data shows that girls of older age cohort slowly start shifting towards lesser egalitarian gender attitudes (79% supported traditional roles for women, compared to 72% in younger age cohort). It seems that for girls, the growing up and socialization experience may bring extra pressure, due to which many of them may start conforming to socially expected roles which subject them to gender-based discrimination and violence.

More than two-third students supported the statement '*men need more care as they work harder than women*'. Among the older age cohort, significantly higher proportion of boys agreed with this than girls. More girls across both age groups showed complete disagreement on the issue.

However, more than half of the students – more girls (64%) than boys (50%) – disagreed to the notion that only men should work outside home. Similar pattern was

observed in both age cohorts. Similar to support for women working outside home, support for girls education is high with 74 percent disagreeing to the statement '*since girls have to get married, they should not be sent for higher education*'.

The view on gender roles and responsibilities, across boys and girls, is divided. While an equal number of boys and girls showed agreement with women being primary care givers, an equal number also supported for their education and work outside home. In the given scenario while more opportunities for education and work outside home may define a new role for women, yet it would necessarily not mean reduction in the household burden on them. The proposed intervention can work on these aspects of gender norms and facilitate a better transition for the girls between their responsibilities at home and at work outside home.

Gender attributes

Significantly higher proportion of boys (76%) supported male dominance compared to girls (64%). Moreover, for all the statements showing male dominance, the proportion of girls in complete disagreement are higher in the lower age cohort than older, again showing signs of girls succumbing to the given social norms as their age increases and they slowly start to accept male dominance. With the transition from lower to higher age group, understanding of socially desirable attributes of a male get reinforced and further strengthened for boys, thus generating a need for some intervention for students at this age.

Higher proportion of boys also supported the notion that boys are naturally better at maths and science, and sports. This remains the only notion on male dominance to which majority of the girl participants across both age groups have shown disagreement. The polarized strong view of boys and girls on this statement is an indicator of an environment where many girls have started to challenge the nature versus nurture debate on gender role and attributes and they may be enthusiastic participants in the proposed intervention on SRGBV.

On norms related to masculinity, 60 percent of students – with no significant variation by age and sex – fully or partially agreed that '*boys should be tougher than girls*'. Here, it's important to note about the response of 'partially agreed'. These students can easily be turned towards equitable attitude through discussion and reflection.

Attitudes towards sexuality

While two third of the students disagreed to the statement '*if a girl says NO to proposal or sexual advances, it actually means YES*'; only a third disagreed to '*girls who wear less clothes provoke boys for violence*'. Moreover, in both the statements, significantly higher proportion of girls disagreed than boys (across both age cohorts).

When we look at the statement, '*if a girl says NO to proposal or sexual advances, it actually means YES*' it is pertinent to note that two third of the students showed positive gender attitude despite the fact that the prevalent attitude among the parents during discussion was found to be opposite. Thus, students to some extent have challenged the existing norms. Nevertheless, many mothers considered girls responsible for the harassment or rape faced by them, "*owing to their free behaviour with boys and short dresses*". A mixed group of parents said,

While going to school, boys reportedly bully girls but girls don't protest and perhaps they like it.

During discussions parents as well as teachers said that wearing less clothes or short skirts put girls at peril of rape. In one of the mixed group discussion of mothers and fathers, a group of mothers stated

Although girls have option to choose between frocks and pants but they prefer frocks instead which could possibly provoke boys to tease them.

A group of mothers spoke about leniency of school administration in prescribed dress code. They endorsed pant and shirt as school dress and expressed that wearing skirts increases 'vulgarity'. During discussion teachers also expressed similar views where dressing was seen as one of the causes for violence against girls.

Parents' discussion on dressing pattern of girls and violence against them revolved around short dresses being cause of rape. Some even established link between 'naughty behaviour' of the girls and violence against them and called for a ban on short frocks.

SRGBV

Response on three statements on SRGBV presents an interesting pattern. While 79 percent disagreed to the statement blaming girls for the sexual violence, 58 percent disagreed to the justification of violence among peers in certain situation. This further declined in case of physical punishment from teachers. Only 34 percent of students – more girls than boys – disagreed to the statement – *'It is fine for teachers to give physical punishment to students'*.

Like students, the parents also expressed strong views against prevalence of corporal punishment in schools and mentioned drop out among girls and boys as an immediate adverse impact. In one of the discussions, a couple of parents also condoned corporal punishment as necessary for disciplining by teachers in schools.

Violence against women and girls

Over 40 percent of students – more girls than boys – showed disagreement with different forms of violence against women and also with the social expectation for women to tolerate violence. While 42 percent disagreed to the statement – *'There are times when a husband needs to beat his wife'*, disagreement with tolerance to violence is even higher. This is across both age cohort and sex. It is also interesting to note that as compared to other statements on violence, least percentage of students have disagreed on physical violence by husband against wife. More students have expressed their disagreement with non-physical violence or expectation of tolerance of violence by women. However, there are also a considerable proportion of students in both age cohorts who have still not formed a clear opinion (37% partially agree) on authority of husband to beat his wife.

5.2.2 School as a gender-equal space

Behaviour of girls and boys in classroom and playground, and their level of interaction with students of opposite sex and teachers on issues other than academics reflect how gendered school environment is. To explore this aspect, a series of questions were introduced in the survey. In addition, SES was used to explore these issues in-depth.

Seventeen percent of students (20 percent of boys and 14 percent of girls) recollected being told to behave like a girl or like a boy in school (refer Table N7 in

annexure). Further, interaction between girls and boys and with teachers is often limited.

Class participation

A fifth of the students mentioned that they never participate in classroom activities, while 48 percent do so only some times, with no significant variation by age or sex (refer Table N7 in annexure). This clearly emerged during the SES discussion.

Some students are afraid of doing wrong so they don't participate. They may think that their friends tease them. They are also afraid of the teachers thinking that they may tease them if the answers are not correct.

Girls participate only sometimes, maybe because they feel ashamed that their friends will tease them

Girls during FGDs

Teachers give equal home work for all

Both boys and girls equally do homework, answer questions asked in the class and take part in other activities

Boys during FGDs

However, some differences emerged in the type of activities girls and boys participate.

Girls take part in quiz contest, oratory, dance and song programmes. Games are arranged for boys

Both boys and girls do class work and homework but girls give more time on cleanliness. Parents too expect from girls house cleaning and kitchen work rather than study

Girls during FGDs

Mostly, students mentioned that girls and boys are encouraged equally to do studies, games and other activities. However, some girls mentioned that boys are encouraged more, particularly for sports.

Girls are only sometimes encouraged. In quiz context, game, and sports, the boys are encouraged more

Even teachers do not give chances for us to speak. They comment us as a small girl. They do not think worth of listening to us. But, they try to help us to take part in the games.

Girls during FGDs

Division of work

Under chore burden dimension of SES, students mostly discussed about cleaning in school. From the discussion with girls, gender division clearly emerged. Most of the girls mentioned that girls are expected and given cleaning activities, while boys feel ashamed in doing this.

Girls are more involved in these activities; boys are shy and do not get involved as the girls; boys have dominating roles, and do not take part more in

the cleaning activities; teachers need to promote the boys to take part in the cleaning activities

In comparison to boys, the girls work more. As they help in their home, they are more active in school as most often the girl students do this work. Those boys who do not have their sisters also work in the school. Instead of working in the school, boys tend to play with their friends in school

Mostly girls are more active. Boys do not obey the instructions too. They say girls should clean the floor, and boys should arrange the benches

Sweeping is the work that belong to the girls, they say the teachers also ask the girls to sweep the floor. They do not work as their routine assigns the boys feel shame while sweeping floors

Girls in FGDs

Interestingly, most of the boys contradicted girls' perception and insisted that they equally participate in cleaning activities in school.

Cleaning of class room and of the school is done rotation wise. Mixed group is formed for the same purpose. Girls are reluctant with the fear of their clothes being spoilt

Boys in FGDs

Toilet

Though 64 percent of girls mentioned that often girls are comfortable in using toilets in school, discussion reveals quite contrary situation (refer Table N8 in annexure). Most of the girls painted grim picture of the state of toilets:

girl toilets are very dirty, foul smelling. So we don't like to use toilet at school. Boys' urinal is open that creates problem for girls. There is no water tap at girl's toilet so we don't go long toilet. Foul sketches are drawn on the wall and door of toilet and no bolt from inside so we go to toilet only in emergency. There is no place to throw pad so girls keep in the holes of toilet and it causes foul smell. Pads are not regularly removed

it is dirty, no water supply. Girls need toilet during menstruation but lack of water they throw pads in dustbin or in toilet

Girls in FGDs

I feel shy to use the same toilet where the boys also go. The water of the toilets is so dirty and stinky which makes me not go there. At the time of menstrual monthly course, I don't come to school. There is no way of cleaning the toilets

Girls in FGDs

Toilet is not used because it is dirty and also strangers watch from outside. Only in emergency toilet is used or during menstruation to change the pad. Even if dust bin is there pad is not thrown there because it is in open place and we feel shy

Girls in FGDs

Girls do not use always but sometimes. They feel shy to go to toilet too. They are teased, so the girls do not go. They feel shy because the boys may see.

They do have the habit of going to the play grounds but do not like to go to the toilet because it is dirty and odorous

Girls' toilet is not clean. There is no lock in toilet door and no water supply. Dirty words written and images drawn on the toilet wall

Boys in FGDs

Almost all the parents and a significant number of teachers, in separate discussions, shared about the poor state of toilets, particularly, girls' toilets in schools. According to them the toilets are very dirty with inadequate water supply and often not separate from the boys' toilets. A mothers' group elaborated that the girls face problems during menstruation and as a result they either remain absent during those days or dropout.

Communication between students and teachers

Communication between students and teachers is limited. Almost half of the students mentioned that they never talk to teachers about their concern, while 29 percent do it sometimes (refer Table N7 in annexure). During SES discussion, students shared reasons for girls having poor communication with teachers –

boys and girl students sometimes seek the help from teachers. Girls like to take help more from women teachers. Girls are afraid of social rumour, so avoid talking frankly. In time of menstruation when there is uneasiness and pain girls due to shyness don't openly say their problems to teachers. School has first aid facility. But girls seldom take help from school

The teachers scold when we are sick. If we tell it to head teacher, he gets furious and doesn't listen to us and scolds saying that we had just pretended.

Girls during FGDs

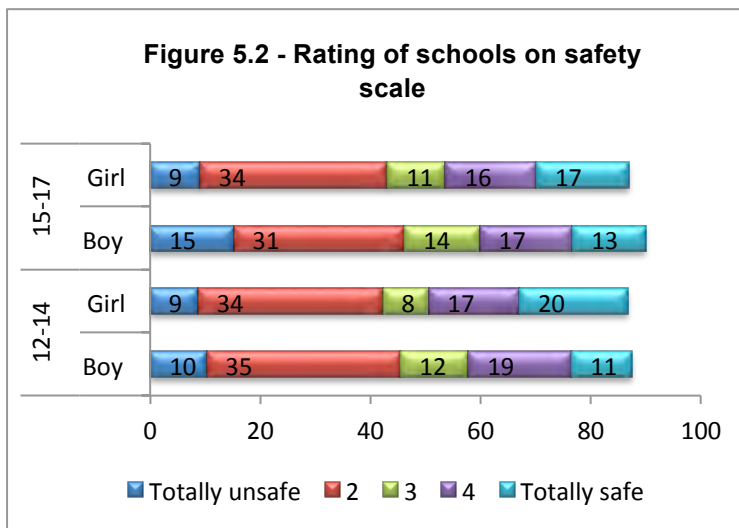
Girls face problems but seldom report to the teachers because due to shyness and fear of being bullied by boys. Sometimes they tell their teachers.

Boys during a FGD

5.3 Perception of Safety in School

For half of the students, safety in school is a concern. Not having security guard, dirty pictures or words written on walls or toilet and frequent use of insulting or humiliating language are some of the reasons making schools unsafe.

Personal safety in schools is a major concern for over 50 percent of the students as less than half of the students (45%) reported their school to be safe (see Table N9 in annexure). They gave a rating of 4 or 5 on a 5 point scale (where 1 represented 'totally unsafe' and 5 represented 'totally safe') with no significant variation by age or sex (Figure 5.2).



When asked about reasons for feeling unsafe, around half of them mentioned about not having any security guard, use of insulting/humiliating language and dirty pictures/words written on walls/toilet (refer Table N10 in annexure).

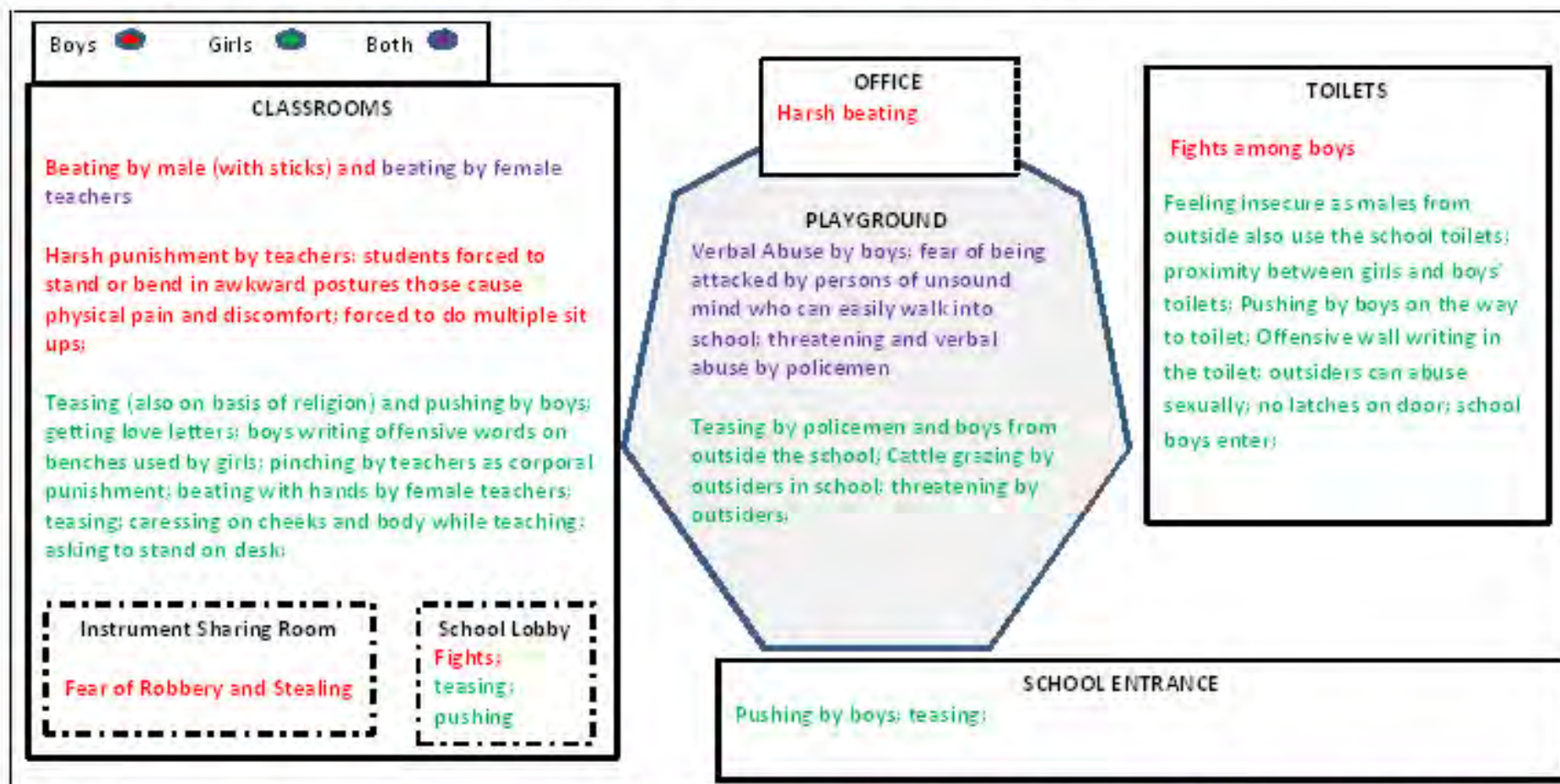
Significantly higher proportion of boys from younger age cohort mentioned harassment from other students (35% vs 23%), no support or response from teachers in case of any problem (42% vs 26%), punishment from teachers (28% vs 8%) and toilets without doors (27% vs 13%) as reasons for feeling unsafe in school.

Among the older age cohort, again higher proportion of boys reported toilets without doors (27% vs. 16%), no separate toilet for girls and boys (13% vs 5%) and boys standing at school gate (19% vs. 9%) as reasons for making their schools unsafe. These variations could be because of better reporting among boys than girls.

It is interesting to note that more boys and girls have reported harassment from other students (32%) as compared to harassment from teachers (13%), whereas regarding sexual harassment more boys and girls have reported *sexual harassment by teachers* (18%) than *sexual harassment by students* (5%).

However, discussions with parents and teachers on safe schools their perceptions differed a lot from that of the students and they only reported need for *security guards, fences and boundary walls in schools and clean toilets* as essentials for a safe school. During FGDs, students have identified various sites including classroom, playground, toilet and school lobby where girls and boys were likely to face violence (Figure 5.3).

Figure 5.3 – Mapping of unsafe sites and forms of violence likely to experience in school



Note: Students also reported caste based discrimination; use of foul language; outsiders loitering in secluded areas of school campus such as behind buildings; robbery; ; quarrels between girls who have liking for the same boy; rape; whistling; bullying by girls; proposing for sex; physical violence from boys; outsiders come into school to take marijuana and play cards. These incidents take place anywhere on the school campus and compromise the feeling of security among boys and girls.

5.4 Experience of Violence in School

5.4.1 Lifetime and current prevalence of violence in school

Prevalence of violence is high in school – 79 percent of students reported experiencing violence ever in school; while 68 percent experienced in last 6 months.

Overall, 79 percent of students reported ever experience of at least one form of violence in school. Significantly higher proportion of boys (84%) reported so than girls (75%) (refer Table N11 in annexure).

Prevalence of physical violence is equally higher, particularly among boys (68% vs 53%). Around half reported that they have been hit with an object at least once. Further, 17 percent of boys and 13 percent of girls reported being threatened with knife or any weapon in school. No significant change in reporting of physical violence is noted between two age cohorts.

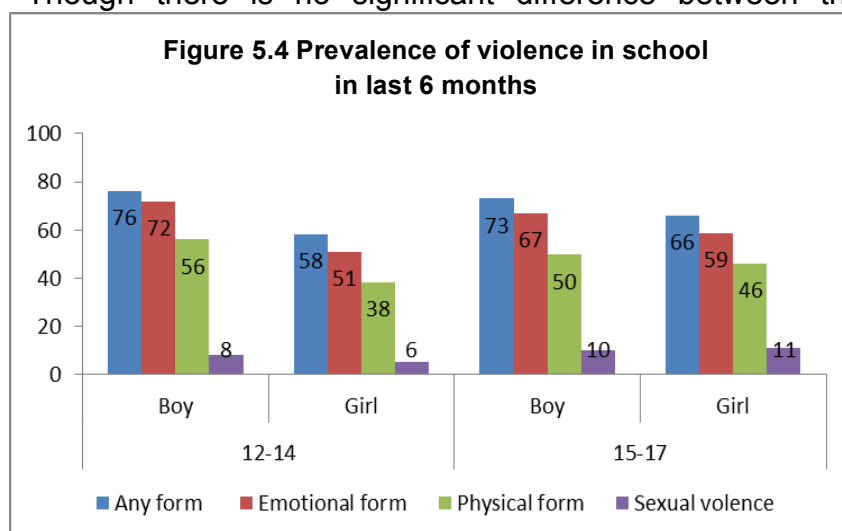
Among different forms of emotional violence, a third or more students reported being humiliated (45%), passed comments (35%), labelled (41%), asked to stand on bench or in a corner or outside class (35%) or turned someone against him/her (35%). For all these forms, significantly higher proportion of boys reported experiencing in last six months compared to girls.

Nine percent of students reported experiencing sexual violence in their lifetime in school. While no significant difference was noted between girls and boys of older age cohort, significantly higher proportion of boys in lower age cohort reported experiencing it more than girls did.

Experience of violence in the last six months in school

While ever experience of violence in school reported to be 79 percent, prevalence in last six months is quite close at 68 percent indicating high frequency. Similar to the ever experience of violence, higher proportion of boys reported experiencing at least one form in the last six months in school in both age cohorts (Figure 5.4). Among the different forms, prevalence of emotional violence is highest followed by physical, in both the age cohorts, and girls and boys.

Though there is no significant difference between the prevalence of violence



between boys of younger and older age cohort, significantly higher proportion of girls from older age reported experiencing physical (46% vs 38%), emotional (59% vs 51%) and sexual (11% vs 6%) violence than the younger ones (Figure 5.4).

Among the specific forms of physical

violence, 41 percent of boys from younger cohort reported being hit with an object

and 16 percent threatened with knife or weapon. In older age cohort, higher proportion of girls reported being hit with an object than other forms of physical violence (refer Table N12 in annexure).

Among the different forms of emotional violence, a third mentioned that someone used humiliating or insulting language in school in the last six months – 39 percent of boys and 30 percent of girls. A quarter of students – 32 percent of boys and 21 percent – girls reported that they were asked to stand on the bench or in a corner or outside the class. This form is specific to teachers, as they use it to punish students.

5.4.2 Violence perpetrated by teaching and non-teaching staff in school in the last six months and response

Less than half of the students – more boys (54%) than girls (30%) – mentioned teaching or non-teaching staff as perpetrator of violence. Most of these incidents go unreported and when reported, action is taken only in half of the cases in school.

Half of the boys mentioned that they have experienced some form of physical or emotional violence from teachers in the last six months; while 30 percent of girls reported so. This pattern is similar in both the age cohorts. Interestingly, higher proportion of students mentioned teachers as perpetrator for physical violence than emotional violence (refer Table N13 in annexure). This pattern is uniform in both age cohorts and among girls and boys.

Even as more boys overall reported to have experienced violence, when it came to reporting similar proportion of girls and boys reported to a teacher or principal. Only a quarter of students who experienced any form of physical or emotional violence reported to any other teacher or principal and in half of the cases no action was taken. A group of mothers said,

“No, they (students) only share with their friends but they don't tell their sirs, misses (teachers). They suppress their feeling within themselves.”

It is important to note that compared to teachers, not only higher proportion of students reported to their parents (34% vs 27%) but they took some action.

Among the different socio-demographic indicators, girls are less likely to report violence perpetrated by teachers, whereas those with internet and phone access are more likely to report. Exposure to parental violence has positive influence, while gender attitude negative. The confidence to talk to a teacher in case of violence is found to have positive influence on the reporting of violence perpetrated by teachers. Thus, it is crucial to instil confidence that students could report to other teachers or principal when violence is perpetrated by teachers. Having a formal child friendly reporting mechanism can go a long way in addressing SRGBV.

During discussion with parents, teachers were identified as one of the perpetrators of violence in school. Corporal punishment and sometimes sexual harassment of female students was attributed to them.

“Some teachers beat girls and boys both but some only beat boys. Teachers should not beat with stick or slap the students. Students fear those teachers who do not hit but verbally pull up students when they commit mistakes.”

A group of mothers complained not only about non-seriousness of teachers in taking classes but also about consumption of alcohol during school hours. Parents

complained about students using tobacco, cigarette, hashish etc. (did not mention whether inside or outside school).

During FGDs, girls shared about the different forms of violence they experience from their teachers, though they could not recognize those as violence.

sometimes teachers touch our body but that is not serious as teachers do in jokes as they are our guardians. Teachers punish if we don't do homework and class work

Sometimes teachers touch our body. They beat at our back, although not badly. They don't touch sensitive parts as we sit at the corner. They pull the bra of those who sit at the side of the benches. But this is not with ill-intention. Sometimes when the teachers are angry, they scold us and pull our hair

In separate discussion, teachers denied perpetration of any form of violence in schools and only referred to media reports to recall a few cases. They also denied or largely kept silent on the issue of corporal punishment in schools. The teachers pointed out that nearly in all the schools the practice of corporal punishment was banned, and instead, they often use negative reinforcement or consequences method with the children to discipline them or modify undesirable behaviours.

5.4.3 Violence perpetrated by students in the last six months in school and response

Close to 40 percent reported experiencing violence from students, with more girls responding to physical violence than boys.

Almost a third of students reported that they have experienced at least one form of physical violence in the last six months in school by some students. Significantly higher proportion of boys from younger age group reported so than the girls, while no significant variation was observed in older age group.

When asked about response, 40 percent mentioned that they did not do anything – more boys (45%) than girls (32%), whereas 34 percent tried to stop the perpetrator with no significant variation by sex. Significantly higher number of boys – 47 percent in lower age group – did nothing in case of instances of physical violence, and the reason or same could be fear of being hurt.

Only 17 percent reported to their teachers about their experiences; while 11 percent reported to parents, more girls (16%) than boys (7%).

Despite reporting high prevalence of emotional violence, only 10 percent of students mentioned experiencing it from some students with no significant variation by age or sex. When asked about response, a third did nothing, while another third tried to stop the perpetrator. A fifth hit back the perpetrator and a similar proportion complained to their teachers.

Twelve percent of students reported being locked in a room or a toilet in the last six months in school by some students. Surprisingly, 43 percent reported that they did nothing when they were locked, while 33 percent tried to stop them.

When asked about perpetrator of sexual violence, half of the students mentioned boys; 29 percent mentioned men and boys from outside; and 27 percent mentioned girls. Among those who had experienced sexual violence, half reported it to their parents.

Factors influencing response to violence perpetrated by students

Students with internet access, those who have seen parental violence and those encouraged to succeed are more likely to respond positively to violence perpetrated by students. On the other hand, those with high equitable gender attitude are less likely to respond. Age, sex and parental education have no significant influence on the response.

During discussion, parents pointed out that, children mostly do not share about the incidents of violence faced by them in school or outside; although sometimes they do complain to their teachers about teasing or fights with boys. Parents also shared their concerns about their daughters being 'molested or teased' (a word commonly used during the course of discussion) by boys in the school. A group of mothers stated that boys tease girls in the classrooms and outside. As a result of boys' teasing, girls drop out. In one FGD the mothers narrated instances of girls being molested by schoolboys in the school itself, about a year ago.

Some participants from an FGD shared that sometimes when schoolboys tease, guardians often intervene. Yet another group of mothers said that the most common problem is that boys tease girls or mock at them in school. However, they refused seeing it outside school and in their own families.

Most of the parents in all the parents' FGDs did not clearly specify the perpetrators. However, from the responses received from some participants it emerged that with regard to issues pertaining to teasing, misbehaviour, romantic overtures, inappropriate drawing in the bathroom or any other kind of sexual harassment, the boys in the school were highlighted as the perpetrators. On the other hand, many teachers during discussions denied any form of violence in schools. Moreover, those who reported existence of violence reported milder forms such as pulling hair, which is largely associated with girls or teasing of boys by girls. Discussion with teachers brought out interesting facts about peer pressure on boys of this age group to conform to 'masculine norms' and as a consequence they are forced to either tease or inflict sexual violence on girls. In view of these teachers, such behaviour among adolescent boys is irrespective of 'dressing' of girls.

A group of teachers said that reporting of any violence to them is very low and only when the girls and boys fight teachers get reports. In some cases girls also complained to teachers about misbehaviour of boys while going to toilets.

Parents overall were not happy about and were largely unaware about the existing response mechanisms within the schools to address violence. They were also upset with the non-functioning of Parent Teacher Association (PTA), child clubs or school management committees. Discussion with teachers also did not show existence of any forum in schools to address SRGBV. While some teachers said that they report it to the head teachers and school management committees, the ultimate step that is taken is to call the parents. Since there is no process for compliant redressal, it seems that in most of the cases the burden of taking action falls on the parents. Neither the SMC nor any other committee in the school has powers or mechanism to act in such cases and in some cases the result is punishing students, instead of taking any corrective measure. Very few mentioned positive discipline as a measure taken by teachers.

5.4.4 Consequences of violence experienced in school

Almost half of the students reported some consequences of violence including being unable to concentrate on studies (19%), felt sad or depressed (15%) and felt afraid of coming to school (14%).

Close to half of the students (46%) experienced some impact of the physical or emotional violence experienced by them (refer Table N17 in annexure). Some of the consequences were unable to concentrate on studies (19%), felt sad or depressed (15%), afraid of coming to school (14%), and injury (14%). In the younger age group significantly higher number of boys (21%) reported being injured than girls (6%). On the other consequences, there is no significant difference between boys and girls in the two age cohorts.

Though fewer students mentioned experiencing sexual violence, higher proportion among them mentioned some consequences. Around a third mentioned 'not able to concentrate on studies' (32%), 'afraid of coming to school' (30%) and 'felt sad or depressed' (28%). Higher proportion of boys than girls reported missing school for few days (28% vs 14%) and got injured (20% vs 6%).

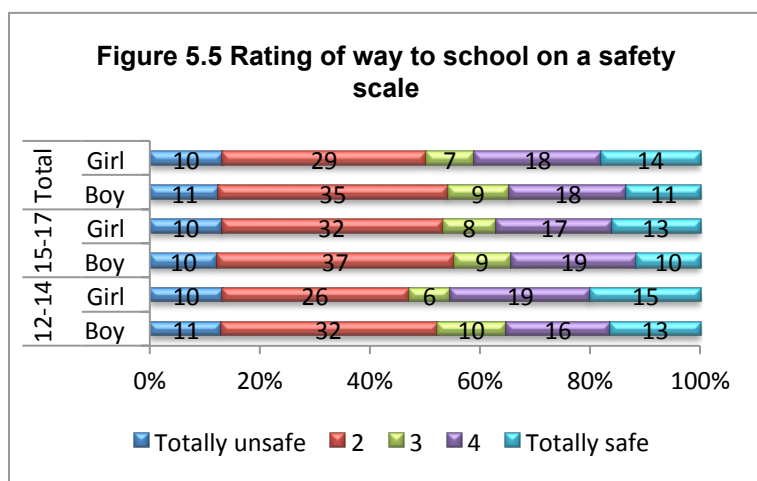
Parents stated that some of the students especially girls are highly scared of going to school again due to beating by teachers.

"They (teachers) slap girls. Some of the students have left classes due to fear of beating."

5.5 Perceptions of Safety and Experience of Violence Around and On the Way to School

5.5.1 Perceptions on safety around, and on the way to schools

Less than a third of the students rated en route to school as safe or totally safe; half expressed their concern, while a fifth were confused.



Almost 50 percent of students rated the way to their school and the surroundings of the school unsafe – 1, 2 or 3 on a 5 point scale (refer Table N19 in annexure). Among the younger age cohort, 53 percent of boys rated their school surroundings unsafe compared to 41 percent of girls, which is significantly different (Figure 5.5). Among the older age cohort 52

percent considered the environment around and on the way to their school to be unsafe with no variation by sex. The feeling of being unsafe was higher among the girl students of older (50%) age group than the younger (41%) ones, showing need for addressing many issues those increasingly make girls unsafe as they grow old and may become a cause of their dropping out of school.

5.5.2 Experience of violence in the last six months around and on the way to school

More than half of the students – more boys than girls – reported experiencing violence en route to school in the last six months.

In the last six months, 56 percent of students reported experiencing at least one form of physical, emotional or sexual violence on the way to school. Physical violence was reported by 34 percent, emotional by 50 percent and sexual violence by eight percent (refer Table 20 in annexure).

Higher proportion of boys reported experiencing physical forms compared to girls, in younger age cohort. This is primarily because a high percent of boys reported being hit with an object.

In both age cohorts, boys reported experiencing more emotional violence than did girls.

While boys reported higher experience of physical and emotional violence on way to school in both age cohorts, more girls (12%) in older age cohort reported experiencing sexual violence than did boys (8%).

During the SES discussion students shared several instances of violence including sexual:

on the way to school boys usually are found sitting in group and call girls by their names and bully them. We don't go out during the evening and night

We have some difficulty while returning home. When it gets dark, the way is not easy. There is a river. Sometimes the drug addicted people and drunkards are encountered on the way and we are teased. Some are safe because they are very close to school and for some it is not safe because they come from a long distance. All come here walking.

Girls in FGDs

Boys try to stop the bicycle of girls, bully and whistle. However, girls walk in group so they feel safe

Girls that come to school from nearby area come in group and face no security problem but coming from distance are bullied by boys and even attempt to rape

Boys in FGDs

During discussions, while parents pointed out that they were not aware of any violence on way to school and all violence happened within school, teachers stated opposite. In one discussion mothers mentioned about a case of rape of a girl in the forest and they said that their children would feel safer if they did not have to cross a river and a jungle to reach the school.

Teachers in one of the FGD stated that although the way to school is through the jungle and since the students come in groups, hence, there is no problem.

5.5.3 Perpetrator of violence and response

Known men and boys and boys from the school are commonly mentioned as perpetrators of violence on the way to school. Only 27 percent approached

someone for help immediately, while 39 percent reported to parents or teachers.

When asked about perpetrators of violence experienced around and on the way to school in the last six months, 40 percent of students (44% boys and 35% girls) mentioned known men/boys from neighbourhood; and 32 percent (40% boys and 22% girls) mentioned boys studying in their school (refer Table N21 in annexure). A fourth of the students mentioned unknown men/boys and girls from their school. A high proportion of girls, 20–21 percent in both the age cohorts – reported known women/ girls from neighbourhood as perpetrator.

Overall reporting of violence to parents, teachers and principals is low with 39 percent reported to any of these; and 35 percent mentioned that parents, teachers or principal took some action. Interestingly, significantly higher proportion of boys reported about their incidents to principal and teachers than girls.

Among those who experienced sexual violence, around 30 percent or above, mentioned known men/boys from neighbourhood, boys from their school and unknown men/boys as their perpetrators (see Table N22 in annexure). Significantly higher proportion of girls (39%) mentioned unknown men and boys as perpetrators than boys (15%). Among those who experienced sexual violence, 62 percent mentioned that they complained to someone about the incidents. However, only 29 percent knew that some action was taken against the perpetrator. For sexual violence as well, more students (43%) reported to parents than teachers or principal.

5.6 Perpetration and Witnessing of Violence

5.6.1 Perpetration of violence in school and on the way to school.

Less than half of the students reported perpetrating violence in school, and 18 percent on the way to school. Higher proportion of boys reported perpetrating violence in and on the way to school.

Perpetration of violence by students who were respondents of this research was also high as 43 percent – 49 percent of boys and 39 percent of girls – reported their own acts against someone in school in the last six months (refer Table N23 in annexure). More students reported perpetrating emotional violence (36%) than physical violence (27%). Higher proportion of boys from both age cohorts reported perpetrating emotional violence in school than girls. Among different forms, 18 percent mentioned that they labelled someone; 15 percent used humiliating language; and 11 percent threatened someone verbally or through written note.

Overall, students of older age cohort, those with educated mother and those with high equitable gender attitude are less likely to perpetrate violence, controlling for other background characteristics (refer Table N24 in annexure). On the other hand, those with father educated at least till class 10, those who have access to phone and those who are exposed to parental violence are more likely to perpetrate violence. Here, it is important to note that there is positive correlation between experience and perpetration, that is, those who experience violence are also more likely to perpetrate violence (Pearson Correlation Coefficients – 0.406 for boys and .303 for girls).

While more boys perpetrated physical violence against boys (60%), substantial proportion did so against girls (37%) as well. Girls showed similar pattern with

different magnitude— 64percent of girls had perpetrated physical violence against girls, while 28percent did against boys.

A higher proportion of students perpetrated emotional violence to the same sex peer than opposite sex refer (Table N25 in annexure). For example, 42 percent of boys perpetrated emotional violence against girls compared to 61 percent of girls. Similarly, 61percent of girls perpetrated violence against girls and 36 percent against boys. No such variation was noted in case of sexual violence.

Interestingly, on the way to school, 33 percent of boys reported perpetrating violence against girls, while 71 percent against boys; whereas 52 percent of girls had done so against girls and 60 percent against boys.

5.6.2 Witnessing of violence and response

Only 16 percent of students reported witnessing any violence on students in school; and two-third intervened.

Despite high prevalence of violence in school, only 16 percent of students reported witnessing any violence on students in school. When asked about their response, 35 percent reported not doing anything, while 43 percent tried to stop the perpetrator, 20 percent reported to a teacher and 17 percent sought help from other students standing nearby. No significant variation was observed in response by age and sex.

5.7 Moving Towards a Safe School

Despite high prevalence of violence in school, SRGBV is not a priority issue for teachers or parents. When asked specifically, they mentioned some of the characteristics of safe schools, such as teaching and learning in a peaceful environment; fences and boundary walls and security guard; discipline among students; no discrimination by students among each other; lesser distance between school and home; clean toilets; involvement of parents with education of children and constant engagement of teachers to make schools safe.

Most of the parents and some teachers acknowledged that often children share about instances of violence with their friend and rarely come to them. The groups and forum like parents' union, children's clubs, school management committee (SMCs) are mostly either non-existent or not functional. In addition, many parents also expressed their ignorance about the functions and roles of these forums. They also shared that the SMC is not so active even when the members' children are studying in the same school.

Some of the specific suggestions that came-up during the discussion were – having a code of conduct for the teachers; one teachers' group suggested to give responsibility to child club in addressing violence; another teacher suggested since it is not small children who cause violence, but grown people who perpetrate violence, hence, they should realize this, only then a solution is possible; another suggestion was teaching students to be disciplined, silent, and studious in school and making them aware about gender violence.

Figure 5.6 Characteristics of a Safe school as shared by parents and teacher

When discussed about the characteristics of safe school with parents and teachers, many ideas were shared. According to the respondents some of the key characteristics of safe schools are:

- Teachers teaching the students well and inculcating discipline and good manners in them
- No mental tension; clean toilets
- Schools should be nearby which prevents long walks from home.
- Schools that have a gate, fences and security guards
- School should provide variety of equipment or facilities for students to play in the campus. The school should contact organizations to sponsor. Students should not be allowed to play outside the campus.
- Where there is no discrimination among the students
- Where there is no fear and teaching-learning should be in peaceful environment.
- Parents also should come to school to know and see. The parents should pay attention to the changes in children after they experience violence.
- The teachers also should look for the causes of disturbances. There should be meetings.

5.8 Conclusion

The gender norms prevalent at the family or society level are often normalized at the school level, as there is no special effort in the education system to attack gender-based discrimination. Therefore, it is not surprising that the male students in the school show higher inclination towards inequitable gender norms; interaction between girls and boys are limited; and students hardly feel comfortable in talking to teachers about their problem. In fact, in several ways the schools are reinforcing gender inequality and normalizing violence. During the discussion, girls shared that they are often given cleaning activities as boys feel ashamed in doing so. Toilet facility is poor and there are more unsafe spaces in school than safe. For more than half of the students, safety in school is a concern because of frequent use of insulting and humiliating language, harassment from teachers and students; dirty pictures or words written on walls or toilet; and lack of security guards.

The safety concern is concurred by high prevalence of violence in school. Around two-third of the students reported experiencing violence in school in the last six months; and more boys than girls reported experiencing violence in school. When asked about perpetrators, 41 percent mentioned teacher, while 38 percent mentioned students. Higher proportion of students mentioned teachers for physical violence than students, through during discussion teachers denied using corporal punishment. Most of these incidents went unreported, and when reported, a substantial proportion was not attended. However, being comfortable with teacher to talk about violence or encouraged to succeed emerged as factors likely to increase reporting. Though parents and teachers often miss out, close to half of the students

reported some effect of violence experienced in school, including unable to concentrate on studies, felt sad or depressed, afraid of coming to school, and injury.

The way to school is perceived to be even less safe than school, though prevalence of violence is lower. Compared to 68 percent of students, who experienced violence in school, 56 percent experienced violence on the way to school. More boys reported experiencing physical and emotional violence than did girls, while more girls experienced sexual violence, particularly among older age cohort. Most of these violent acts were perpetrated by known men and boys, and boys from the school. Higher proportion of girls named unknown men and boys as perpetrator of sexual violence on the way to school. Most of the incidents of physical and emotional violence remained unreported.

Half of the boys and two-fifth of girls reported perpetrating violence in school. Most of these were same sex peer-based violence. Students with high equitable gender attitude are less likely to perpetrate, while those who are exposed to parental violence are more likely to perpetrate violence. Despite high prevalence of violence in school, only 16 percent of students reported witnessing any form of violence in school. Among these, around two-third took some action including trying to stop the perpetrator and reporting to teacher.

Discussion with students and teachers reveals that though there are several structures including SMCs, PTA and students' club on paper, these are hardly functions. Moreover, awareness about their roles and responsibilities is also limited. Thus, there is no mechanism to report and respond to violence in school or on the way to school. However, reporting mechanism is not enough to address SRGBV. It's important that all constituencies – teachers, parents and students – understand the fundamental issues of gender, and challenge discriminatory practices and use of violence in their day-to- day life. Within the positive policy environment, the current situation provides an opportunity to undertake violence prevention initiative in schools with strong institutional and community linkages to address SRGBV.

5.9 Annexure

Table N1 – Characteristics of respondents
Percentage distribution of survey participants by age and sex, Nepal, 2014

Age	Boy		Girl		Total	
	Percent	Number	Percent	Number	Percent	Number
10	0.2	1	0.2	2	0.2	3
11	0.6	4	0.6	5	0.6	9
12	4.7	32	5.3	43	5.0	76
13	12.3	84	16.0	130	14.3	215
14	22.0	151	26.9	219	24.7	370
15	30.1	206	27.3	222	28.6	428
16	18.1	124	14.9	121	16.4	245
17	8.4	58	6.5	53	7.4	111
18	2.5	17	1.3	10	1.8	27
19	0.7	5	0.5	4	0.6	9
20	0.3	2	0.4	4	0.4	6
Total	100.0	685	100.0	814	100.0	1499

Table N2 – Parents' Education and living arrangements
Percentage distribution of students aged 12–17 by education of their parents and living arrangement according to their age and sex; Nepal, 2014

		12–14 years			15–17 years			Total		
		Boy	Girl	Total	Bo y	Girl	Total	Boy	Girl	Tota l
Parents education	Both illiterate	12.3	11.9	12.1	18.7	19.2	18.9	16.1	15.6	15.8
	One of the parent literate	37.3	35.6	36.3	39.7	39.6	39.6	38.7	37.6	38.1
	Both literate	40.3	43.7	42.3	30.5	28.4	29.5	34.5	36.0	35.3
	Do not know/Missing	10.1	8.8	9.3	11.1	12.8	12.0	10.7	10.8	10.8
Living arrangement	Both with mother and father	82.0	82.5	82.3	80.4	82.1	81.2	81.0	82.3	81.7
	Either with mother or father	7.8	9.3	8.7	11.3	9.9	10.6	9.9	9.6	9.8
	Not with parents	8.6	7.8	8.1	7.1	7.7	7.4	7.7	7.8	7.7
	Missing	1.6	.5	.9	1.2	.2	.7	1.4	.3	.8
Sibling	Have both sister(s) and brother(s)	52.3	57.4	55.3	61.2	64.2	62.7	57.6	60.8	59.4
	Have only sister(s)	20.2	15.2	17.2	18.4	11.3	14.8	19.1	13.2	15.9
	Have only brother(s)	23.0	24.0	23.6	18.6	23.3	21.0	20.4	23.6	22.2
	No sibling	4.6	3.3	3.8	1.7	1.2	1.5	2.9	2.3	2.5
Total no. of students		267	392	660	388	397	784	655	789	1444

Table N3 – Profile of schools and media exposure										
Percentage distribution of students aged 12–17 by the distance of their school, means of transportation, internet and phone use according to their age and sex; Nepal, 2014										
		12–14 years			15–17 years			Total		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
School distance from home	Within a km	39.1	32.7	35.3	45.1	31.8	38.4	42.7	32.3	37.0
	1-3 km	29.8	23.1	25.8	23.8	25.3	24.6	26.2	24.2	25.1
	4-5 km	9.6	10.1	9.9	10.9	9.3	10.1	10.4	9.7	10.0
	More than 5 km	2.8	4.4	3.8	4.4	6.4	5.4	3.8	5.4	4.7
	Do not know	18.7	29.5	25.1	14.8	25.6	20.2	16.3	27.5	22.5
	Missing	0.0	0.2	0.1	1.0	1.6	1.3	0.6	0.9	0.8
Means of transportation to school	Walk alone	27.3	23.7	25.2	25.8	24.9	25.3	26.4	24.3	25.3
	Walk with friends	49.6*	61.3	56.6	44.3*	57.9	51.2	46.5*	59.6	53.7
	By bicycle/motorbike	22.7	14.5	17.8	27.6	15.4	21.4	25.6	14.9	19.8
	Other	0.4	0.2	0.3	1.4	1.4	1.3	1.0	0.8	0.9
	Missing	0.0	0.2	0.1	0.9	0.4	0.6	0.5	0.3	0.4
Internet use	Never	70.1	85.3	79.1	59.4	84.0	71.9	63.8	84.7	75.2
	Daily	10.8	3.6	6.5	22.2	6.5	14.3	17.6	5.1	10.7
	Not daily	19.1	11.1	14.3	18.3	9.5	13.9	18.6	10.3	14.1
Have mobile phone for personal use	Yes	34.0	24.1	28.1	53.0	40.6	46.7	45.3	32.4	38.2
	No	66.0	75.9	71.9	47.0	59.4	53.3	54.7	67.6	61.8
Total no. of students		267	392	660	388	397	784	655	789	1444
Note – Significantly different at *$p < 0.05$										

Table N4 – Attitude towards gender norm and violence
Percentage distribution of students age 12–17 by their score on the gender equality scale, according to their age and sex, Nepal, 2014

	12–14			15–17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
High	25.3*	51.2	40.8	24.9*	43.6	34.3	25.1*	47.4	37.3
Moderate	68.4	46.6	55.3	65.4	50.2	57.7	66.7	48.4	56.6
Low	6.3	2.2	3.8	9.6	6.3	7.9	8.3	4.2	6.0
Mean score	43.39	47.25	45.70	42.97	45.66	44.33	43.14	46.46	44.96
SD	6.29	6.57	6.73	6.70	7.08	7.02	6.53	6.87	6.92
No. of students	214	320	534	312	317	629	526	637	1163

*Note –Proportions and means are significant different between girls and boys in both the age cohorts at * $p < 0.05$; Alpha=0.78(20 statements)*

Table N5 – Odds Ratio of high attitude towards gender norm and violence among students in Nepal

Indicators	p-value	Odds Ratio	95% C.I. for OR	
			Lower	Upper
Age of student				
12-14 ^R				
15-17	.717	.957	.754	1.214
Sex of student				
Boy ^R				
Girl	.000	2.360	1.844	3.020
Father education				
No Schooling ^R				
1-5 class	.056	1.416	.991	2.023
6-9 class	.283	1.249	.832	1.876
10 and above class	.032	1.569	1.040	2.368
Do not know	.456	1.203	.740	1.958
Mother education				
No Schooling ^R				
1-5 class	.020	1.445	1.059	1.972
6 and above class	.224	1.238	.878	1.746
Do not know	.581	1.120	.750	1.672
Use internet				
No ^R				
Yes	.861	.974	.726	1.306
Have mobile phone for personal use				
No ^R				
Yes	.001	.640	.496	.826
Ever seen beating father to mother				
No ^R				
Yes	.240	.867	.683	1.100
Being told to behave like a boy/girl				
No ^R				
Yes	.000	.439	.307	.629

Table N6 – Attitude towards gender norm and violence – Response to specific statements
Percentage distribution of students aged 12–17 by their response to different statements on gender and violence, according to their age and sex, Nepal, 2014

		12–14 years			15–17 years			Total		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Gender role and responsibilities										
1 A mother should have primary responsibility for house work and child care.	Agree	50.5*	43.5	46.3	52.8	52.3	52.6	51.9	47.9	49.7
	Partially agree	31.4	27.8	29.2	29.8	26.0	27.9	30.5	26.9	28.5
	Disagree	17.5	28.0	23.7	17.1	21.2	19.1	17.2	24.5	21.2
2 Men need more care as they work harder than women.	Agree	34.1	27.7	30.3	45.2*	32.3	38.7	40.7	30.0	34.9
	Partially agree	38.5	36.7	37.5	31.8	32.9	32.3	34.5	34.8	34.7
	Disagree	24.0	33.0	29.3	21.6	32.2	26.9	22.5	32.6	28.0
	Missing	3.4	2.6	2.9	1.5	2.6	2.0	2.3	2.6	2.4
3 Only men should work outside home.	Agree	19.7*	14.5	16.6	21.8*	14.3	18.0	20.9	14.4	17.3
	Partially agree	28.0	20.3	23.4	28.5	20.2	24.3	28.3	20.3	23.9
	Disagree	50.5	64.5	58.8	48.9	63.5	56.3	49.6	64.0	57.5
	Missing	1.7	.7	1.1	.8	2.1	1.4	1.1	1.4	1.3
4 Since girls have to get married, they should not be sent for higher education.	Agree	17.0	16.6	16.7	19.6	19.9	19.8	18.6	18.2	18.4
	Partially agree	9.2	5.2	6.8	5.3	5.9	5.6	6.9	5.6	6.2
	Disagree	72.2	76.7	74.9	73.1	73.3	73.2	72.7	75.0	74.0
	Missing	1.6	1.5	1.5	1.9	.9	1.4	1.8	1.2	1.5
Gender Attributes										
5 A wife should always obey her husband.	Agree	31.4*	23.7	26.8	34.7*	24.4	29.5	33.3	24.1	28.3
	Partially agree	43.4	35.0	38.4	38.2	40.0	39.1	40.3	37.5	38.8
	Disagree	22.9	39.1	32.5	24.3	33.4	28.9	23.7	36.2	30.6
6 Boys are naturally better at math and science than girls.	Agree	23.1*	10.8	15.8	25.1*	11.3	18.1	24.3	11.1	17.1
	Partially agree	42.2	29.8	34.8	41.2	34.1	37.6	41.6	32.0	36.3
	Disagree	33.1	59.1	48.6	32.4	54.4	43.5	32.7	56.7	45.8
7 Boys are naturally better than girls in sports.	Agree	45.0*	25.3	33.3	49.3*	29.4	39.3	47.6	27.4	36.5
	Partially agree	30.7	37.6	34.8	31.5	40.0	35.8	31.2	38.8	35.3
	Disagree	20.9	35.0	29.3	17.6	29.5	23.6	19.0	32.2	26.2
8 'Real' boys should not cry	Agree	24.3*	16.0	19.4	22.3	16.2	19.2	23.1	16.1	19.3
	Partially agree	33.0	28.2	30.2	32.9	31.9	32.4	33.0	30.1	31.4
	Disagree	36.6	49.8	44.4	39.7	45.7	42.7	38.5	47.7	43.5
9 Boys should be tougher than girls.	Agree	26.8	27.6	27.3	26.5	31.8	29.2	26.6	29.7	28.3
	Partially agree	32.8	25.4	28.4	32.3	26.2	29.2	32.5	25.8	28.8

Table N6 – Attitude towards gender norm and violence – Response to specific statements
Percentage distribution of students aged 12–17 by their response to different statements on gender and violence, according to their age and sex, Nepal, 2014

		12–14 years			15–17 years			Total		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
	Disagree	37.5	44.9	41.9	38.1	39.0	38.6	37.8	42.0	40.1
	Missing	2.9	2.1	2.4	3.2	3.0	3.1	3.1	2.6	2.8
Sexuality										
10 If a girl says 'NO' to proposal or sexual advances, it actually means 'YES'.	Agree	17.7*	10.4	13.4	19.0*	14.1	16.5	18.4	12.3	15.1
	Partially agree	22.7	14.3	17.7	20.3	15.0	17.6	21.3	14.6	17.6
	Disagree	56.5	72.4	66.0	58.3	68.1	63.3	57.6	70.3	64.5
11 Girls who wear less clothes provoke boys for violence.	Agree	45.0*	26.7	34.1	44.2*	29.2	36.6	44.5	28.0	35.5
	Partially agree	26.2	23.5	24.6	24.2	21.8	23.0	25.1	22.6	23.7
	Disagree	27.5	47.2	39.2	30.1	46.3	38.3	29.1	46.8	38.7
	Missing	1.2	2.6	2.1	1.4	2.7	2.1	1.4	2.7	2.1
12 Only 'bad girls' are harassed in school	Agree	31.8*	24.9	27.7	34.3	29.6	31.9	33.3	27.3	30.0
	Partially agree	26.5	21.1	23.3	24.6	20.5	22.6	25.4	20.8	22.9
	Disagree	40.0	51.1	46.6	39.7	47.4	43.6	39.8	49.2	44.9
	Missing	1.7	3.0	2.4	1.4	2.5	2.0	1.5	2.7	2.2
SRGBV										
13 It is girl's fault if a male student or teacher sexually harasses her.	Agree	7.4*	4.0	5.4	12.4*	6.2	9.2	10.3	5.1	7.5
	Partially agree	14.8	9.2	11.5	16.6	8.3	12.4	15.9	8.8	12.0
	Disagree	75.0	84.9	80.9	68.7	85.2	77.0	71.3	85.0	78.8
14 In certain situations it is fine for students to be violent towards each other in school	Agree	21.2*	14.1	17.0	18.2	19.2	18.7	19.4	16.7	17.9
	Partially agree	27.3	17.7	21.6	24.7	21.1	22.9	25.8	19.4	22.3
	Disagree	50.8	66.0	59.9	56.1	58.1	57.1	53.9	62.0	58.3
15 It is fine for teachers to give physical punishment to students in certain situations	Agree	41.8*	25.7	32.2	44.0*	31.6	37.8	43.1	28.7	35.2
	Partially agree	27.1	32.6	30.4	28.9	29.0	29.0	28.2	30.8	29.6
	Disagree	30.1	39.9	35.9	26.4	37.3	31.9	27.9	38.6	33.8
16 It is necessary to beat children to make them capable.	Agree	18.8*	9.9	13.5	17.3	15.6	16.4	17.9	12.8	15.1
	Partially agree	32.5	31.3	31.8	32.7	27.3	30.0	32.6	29.3	30.8
	Disagree	48.1	56.1	52.9	48.3	55.3	51.8	48.2	55.7	52.3
	Missing	.7	2.7	1.9	1.8	1.8	1.8	1.3	2.2	1.8
Violence against women and girls										
17 A woman should tolerate violence in order to keep her family together	Agree	22.6	20.1	21.1	27.7	23.6	25.7	25.6	21.9	23.6
	Partially agree	19.3	17.0	17.9	15.8	15.7	15.7	17.2	16.3	16.7
	Disagree	56.4	61.1	59.2	54.5	58.9	56.7	55.3	60.0	57.9

Table N6 – Attitude towards gender norm and violence – Response to specific statements
Percentage distribution of students aged 12–17 by their response to different statements on gender and violence, according to their age and sex, Nepal, 2014

		12–14 years			15–17 years			Total		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
18 There are times when a husband needs to beat his wife.	Missing	1.7	1.8	1.8	1.9	1.8	1.9	1.8	1.8	1.8
	Agree	21.6*	12.8	16.4	23.2*	19.0	21.1	22.5	16.0	18.9
	Partially agree	39.7	36.4	37.7	39.1	32.7	35.9	39.3	34.6	36.7
	Disagree	36.5	48.9	43.9	36.2	46.5	41.4	36.3	47.7	42.5
	Missing	2.2	1.9	2.0	1.6	1.7	1.6	1.8	1.8	1.8
19 Labeling based on body/characteristic/ethnicity etc. doesn't really hurt.	Agree	17.4*	21.8	20.0	23.0	25.9	24.5	20.7	23.9	22.4
	Partially agree	16.9	9.9	12.7	13.7	12.7	13.2	15.0	11.3	13.0
	Disagree	63.3	65.3	64.5	62.8	60.2	61.5	63.0	62.8	62.9
	Missing	2.3	3.0	2.7	.6	1.2	.9	1.3	2.1	1.7
20 Teasing is harmless fun	Agree	23.5	20.8	21.9	26.0	28.0	27.0	25.0	24.4	24.7
	Partially agree	28.4	23.9	25.7	24.4	24.0	24.2	26.0	24.0	24.9
	Disagree	47.7	53.2	51.0	48.9	45.3	47.0	48.4	49.2	48.9
	Missing	.3	2.1	1.4	.8	2.6	1.7	.6	2.4	1.6

*Note – Significantly different at *p<0.05;*

Table N7 – Experience of gender differential in school
Percentage distribution of students aged 12–17 according to their experience of different activities in school by their age and sex, Nepal, 2014

		12–14			15–17			Total		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Told to behave like girl or boy		16.6	12.0	13.8	22.1*	16.3	19.2	19.8*	14.2	16.7
Participate in outdoor sports in school	Never	22.6	26.2	24.7	24.9	26.4	25.6	23.9	26.3	25.2
	Seldom	5.0	2.2	3.3	6.5	3.0	4.7	5.9	2.6	4.1
	Sometimes	50.4	52.0	51.4	45.0	55.3	50.2	47.2	53.7	50.7
	Often	10.2	8.0	8.9	9.4	9.1	9.2	9.7	8.6	9.1
	Always	10.2	11.0	10.7	12.5	5.7	9.1	11.6	8.4	9.8
	Missing	1.6	.5	.9	1.8	.6	1.2	1.7	.5	1.1
Participate in classroom activities	Never	20.4	22.5	21.7	18.7	23.3	21.0	19.4	22.9	21.3
	Seldom	2.9	3.3	3.1	6.8	3.9	5.3	5.2	3.6	4.3
	Sometimes	50.5	45.3	47.4	47.2	50.3	48.7	48.5	47.8	48.1
	Often	12.4	14.1	13.4	13.5	11.7	12.6	13.0	12.9	13.0
	Always	11.7	14.0	13.1	11.7	9.7	10.7	11.7	11.9	11.8
	Missing	2.0	.9	1.3	2.3	1.1	1.7	2.2	1.0	1.5
Talk to teachers about their concern	Never	43.2	48.2	46.2	41.7*	49.4	45.6	42.3*	48.8	45.9
	Seldom	5.6	7.7	6.8	7.6	10.1	8.9	6.8	8.9	7.9
	Sometimes	30.8	31.8	31.4	28.4	27.2	27.8	29.4	29.5	29.4
	Often	10.1	5.7	7.5	8.4	6.8	7.6	9.1	6.3	7.5
	Always	8.7	4.8	6.4	9.3	4.1	6.7	9.1	4.5	6.6
	Missing	1.6	1.8	1.7	4.6	2.4	3.5	3.4	2.1	2.7
Participate as leader of a student group	Never	59.8	56.4	57.8	57.1	62.5	59.8	58.2	59.5	58.9
	Seldom	5.8	4.7	5.1	4.3	4.0	4.2	4.9	4.3	4.6
	Sometimes	23.9	24.3	24.1	23.8	23.5	23.6	23.8	23.9	23.9
	Often	2.9	7.9	5.8	7.7	4.6	6.1	5.7	6.2	6.0
	Always	4.5	4.1	4.3	2.9	3.5	3.2	3.6	3.8	3.7
	Missing	3.1	2.6	2.8	4.1	2.0	3.0	3.7	2.3	2.9
Encouraged to succeed in school work	Never	38.9	35.2	36.7	32.2*	42.6	37.5	34.9	38.9	37.1
	Seldom	6.4	4.1	5.0	8.3	5.4	6.8	7.5	4.7	6.0
	Sometimes	37.2	35.7	36.3	38.1	33.5	35.7	37.7	34.6	36.0
	Often	8.3	9.3	8.9	11.6	6.6	9.1	10.3	8.0	9.0
	Always	6.0	14.0	10.8	6.0	8.6	7.3	6.0	11.3	8.9
	Missing	3.2	1.7	2.3	3.8	3.3	3.6	3.6	2.5	3.0
Play with students of opposite sex	Never	31.9	32.9	32.5	33.4	39.3	36.4	32.8	36.1	34.6
	Seldom	5.7	6.4	6.1	6.6	2.7	4.6	6.2	4.6	5.3
	Sometimes	40.5	40.5	40.5	41.8	39.7	40.8	41.3	40.1	40.6
	Often	9.9	9.9	9.9	8.9	8.2	8.6	9.3	9.1	9.2
	Always	9.6	8.6	9.0	7.3	8.8	8.0	8.2	8.7	8.5
	Missing	2.4	1.7	2.0	2.0	1.3	1.7	2.2	1.5	1.8
No. of students		267	392	660	388	397	784	655	789	1444
Note – Significantly different at *p<0.05										

Table N8 – Perception of gender differential in school Percentage distribution of students who mentioned often or always to the different dimensions of School Equality Score Card, Nepal, 2014		
	Girls	Boys
1. Sports participation: Girls participate in sports activities as much as boys	54	31
2. Class participation: Girls participate in class as often as boys	78	57
3. Chore burden: Girls spend the same amount of time doing chores (tidying, sweeping, cleaning) at school as boys	59	62
4. Latrines: Toilets at school that girls feel comfortable to use	64	47
5. Seeking help: Girls talk to teachers about their concerns as much as boys	51	48
6. Leadership: Girls participate as leaders of student groups as much as boys	47	47
7. Encouragement: Girls encouraged to succeed in their schoolwork as much as boys	64	71
8. Safety going to school: Girls are as safe as boys on their way to and from school	45	41
9. Safety at school: Girls as safe as boys when they are at school	54	64

Table N9 – Perception of Safety in School Percentage distribution of students aged 12–17 years according to their rating of schools on safety scale by their age and sex, Nepal, 2014									
	12–14			15–17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Totally unsafe	10.3	8.7	9.4	15.2	9.1	12.1	13.2	8.9	10.9
2	35.1	33.5	34.1	30.9	33.9	32.4	32.6	33.7	33.2
3	12.3	8.3	9.9	13.7	10.6	12.1	13.1	9.5	11.1
4	18.7	16.5	17.4	16.8	16.4	16.6	17.6	16.4	17.0
Totally safe	11.0	19.7	16.2	13.3	16.8	15.1	12.4	18.2	15.6
Can't say	12.6	13.1	12.9	10.1	13.2	11.7	11.1	13.1	12.2
No. of students	267	392	660	388	397	784	655	789	1444

Table N10 – Reasons for feeling unsafe in school									
Percentage distribution of students aged 12–17 years by reasons for feeling unsafe in school among those who scored 1 to 3 on the safety scale according to their age and sex, Nepal, 2014									
Reasons that make school unsafe	12–14			15–17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
No security guard	50.4	52.3	51.5	52.5	51.9	52.2	51.7	52.1	51.9
Dirty picture/words written on walls/toilets	45.5	38.6	41.6	49.3	41.7	45.6	47.8	40.2	43.9
Harassment from other students	35.0*	23.4	28.5	34.0	34.0	34.0	34.4	28.9	31.6
Harassment from teachers	19.5	13.3	16.0	10.7	9.1	9.9	14.2	11.1	12.6
Toilets without doors	27.2*	13.4	19.4	26.7*	15.9	21.5	26.9*	14.7	20.6
No separate toilet for girls and boys	14.7	9.4	11.7	13.0*	4.7	9.0	13.7*	7.0	10.2
Boys standing at school gate	15.3	12.7	13.9	19.1*	8.7	14.1	17.6*	10.6	14.0
Punishment from teacher	28.2*	8.1	16.9	20.5	13.8	17.3	23.6*	11.1	17.1
Sexual harassment from other students	7.2	3.8	5.3	6.4*	1.8	4.2	6.7	2.8	4.7
Sexual harassment from teachers	19.8	17.2	18.4	22.0	15.0	18.6	21.1	16.1	18.5
No support/response from teachers in case of any problem	42.1*	26.3	33.3	38.7	31.7	35.3	40.1*	29.1	34.4
Use of insulting/humiliating language	52.3	51.5	51.9	41.9	47.0	44.3	46.1	49.2	47.7
Frequent physical fight among students	34.0	28.7	31.0	26.6	21.5	24.2	29.6	25.0	27.2
Students rob/snatch things from other students	23.9	18.3	20.8	23.1	24.3	23.7	23.4	21.4	22.4
Other	2.0	1.8	1.9	1.0	1.9	1.4	1.4	1.8	1.6
No. of students	154	198	352	232	213	445	386	411	797
Note – Significantly different at *p<0.05									

Table N11 – Ever Experience of Violence in School									
Percentage distribution of students aged 12–17 years who have ever experienced violence in school, according to their age and sex, Nepal, 2014									
	12–14			15–17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Any form of physical violence	71.0*	50.6	58.9	65.7*	56.0	60.8	67.9*	53.3	59.9
Beaten or hit or slapped or kicked or shoved or someone pulled hair	49.8*	32.4	39.5	46.5*	35.5	41.0	47.8*	34.0	40.3
Hit with an object	54.8*	37.6	44.5	50.1	43.9	47.0	52.0*	40.8	45.9
Threatened with knife/weapon	17.3	12.3	14.3	17.0	14.7	15.9	17.1	13.5	15.2
Any form of emotional violence	81.3*	63.8	70.9	78.1*	71.0	74.5	79.4*	67.4	72.9
Passed comments / jokes because of looks, religion, economic status	41.3*	28.2	33.5	37.6	34.5	36.1	39.2*	31.4	34.9
Labelled based on body, character or background	48.4*	32.7	39.1	48.2*	37.1	42.6	48.3*	34.9	41.0
Standing on bench or in a corner or outside class	41.5*	28.7	33.9	40.6	32.1	36.3	41.0*	30.4	35.2
Threatened verbally or by written note	25.6*	18.7	21.5	30.1	24.2	27.1	28.3*	21.5	24.6
Ignored	29.3	24.3	26.3	32.2	28.0	30.1	31.0	26.1	28.3
Turned people against me	39.8*	29.9	34.0	39.3*	31.2	35.2	39.5*	30.5	34.6
Deliberately kept out of the activities	27.7	22.3	24.5	35.7*	24.3	30.0	32.5*	23.3	27.5
Humiliating/insulting language	54.2*	36.2	43.5	50.3	43.9	47.1	51.9*	40.1	45.5
Locked in room/toilet	17.6	13.3	15.0	16.4	14.1	15.3	16.9	13.7	15.2
Sexual Violence	9.2	5.1	6.8	9.5	10.6	10.0	9.4	7.9	8.6
Any form of physical or emotional or sexual violence	84.8*	71.8	77.1	83.9*	77.4	80.6	84.3*	74.6	79.0
Any form of physical, emotional and sexual	8.3*	2.6	4.9	7.7	7.7	7.7	8.0*	5.2	6.4

violence									
No. of students	267	392	660	388	397	784	655	789	1444
Note – Significantly different at *p<0.05; Sexual violence includes passed sexual comments/whistled/showed sexual photo/video/touched body/kissed/ fondled/asked for these act									

Table N12 – Experience of Violence in the last 6 months in School
Percentage distribution of students aged 12–17 years who have experienced violence in last 6 months in school, according to age and sex of children, Nepal, 2014

	12–14			15–17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Any form of physical violence	56.2*	38.4	45.6	49.8	46.2	48.0	52.4*	42.3	46.9
Beaten or hit or slapped or kicked or shoved or someone pulled hair	36.3*	21.8	27.7	32.4*	23.8	28.1	34.0*	22.8	27.9
Hit with an object	41.3*	26.5	32.5	35.4	31.0	33.2	37.8*	28.8	32.9
Threatened with knife/weapon	15.8	11.8	13.4	12.2	12.8	12.5	13.7	12.3	12.9
Any form of emotional violence	71.8*	51.0	59.4	67.1*	58.9	62.9	69.0*	55.0	61.3
Passed comments / jokes because of looks, religion, economic status	27.8*	20.1	23.2	26.0	22.0	24.0	26.8*	21.1	23.7
Labeled based on body, character or background	35.3*	23.8	28.4	33.1*	24.8	28.9	34.0*	24.3	28.7
Standing on bench or in a corner or outside class	33.3*	18.7	24.6	30.5	22.9	26.7	31.7*	20.8	25.7
Threatened verbally or by written note	17.3	12.4	14.4	21.6	16.9	19.3	19.9	14.7	17.0
Ignored	21.2	16.4	18.4	22.8	20.5	21.6	22.1	18.5	20.1
Turned people against me	30.8*	21.8	25.5	29.0	24.0	26.5	29.7*	22.9	26.0
Deliberately kept out of the activities	22.0	18.2	19.7	27.5*	18.3	22.9	25.3*	18.2	21.4
Humiliating/insulting language	40.7*	27.6	32.9	37.7	32.2	34.9	38.9*	29.9	34.0
Locked in room/toilet	14.7	11.3	12.7	13.0	12.3	12.6	13.7	11.8	12.6
Any form of sexual violence	8.4	5.5	6.7	10.1	11.0	10.5	9.4	8.3	8.8

Any form of physical or emotional or sexual violence	76.3*	58.4	65.6	73.1*	66.1	69.5	74.4*	62.2	67.7
Any form of physical, emotional and sexual violence	4.9	2.9	3.7	5.5	5.6	5.6	5.3	4.3	4.7
No. of students	267	392	660	388	397	784	655	789	1444
Note – Significantly different at *p<0.05; Sexual violence includes passed sexual comments/whistled/showed sexual photo/video/touched body/kissed/ fondled/asked for these act									

Table N13 – Violence perpetrated by teacher in school and response of students									
Percentage distribution of students aged 12–17 years according to violence perpetrated by teachers and their response in the last 6 months in school, according to age and sex of children, Nepal, 2014									
	12–14			15–17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Physical – Hit/ Beat /slap /kick	47.4*	28.2	37.3	48.0*	24.7	36.8	47.7*	26.3	37.0
Emotional	25.5*	17.2	21.1	29.4*	14.4	22.2	27.7*	15.7	21.7
Lock in toilet	9.2	9.2	9.2	10.5	8.6	9.6	10.0	8.9	9.5
Any form	52.2*	31.4	41.2	54.6*	28.4	42.1	53.6*	29.8	41.7
No of students who have experienced any form of violence in the last 6 months	203	225	428	281	258	539	484	483	967
Reported to teacher/principal	22.8	27.0	24.5	30.8	24.1	28.7	27.6	25.6	26.8
Reported to Parent/guardian	30.5	45.5	36.5	32.6	30.8	32.0	31.8	38.0	34.0
No. of students who reported experiencing from teachers	106	71	176	154	73	227	259	144	403
No Action taken by teachers	57.7	27.0	44.5	48.2	38.9	45.8	51.2	32.8	45.3
No Action taken by parents	22.5	15.0	18.6	32.4	14.6	26.9	28.6	14.8	23.0
Note – Significantly different at *p<0.05									

Table N14 – Odds Ratio of response to violence perpetrated by teachers, Nepal, 2014				
Indicators	p-value	Odds Ratio	95% C.I. for OR	
			Lower	Upper
Sex of student				
Boy ^R				
Girl	.031	.638	.425	.959
Age in years				
12-14 ^R				
15-17	.098	.724	.494	1.062
Father education				
No Schooling ^R				
1-5 class	.087	1.624	.933	2.828
6-9 class	.674	1.151	.598	2.215
10 and above class	.578	1.215	.612	2.412
Do not know	.334	1.447	.684	3.063
Mother education				
No Schooling ^R				
1-5 class	.302	.766	.462	1.271
6 and above class	.957	.985	.566	1.714
Do not know	.182	.654	.350	1.220
Use internet				
No ^R				
Yes	.000	2.099	1.390	3.170
Have mobile phone for personal use				
No ^R				
Yes	.012	1.655	1.119	2.447
Ever seen beating father to mother				
No ^R				
Yes	.001	1.919	1.327	2.776
Have sisters				
No ^R				
Yes	.419	1.195	.775	1.842
Have brothers				
No ^R				
Yes	.659	1.114	.690	1.797
High attitude toward gender				
No ^R				
Yes	.000	.433	.271	.692
Can talk teacher easily in case of facing harassment				
No ^R				

Yes	.047	1.463	1.005	2g 30
I encouraged to succeed in school				
No ^K				
Yes	.807	.941	.577	1.533

Table N15 – Violence perpetrated by any student in school in last 6 months in school, Percentage distribution of students aged 12-17 years according to violence perpetrated by students and their response in last 6 months in school, according to age and sex of children, Nepal, 2014

	12-14			15-17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Physical – Hit/ Beat /slap /kick	40.0*	27.3	33.3	29.7	28.5	29.1	34.0*	27.9	31.0
Emotional	10.8	10.2	10.5	9.9	10.6	10.2	10.3	10.4	10.3
Lock in toilet	12.6	12.1	12.4	10.7	13.8	12.2	11.5	13.0	12.3
Any form	47.5*	32.2	39.4	36.8	38.4	37.6	41.2	35.5	38.4
No of students who have experienced any form of violence in the last 6 months	203	225	428	281	258	539	484	483	967
Response to physical violence									
Did nothing	47.5*	28.6	39.5	43.4	35.5	39.7	45.4*	32.4	39.6
Tried to stop them	30.7	28.2	29.6	44.7	29.6	37.6	37.8	29.0	33.8
Hit back	15.9	27.9	21.0	11.0	18.8	14.7	13.4	22.8	17.7
Sought help from other student standing nearby	14.2	17.8	15.7	16.5	22.1	19.1	15.3	20.2	17.5
Complained to teacher	13.2	22.7	17.2	14.4	21.0	17.5	13.8	21.8	17.4
Complained to parents	7.7	21.0	13.3	7.2	11.4	9.2	7.4*	15.7	11.1
Called helpline/police	2.1	10.4	5.6	2.8	7.9	5.2	2.5*	9.0	5.4
Other	1.1	1.8	1.4		4.4	2.1	.5	3.3	1.8
No of students who have experienced physical violence in the last 6 months	69	52	121	72	64	136	141	116	257
Response to emotional violence									
Did nothing	35.3	30.8	33.3	43.6	24.5	36.0	40.0	27.6	34.8
Tried to stop them	41.9	27.6	35.5	31.3	39.6	34.6	35.9	33.7	35.0
Hit back	21.6	31.4	26.0	14.0	24.6	18.2	17.3	27.9	21.8
Sought help from other	12.5	12.2	12.4	16.2	22.3	18.6	14.6	17.3	15.7

student standing nearby									
Complained to teacher	15.5	27.6	21.0	15.8	23.2	18.7	15.7	25.4	19.8
Complained to parents	10.1	19.3	14.2	10.1	17.1	12.9	10.1	18.2	13.5
Called helpline/police		6.8	3.0		5.1	2.0		5.9	2.5
No of students who have experienced physical violence in the last 6 months	45	37	82	58	38	97	103	75	178
Response in case of being locked									
Did nothing	34.1	34.4	34.3	56.8	43.5	49.5	46.0	39.6	42.6
Tried to stop them	28.9	30.4	29.7	31.8	38.1	35.3	30.4	34.8	32.7
Hit back	23.7	21.2	22.5	4.8	20.9	13.6	13.8	21.0	17.6
Sought help from other student standing nearby	20.4	16.7	18.5	27.2	17.4	21.8	23.9	17.1	20.3
Complained to teacher	20.1	14.1	17.1	11.1	6.7	8.7	15.4	9.8	12.5
Complained to parents	13.5	21.7	17.6	6.5	17.6	12.6	9.8	19.4	14.8
Called helpline/police		7.7	3.9	5.0	7.2	6.2	2.6	7.4	5.1
No of students who have experienced physical violence in the last 6 months	20	20	41	22	27	50	43	48	91
Note – Significantly different at *p<0.05									

Table N16 – Odds Ratio of response to violence perpetrated by students in school, Nepal, 2014

Indicators	p-value	Odds Ratio	95% C.I. for OR	
			Lower	Upper
Sex of student				
Boy ^R				
Girl	.461	1.187	.752	1.875
Age in years				
12-14 ^R				
15-17	.906	.974	.626	1.515
Father education				
No Schooling ^R				
1-5 class	.136	1.663	.852	3.247
6-9 class	.225	1.600	.749	3.418
10 and above class	.997	1.002	.440	2.280
Do not know	.224	1.714	.720	4.082
Mother education				
No Schooling ^R				
1-5 class	.874	1.047	.594	1.846

6 and above class	.576	1.194	.641	2.224
Do not know	.486	.771	.371	1.602
Use internet				
No ^R				
Yes	.049	1.620	1.002	2.618
Have mobile phone for personal use				
No ^R				
Yes	.207	1.341	.850	2.114
Ever seen beating father to mother				
No ^R				
Yes	.001	2.130	1.391	3.262
Have sisters				
No ^R				
Yes	.674	1.113	.676	1.831
Have brothers				
No ^R				
Yes	.392	1.291	.720	2.314
High attitude toward gender				
No ^R				
Yes	.010	.515	.310	.855
Can talk teacher easily in case of facing harassment				
No ^R				
Yes	.979	.994	.641	1.542
I encouraged to succeed in school				
No ^R				
Yes	.036	1.708	1.037	2.814

Table N17 – Consequences of physical or emotional violence on students in the last 6 months in school
Percentage distribution of students age 12-17 years by consequences of physical and emotional violence experienced in last 6 months in school, according to age and sex of children, Nepal, 2014

	12–14			15–17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Feel afraid of coming to school	13.9	12.1	13.0	14.2	15.9	15.0	14.1	14.1	14.1
miss school for few days	15.0	11.0	12.9	14.3	13.8	14.0	14.6	12.5	13.5
get injured	20.6*	6.3	13.2	17.3	11.8	14.7	18.7*	9.2	14.0
were unable to concentrate on studies	18.5	17.0	17.7	17.4	22.5	19.8	17.9	19.9	18.9
avoid the perpetrator	9.2	5.0	7.0	9.2	11.1	10.1	9.2	8.2	8.7

felt sad/depressed	15.4	13.9	14.6	14.9	16.5	15.7	15.1	15.3	15.2
isolated/tried to be alone	7.2	7.2	7.2	6.4	8.5	7.4	6.7	7.9	7.3
None of the above	49.9*	62.0	56.2	54.2	49.8	52.1	52.4	55.5	53.9
Other	1.3	.9	1.1	1.7		.9	1.5	.4	1.0
Number of students	200	218	418	273	249	522	473	468	941
Note – Significantly different at *p<0.05									

Table N18 – Consequences of sexual violence on students in the last 6 months in school
Percentage distribution of students aged 12–17 years by consequences of sexual violence experienced in the last 6 months in school, according to age and sex of children, Nepal, 2014

	12–14			15–17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Feel afraid of coming to school	32.9	31.7	32.2	30.5	26.6	28.4	31.4	28.5	29.8
miss school for few days	39.5	14.8	26.4	21.4	13.7	17.2	28.4*	14.1	20.7
get injured	19.7	7.5	13.2	20.1	5.3	12.1	20.0*	6.2	12.5
were unable to concentrate on studies	35.5	24.1	29.4	27.1	40.3	34.3	30.3	34.2	32.4
avoid the perpetrator	27.1	17.7	22.1	21.5	30.8	26.6	23.7	25.9	24.9
felt sad/depressed	22.1	36.2	29.6	16.7	34.8	26.5	18.8*	35.3	27.7
isolated/tried to be alone	17.3	12.7	14.9	12.9	10.2	11.4	14.6	11.1	12.7
None of the above	30.8	23.5	26.9	35.4	25.4	30.0	33.6	24.7	28.8
Other	4.8	5.2	5.0	5.9		2.7	5.5	2.0	3.6
Number of students	33	38	71	53	63	116	87	101	188
Note – Significantly different at *p<0.05									

Table N19 – Perception of Safety around and on the way to School
Distribution of students aged 12–17 years according to their rating of way and surrounding of schools on safety scale by their age and sex, Nepal, 2014

	12–14			15–17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Totally unsafe	10.6*	10.0	10.2	10.4	10.3	10.4	10.5	10.2	10.3
2	32.2	25.6	28.3	36.6	31.7	34.1	34.8	28.7	31.4
3	10.2	5.7	7.5	8.8	7.6	8.2	9.4	6.7	7.9
4	15.6	19.2	17.8	19.4	16.6	18.0	17.8	17.9	17.9
Totally safe	13.4	15.2	14.5	9.9	12.7	11.3	11.3	14.0	12.8
Can't say	17.0	23.3	20.8	14.3	19.4	16.9	15.4	21.4	18.7
Missing	1.0	.9	1.0	.6	1.7	1.1	.8	1.3	1.1
No. of students	267	392	660	388	397	784	655	789	1444

Table N20 – Experience of Violence in the last 6 months around and on the way to school Percentage of Students aged 12–17 who have experienced violence in the last 6 months around and on the way to school, according to their age and sex, Nepal, 2014									
	12–14			15–17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Any form of physical violence	38.9*	28.8	32.9	36.1	32.7	34.4	37.3*	30.7	33.7
Beaten or hit or slapped or kicked or shoved or someone pulled hair	18.0	16.3	17.0	19.3	17.5	18.4	18.8	16.9	17.8
Hit with an object	31.4*	19.1	24.1	24.1	24.2	24.2	27.1*	21.7	24.1
Threatened with knife/weapon	7.3	9.2	8.4	12.2	10.7	11.5	10.2	9.9	10.1
Any form of emotional violence	58.6*	38.8	46.8	57.8*	47.2	52.4	58.1*	43.0	49.9
Passed comments / jokes because of looks, religion, economic status	29.2*	17.1	22.0	22.7	21.7	22.2	25.3*	19.4	22.1
Labeled based on body, character or background	30.9*	18.3	23.4	29.0	23.6	26.3	29.8*	20.9	24.9
Threatened verbally or by written note	17.3	12.8	14.6	19.7	13.3	16.5	18.8*	13.0	15.6
Ignored	16.3	13.1	14.4	19.0	13.4	16.2	17.9*	13.2	15.3
Turned people against me	23.9	18.5	20.7	25.1*	18.5	21.8	24.6*	18.5	21.3
Deliberately kept out of the activities	16.8	14.5	15.4	22.0*	14.7	18.3	19.9*	14.6	17.0
Humiliating/insulting language	36.6*	25.8	30.2	36.4*	28.2	32.3	36.5*	27.0	31.3
Any form of sexual violence	7.7	6.1	6.7	7.7*	12.2	10.0	7.7	9.2	8.5
Any form of physical or emotional or sexual violence	63.6*	45.2	52.7	62.7*	55.4	59.0	63.1*	50.3	56.1
Any form of physical, emotional and sexual violence	3.7	3.5	3.6	3.7	5.9	4.8	3.7	4.7	4.2
No. of students	267	392	660	388	397	784	655	789	1444

Note – Significantly different at * $p < 0.05$; Sexual violence includes passed sexual comments/whistled/showed sexual photo/video/touched body/kissed/ fondled/asked for these act

Table N21 – Perpetrator and response to violence experienced in the last 6 months around and on the way to school
Percentage of Students aged 12–17 by perpetrator and their response to violence experienced in the last 6 months around and on the way to school, according to their age and sex, Nepal, 2014

		12–14			15–17			Total		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Perpetrator	Known men/boys from neighborhood	42.5*	31.5	37.1	44.7	38.5	41.9	43.7*	35.3	39.8
	Unknown men/boys	25.4	23.6	24.5	26.4	20.8	23.9	26.0	22.0	24.2
	Boy (student) studying in my school	42.1*	22.8	32.7	39.1*	22.3	31.7	40.4*	22.5	32.1
	Brother/male cousin	7.2	9.1	8.1	5.0	9.5	7.0	5.9	9.3	7.5
	Adult male relatives	8.3	4.9	6.6	5.9	7.3	6.5	6.9	6.2	6.6
	Known women/girls from neighborhood	9.6*	20.9	15.1	11.3	18.5	14.5	10.6*	19.6	14.7
	Unknown women/girls	10.7	6.0	8.4	10.8	10.8	10.8	10.8	8.6	9.7
	Girls (student) studying in my school	23.8	31.2	27.4	24.1	24.5	24.3	24.0	27.6	25.6
	Adult female relatives	4.7	6.8	5.7	2.2	4.0	3.0	3.3	5.3	4.2
	Sister/female cousin	4.5	5.0	4.8	4.8	7.5	6.0	4.7	6.4	5.5
	Boyfriend/girlfriend	9.1	9.6	9.3	8.2	8.1	8.2	8.6	8.8	8.7
	Male school staff/teacher	11.1	9.1	10.1	10.4	6.8	8.8	10.7	7.9	9.4
	Female school staff/teacher	10.5*	2.9	6.8	8.4	9.2	8.8	9.3	6.3	7.9
	Others	7.8	8.8	8.3	9.0	4.0	6.8	8.5	6.2	7.4
Reached out to someone for help		28.4	25.9	27.1	26.4	26.3	26.3	27.2	26.1	26.7
Reported to	Principal	14.6	9.5	12.1	12.9	7.6	10.6	13.6*	8.5	11.2
	Teacher	14.5*	7.1	10.8	15.1	11.1	13.3	14.8*	9.2	12.2
	parents	21.8	29.0	25.4	26.8	28.7	27.7	24.8	28.9	26.7
	None of them	60.5	63.4	62.0	60.2	61.8	60.9	60.3	62.5	61.4
No. of students who experienced violence		167	169	336	240	192	431	406	361	767
Principal, teacher or	Yes	34.9	35.5	35.2	39.8	28.2	34.5	37.8	31.5	34.8
	No	9.9	20.9	15.3	19.8	17.0	18.5	15.7	18.7	17.1

parents took some action	Don't know	34.7	23.7	29.2	25.7	24.6	25.2	29.4	24.2	26.9
	Missing	20.5	19.9	20.2	14.7	30.3	21.8	17.1	25.6	21.1
No. of students who reported to Principal/teacher/parent		73	72	145	104	87	191	177	159	335
Note – Significantly different at *p<0.05										

Table N22 – Sexual violence perpetrated by persons around or on the way to school
Percentage distribution of students aged 12–17 years by perpetrator of violence they experienced around or on the way to school , according to age and sex of children, Nepal, 2014

	12–14			15–17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Known men/boys from neighbourhood	37.3	36.3	36.8	38.3	33.3	35.0	37.9	34.3	35.7
Unknown men/boys	15.3	39.3	28.3	14.5	39.2	30.5	14.8*	39.2	29.7
Boy (student) studying in my school	32.5	36.1	34.4	40.4	30.5	34.0	36.8	32.4	34.1
Brother/male cousin	15.4	16.0	15.7	17.8	3.5	8.5	16.7	7.8	11.3
Adult male relatives	13.4	7.9	10.4	7.2	9.5	8.7	10.0	9.0	9.4
Known women/girls from neighbourhood	16.6	4.1	9.8	16.3	4.0	8.3	16.4*	4.0	8.9
Unknown women/girls	34.0	16.7	24.6	16.4	5.6	9.4	24.4	9.4	15.3
Girls (student) studying in my school	16.9	7.8	11.9	7.3	16.4	13.2	11.6	13.4	12.7
Sister/female cousin	10.1	11.5	10.8	7.3	3.6	4.9	8.5	6.3	7.2
Male school staff/teacher	9.9	7.9	8.8		12.7	8.2	4.4	11.0	8.5
OTHERS	16.9	11.5	14.0	11.4	9.1	9.9	13.9	9.9	11.5
Number of students	20	23	43	24	45	69	44	68	112
Reported	Principal	10.6	15.2	13.1	22.7	20.7	21.5	17.9	18.9
	Teacher	29.1	30.9	30.1	24.9	20.7	22.3	26.6	24.1
	parents	44.0	50.8	47.8	46.2	35.7	39.7	45.3	40.8
	None of them	40.5	33.9	36.9	37.8	39.8	39.0	38.9	37.9

Note – Significantly different at *p<0.05

Table N23 – Perpetration of violence in the last 6 months in and around school, and on the way to school
Percentage distribution of students aged 12–17 who reported perpetrating violence in the last 6 months in and around school, and on the way to school, according to their age and sex, Nepal, 2014

	12–14			15–17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Perpetration of any form of physical violence in school	29.0	22.0	24.8	29.2	27.4	28.3	29.1	24.7	26.7
Beat or hit or slap or kick or shove or pull someone's hair	19.4	14.1	16.2	17.8	18.2	18.0	18.5	16.1	17.2
Hit someone with an object	17.6	12.5	14.6	17.5	17.7	17.6	17.5	15.1	16.2
Threatened someone with knife/weapon	5.6	2.8	3.9	5.5	4.8	5.1	5.5	3.8	4.6
Perpetration of any form of emotional violence in school	41.6*	25.9	32.2	42.8*	35.1	38.9	42.3*	30.5	35.9
Passed comments / jokes on someone because of looks, religion, economic status	14.6*	8.1	10.8	14.0	11.1	12.5	14.3	9.6	11.7
Labeled someone based on body, character or background	22.5*	12.5	16.6	23.8*	15.8	19.7	23.3*	14.2	18.3
Threatened someone verbally or by written note	11.9*	6.5	8.7	15.6	10.4	13.0	14.1	8.5	11.0
Ignored someone	10.8	8.5	9.4	11.1	10.7	10.9	11.0	9.6	10.2
Turned people against someone	9.9*	4.6	6.8	10.6	9.5	10.1	10.3	7.1	8.6
Deliberately kept someone out of the activities	9.9*	4.9	6.9	11.0	9.4	10.2	10.6	7.2	8.7
Used humiliating/insulting language against someone	18.0*	10.1	13.3	16.5	18.3	17.4	17.1	14.2	15.5
Locked someone in toilet/room	6.0	2.4	3.8	7.3	4.5	5.9	6.8	3.4	5.0
Perpetrated any form of sexual violence in school	7.1	2.9	4.6	5.4	4.7	5.1	6.1	3.8	4.9
Perpetrated any form of physical or emotional or sexual violence in school	49.8*	35.3	41.2	49.0*	41.9	45.4	49.3*	38.6	43.5
Perpetrated any form of physical, emotional and sexual violence in school	5.8*	2.0	3.5	4.3	4.4	4.3	4.9	3.2	4.0
Perpetration of any form of	20.4	15.0	17.2	22.4*	15.6	19.0	21.6*	15.3	18.2

physical or emotional or sexual violence around and on the way to school									
No. of students	267	392	660	388	397	784	655	789	1444
Note – Significantly different at * $p < 0.05$; Sexual violence includes passed sexual comments/whistled/showed sexual photo/video/touched body/kissed/ fondled/asked for these act									

Table N24 – Odds Ratio of perpetration of any form of violence in the last 6 months in school by students, Nepal, 2014

Indicators	p-value	Odds Ratio	95% C.I. for OR	
			Lower	Upper
Age of students				
12-14 ^R				
15-17	.003	.714	.571	.893
Sex of student				
Boy ^R				
Girl	.893	.985	.791	1.227
Father education				
No Schooling ^R				
1-5 class	.269	1.195	.871	1.640
6-9 class	.437	1.153	.805	1.653
10 and above class	.026	1.528	1.051	2.221
Do not know	.909	.975	.625	1.519
Mother education				
No Schooling ^R				
1-5 class	.012	.690	.517	.920
6 and above class	.015	.670	.486	.925
Do not know	.226	.797	.551	1.151
Use internet				
No ^R				
Yes	.055	1.285	.994	1.660
Have mobile phone for personal use				
No ^R				
Yes	.003	1.409	1.120	1.772
Ever seen beating father to mother				
No ^R				
Yes	.000	1.539	1.241	1.909
Attitude towards gender norm and violence				
Low ^R				

Moderate	.136	.750	.513	1.095
High	.000	.475	.316	.714
Can talk teacher easily in case of facing harassment				
No ^K				
Yes	.759	1.035	.830	1.290

Table N25 – Victim of violence perpetrated by students in the last 6 months in and around school, and on the way to school

Percentage distribution of students aged 12–17 according to the person against whom he/she perpetrated violence in last 6 months in and around school, and on the way to school, according to their age and sex, Nepal, 2014

		12–14			15–17			Total		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Victim of any form of physical violence in school	Girl	37.9*	60.9	50.0	35.7*	66.6	50.8	36.6*	64.1	50.5
	Boy	59.0*	28.6	43.0	61.7*	27.2	44.8	60.6*	27.8	44.0
	Girlfriend or boyfriend	6.3	6.0	6.1	10.1	5.3	7.7	8.6	5.6	7.1
No. of students who perpetrated physical violence in school		78	86	164	113	109	222	191	195	386
Victim of any form of emotional violence in school	Girl	39.5*	54.1	46.5	44.4*	66.9	54.7	42.4*	61.5	51.3
	Boy	67.1*	34.1	51.4	68.1*	37.0	53.9	67.7*	35.8	52.9
	Girlfriend or boyfriend	9.3	2.9	6.2	10.0	6.8	8.6	9.7	5.2	7.6
No. of students who perpetrated emotional violence in school		111	101	213	166	139	306	278	241	518
Victim of any form of sexual violence in school	Girl	42.2		41.7	20.5		34.3	30.7	46.4	37.5
	Boy	20.1		18.9	35.6		30.0	28.3	21.1	25.2
	Girlfriend or boyfriend	5.3		3.3	21.3		11.3	13.7		7.8
No. of students who perpetrated sexual violence in school		19	11	30	21	19	40	40	30	70
Victim of any form of	Girl	34.4*	59.5	46.0	31.7	44.7	36.8	32.8*	51.6	40.7
	Boy	71.1	59.0	65.5	70.3	60.1	66.3	70.6	59.6	65.9

physical, emotion or sexual violence around and on the way to school	Girlfriend or boyfriend	20.7	4.0	13.0	20.7	8.9	16.1	20.7*	6.6	14.7
No. of students who perpetrated physical, emotional and sexual violence around and on the way to school		49	42	91	75	49	124	124	91	215
Note – Significantly different at *p<0.05										

Table N26 – Witnessing violence and response in the last 6 months in school
Percentage distribution of students aged 12–17 who reported witnessing violence in last 6 months in school and their response, according to their age and sex, Nepal, 2014

		12–14			15–17			Total		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Witnessed any form of violence happening to other students in school		15.9	15.2	15.5	16.4	15.2	15.8	16.2	15.2	15.7
No. of students		267	392	660	388	397	784	655	789	1444
Response to violence witnessed	Did nothing	36.4	37.0	36.7	37.3	31.8	34.6	37.0	34.3	35.5
	Tried to stop them	40.5	41.7	41.2	45.6	44.2	44.9	43.6	43.0	43.3
	Encouraged the perpetrator	10.9	1.8	5.7	9.1	10.9	10.0	9.8	6.6	8.1
	Supported the perpetrator	4.7	1.4	2.8	7.0	4.5	5.8	6.1	3.1	4.5
	Sought help from other students standing nearby	19.3	19.7	19.5	12.6	16.6	14.5	15.2	18.1	16.7
	Reported to teacher	18.1	21.1	19.8	22.2	21.2	21.7	20.6	21.2	20.9
	Reported to police/authority/committee	7.6	10.4	9.2	8.3	15.3	11.7	8.0	12.9	10.6
	Other	1.6		.7	2.5	2.9	2.7	2.2	1.5	1.8
	Number of students	41	56	97	65	61	126	107	117	223

Note – Significantly different at *p<0.05

CHAPTER 6 – FINDINGS FROM PAKISTAN

Rigid patriarchal norms, the influence of extremism and the absence of an extended legal framework to combat violence against children, have worsened the condition of children, particularly girls in Pakistan. Schools seem to practice and reinforce inequitable norms and behaviour. Several studies have highlighted violence in schools. In a study with 600 heads of government and private primary schools in 14 districts in the North West Frontier Province, 57 percent respondents felt that corporal punishment was “necessary” at school for maintaining discipline, facilitating learning and building character; and 64 percent of parents reported that their children have received corporal punishment (NGO Coalition on Child Rights and UNICEF, 1998). Girls are also expected to do household chores at teachers’ homes (UNICEF and Save the Children, 2005). Vulnerability of girls increases while walking the distance between school and home in rural areas where they are commonly subjected to ‘eve teasing’ (sexual harassment) by boys (Action Aid International, 2004). Another study revealed that because of corporal punishment, large number of children dropout every year (Society for the Protection of the Rights of the Child, 2010). Reports also indicate that corporal punishment takes place in non-formal religious institutions such as *madrassas* (SPARC, 2000).

Global research suggests that SRGBV is particularly prevalent in schools in conflict-affected and fragile contexts. In Afghanistan and Pakistan, there are a number of reports of schools being damaged or girls having been killed, violently attacked and intimidated by armed groups who ideologically oppose the education of girls, the education of girls of a certain age, or the education of girls alongside boys. Pakistan being a patriarchal and hierarchal society renders children powerless. There is huge emphasis on conformity from the children and child marriage, sexual violence and corporal punishment are widely accepted.

Although there are legal provisions to deal with physical violence against children, the contradictions between various laws have not helped the cause of SRGBV. Pakistan’s Criminal Procedure Code states that beating a child is illegal. However, it leaves scope for the gravest act of violence to pass off without attracting penalty or any action if it is accompanied by a rider of “done with a good intention” or “for the benefit of the child.” Recently, the ruling party approved the Prohibition of Corporal Punishment Act, 2013, but due to political turmoil it could not be enacted.

Given the grim situation of children and women, especially in the rural areas, there is an impending need for a focused intervention for making schools safe and free from SRGBV. In the absence of legal frameworks and cross-cutting policies to deal with the various problems (trafficking, child marriage, corporal punishment) faced by children of school going age, an evidence-based intervention for dealing with SRGBV can also pave the way for building an advocacy on child rights and child protection.

6.1 Profile of Respondents

A total of 1419 students, 916 boys and 503 girls participated in the survey. Majority of them were in the age group of 12–17 years. In order to make data comparable to other countries, we have included students aged 12–17 year for further analysis (refer Table P1 in annexure). In terms of household characteristics, 28 percent reported that both their parents are literate,

while 41 percent mentioned that only one parent is literate (refer Table P2 in annexure). About eight percent of students were not aware of the education status of their parents. Almost 9 out of 10 students (88%) mentioned that they live with both parents. About 83 percent of the students have both male and female siblings and only two percent are the only child of the family.

For 38 percent of the students who participated in the study, school was within distance of one kilometre. However, there were a large number who travelled up to 3 km (18.1 %) and also more than 5 km (17.5%) to reach the school (refer Table P3 in annexure). A third of the students walked to the school alone (34%) or with their friends (31%). One-tenth reported commuting on their bicycles or motorbikes and a little more than this travelled by public transport (11%).

Internet penetration and usage in this district remains low, as 58 percent of students never used internet. Only 21 percent reported using it on a daily basis and the same proportion used it off and on. Moreover, 29 percent reported having mobile phones for their personal use.

6.2 Attitude and Perception towards Norms Related to Gender and Violence

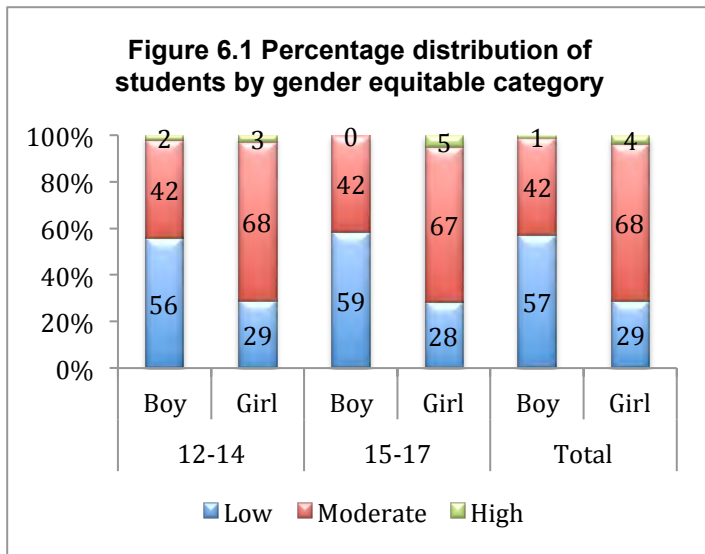
6.2.1 Gender attitudes of students

Half of the students reported moderate equitable gender attitude, while 47 percent low. Only a small proportion of students have high equitable attitude.

Students' attitudes were measured by presenting a set of statements that represent commonly held societal notions and beliefs around gender norms and gender-based violence. Respondents were asked whether they agreed, partially agreed or disagreed with the statements; and then their individual scores were computed to form a gender equality scale to provide an overall measure of gender attitudes. A high individual score on the scale demonstrates

attitudes that are more egalitarian, that is, supportive of gender equality and demonstrate low tolerance for violence. For Pakistan, 20 statements were used for construction of the scale.

Overall, 47 percent of students showed low gender equitable attitudes, 51 percent moderate, and only 2 percent high (refer Table P4 in annexure). Significantly higher proportions of girls are in the high and the moderate equitable categories compared to boys, with no variation in the two age cohorts (Figure 6.1). However, after controlling other background characteristics, age emerged as a factor influencing gender attitude (refer Table P5 in annexure). Those who



are 15–17 years are two times more likely to have high equitable gender attitude than those in the younger age cohort. Further, schooling of mother has positive influence on the attitude. However, access to internet and exposure to parental violence have negative effect.

The following section describes the response of students on specific statements categorized under gender role and responsibilities, attributes, sexuality, SRGBV and violence against women and girls. Data is presented in Table P6 in Annexure.

Gender role and responsibilities

Majority of students – more boys than girls in both age groups– supported ascribed gender roles. Responding to the statement, *‘a woman should have primary responsibility for housework and child care,’* 91 percent of boys and 77 percent of girls expressed their full agreement. Only 7 percent supported this partially, while 4 percent disagreed. Again, 70 percent of students – 79 percent of boys and 57 percent of girls – expressed complete support to the statement that men need more care as they work harder.

While 61 percent supported, fully or partially, the right of men to work outside, a third disagreed. Compared to the younger age cohort, lesser proportion of girls in the older cohort supported this (47% vs 57%). Here we can see that certain notions of students on gender may change positively with increase in age, as the growing up experience may expose them to certain incidents or environment around them, on the basis of which they challenge the given norms. An intervention at this stage can strengthen this process of reasoning out and standing up for positive gender attitudes.

Support for girls’ education was divided and nearly half of the students did not support *‘higher education for girls as they have to get married’*, with no significant difference between girls and boys.

Gender attributes

Submissiveness and obedience among women were two attributes which received a high support from students. Unlike the gender roles and responsibility where the opinions of students were polarized between complete agreement and complete disagreement, for gender attributes the girls across both age group showed attitudes which were still not very strongly founded. A substantial proportion of girls mentioned ‘partially agreed’ with most of the statements. For example, 83 percent of students – 88 percent of boys and 75 percent of girls – agreed to the statement *‘a wife should always obey her husband’*, while 11 percent partially agreed – 6 percent of boys and 20 percent of girls – with this. On attributes related to study and sports, almost a third of girls were ambiguous. This could be channelled towards equitable gender attitude through discussion and reflection.

Sexuality

On sexuality, relatively more students expressed their disagreement with inequitable norms. While responding to the statement *‘if a girl says ‘NO’ to proposal or sexual advances, it actually means ‘YES’*, 51 percent of girls and 40 percent of boys showed disagreement. At least 51 percent of boys blamed dressing of girls for the harassment, compared to 29 percent of girls. Significantly, more boys from older age cohort fully or partially agreed (67%) to this

statement than the younger ones (60%). However, more boys disagreed with - '*only bad girls are harassed in school*' – than did girls, particularly in the younger age cohort (55% vs 37%).

Blaming girls for any violence is a common practice in society, as is evident from the discussion with fathers:

It is normally said in rural areas if women has self-respect and integrity then she will never commit any inappropriate act.

In case if a boy and a girl both involve with each other, than both of them are to blame not one. If girls hide things from their families and parents then they can be guilty.

But some girls also hide if such incidence happened to keep her respect intact. Moreover she also hides things to keep things private from her relatives.

Girls always cannot be blamed. At times boys are also responsible. But if girl does something wrong then it will be her own fault.

While conflicting thoughts among young girls and boys present an opportunity to discuss the issues of gender and violence, it is equally important to address prevailing norms in the society for larger and sustained change.

SRGBV

Two-third of the students did not blame girls for being harassed sexually in school. However, there was larger support for violence in certain situations. While justifying violence to make children capable, students also put onus on schools to address violence. The justification of violence by students in certain situations also needs to be seen in close relationship with their attitude on 'beating of children to make them capable'. On this statement, 43 percent of students, partially or fully, agreed. This shows that children find it easier to emulate negative attitudes that are demonstrated by someone in authority and backed up with a reason for discipline. However, almost 80 percent of students, more boys than girls, put onus on schools for addressing SRGBV.

Violence against women and girls

While responding to statements on non-physical forms of violence and tolerance of violence by women, more students showed strong inequitable gender norms. More than half of the students – 61 percent of boys and 49 percent of girls – agreed to the statement '*labelling doesn't hurt*'. Two-third of boys and around half of the girls agreed that a '*woman should tolerate violence to keep her family together*'. It is important to note that more students from older age cohort are supportive of this notion, indicating that as children grow-up they engrain inequitable norms related to violence.

On the statement - '*there are times when a husband needs to beat his wife*' 67 percent of students – more boys than girls – fully or partially supported it; while 58 percent did so for the statement '*there are times when a boy needs to beat a girl*'. This suggests that higher proportion of students accept and sanction authority of husband over wife, including his rights to beat her in certain situation, than authority of a boy over a girl.

6.2.2. School as gender-equal space

Gender norms prevalent in the society get carried into the school environment; and often through subtle differentials practiced by teachers and students alike in their behaviour with girls and boys these norms take shape of newer forms of discriminations faced by students in school. Thus, it is necessary to examine schools as spaces where discrimination is faced by students.

Gender differentials were reported in opportunities for boys and girls to play outdoor sports or interaction with teachers on academic and non-academic front and encouragement to succeed.

Only a very small proportion of students (9%) mentioned that they have ever been told to behave like a girl or a boy in school (refer Table P7 in annexure).

Sports

Almost half of the students reported that they never participate in outdoor sports in school. Significantly higher proportion of girls (58%) mentioned so, than boys (41%) (refer Table P7). Further, as girls grow older, they are less likely to play outdoor sports (64% vs 55%). When asked about playing with students of opposite sex, 63 percent of students reported that they never do it. During the discussion, mother shared that girls are rarely supported to participate in sports.

There is no concept of girls' participation in school games due to patriarchal system. Girls are keen to take part in sports, especially in cricket but they are not encouraged or supported at school as well as at home.

During SES discussion, girls shared that they are hardly encouraged to participate and lack of separate facilities further limit their opportunity to play.

While there is no restriction on girls' participation in sports, only boys are encouraged to participate, and there is no separate playground. Girls are not encouraged to participate in sports, by their parents or by teachers. The boys took over the only playground in the school to play cricket, and girls are never asked to participate.

Student-Teacher Communication

A third of the students expressed that they never talk to teachers about their concerns. While there is no significant variation between girls and boys in younger age cohort, significantly lower proportion of girls (23%) mentioned so, compared to boys (34%), in the older age cohort.

During the SES discussion, students shared that girls talk to teachers as much as boys do. However, presence of female teachers can enhance communication between girls and teachers.

Classroom participation

Interestingly, girls are often favoured in classroom – compared to 47 percent of boys, only 28 percent of girls reported that they never participate in classroom activities. Even on encouragement, more girls are encouraged than boys. During the discussion, teachers concurred this finding:

Girls and boys have their own way of behaving. Girls are hard working. Normally girls are given preferential treatment everywhere.

There are a lot of differences in Boys' and Girls' approach to curricular and extra-curricular activities. Girls are comparatively overburdened, given their household responsibilities, and eventually hard working. Girls usually respond well to positive reinforcement whereas boys are not that softly manageable.

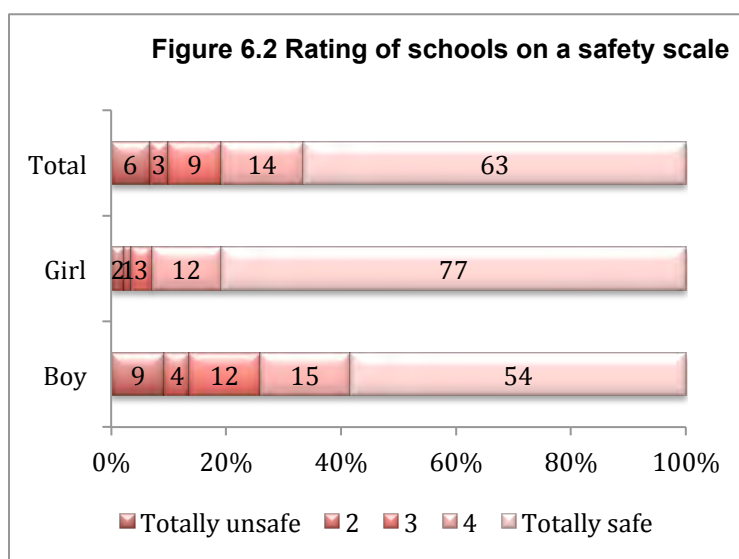
Division of work

On division of work, only 13 percent of girls and 34 percent of boys mentioned that girls spend same amount of time doing chores at school as boys, always or often (refer Table P8 in annexure). However, their discussion focused on the division of work at home. Students shared that household chores are meant for girls and boys are responsible for outdoor activities.

6.3 Perception of Safety in School

For 77 percent of students – more girls than boys – their school is 'safe' or 'totally safe'. The reasons for feeling unsafe included absence of a security guard; absence of separate toilets for girls and boys; toilets without doors; punishment from teachers and frequent fights among students.

Students were asked to rate their schools' safety on a scale of 1 (totally unsafe) to 5 (totally safe). At least 76 percent of students rated their school safe or totally safe (refer Table P9 in annexure). Almost 24 percent of boys (who rated school between 1 and 3) in the lower age cohort expressed that their school was not completely safe or was only moderately safe. In the upper age cohort as well, equal proportion of boys reported feeling completely unsafe or absence of enough security to feel completely safe.



Reasons for feeling unsafe

Among those who rated their school to be somewhat unsafe, unsafe or totally unsafe, half of the students mentioned not having security guard as reason, while around a third mentioned

harassment from other students, toilets without doors, no separate toilet for girls and boys, punishment from teacher and frequent physical fights among students (*refer Table P10 in annexure*)

A large number of boys in the lower age group (44.2%) mentioned 'punishment from teachers' had a detrimental impact on the feeling of safety in school. The number of students who were concerned about separate toilets for girls and boys was almost equal to those who were concerned with punishment from teachers. During discussion around mapping on safety issues in school, boys expressed that they feared the teachers in their school due to corporal punishment. Many students talked on the subject of facing corporal punishment for not being punctual in school. Many students (as shown in Table P3) have to cover a distance of 5 km to reach school, and because the transportation system is not always functional, many of them walk to school. Many students have shared that corporal punishment is a common punishment for arriving late at school. In one FGD, boys shared their relief over prohibition of corporal punishment by the education department. There was no mention of the types of violence faced by girls in and around the school during the discussions. In the subsequent sections though, the girls have reported comparatively more while responding to questions of violence in a self-administered questionnaire, but their overall reporting of experiences remains considerably lower than the experience of the boys. This trend reflects hesitation on the part of girls to talk about violence on an open platform, which could be an outcome of cultural norms where girls have not been given a space to express themselves. In this situation, an intervention on SRGBV can give safe spaces for girls and boys to express themselves.

During discussions most of the parents, barring a few in two FGDs, considered the schools to be safer for their children. A significant number of parents expressed their concern over corporal punishment. Boys are more vulnerable to the severe forms of corporal punishment compared to the girls. Some parents however, considered the use of punishment pertinent to inculcating discipline among children, particularly, boys

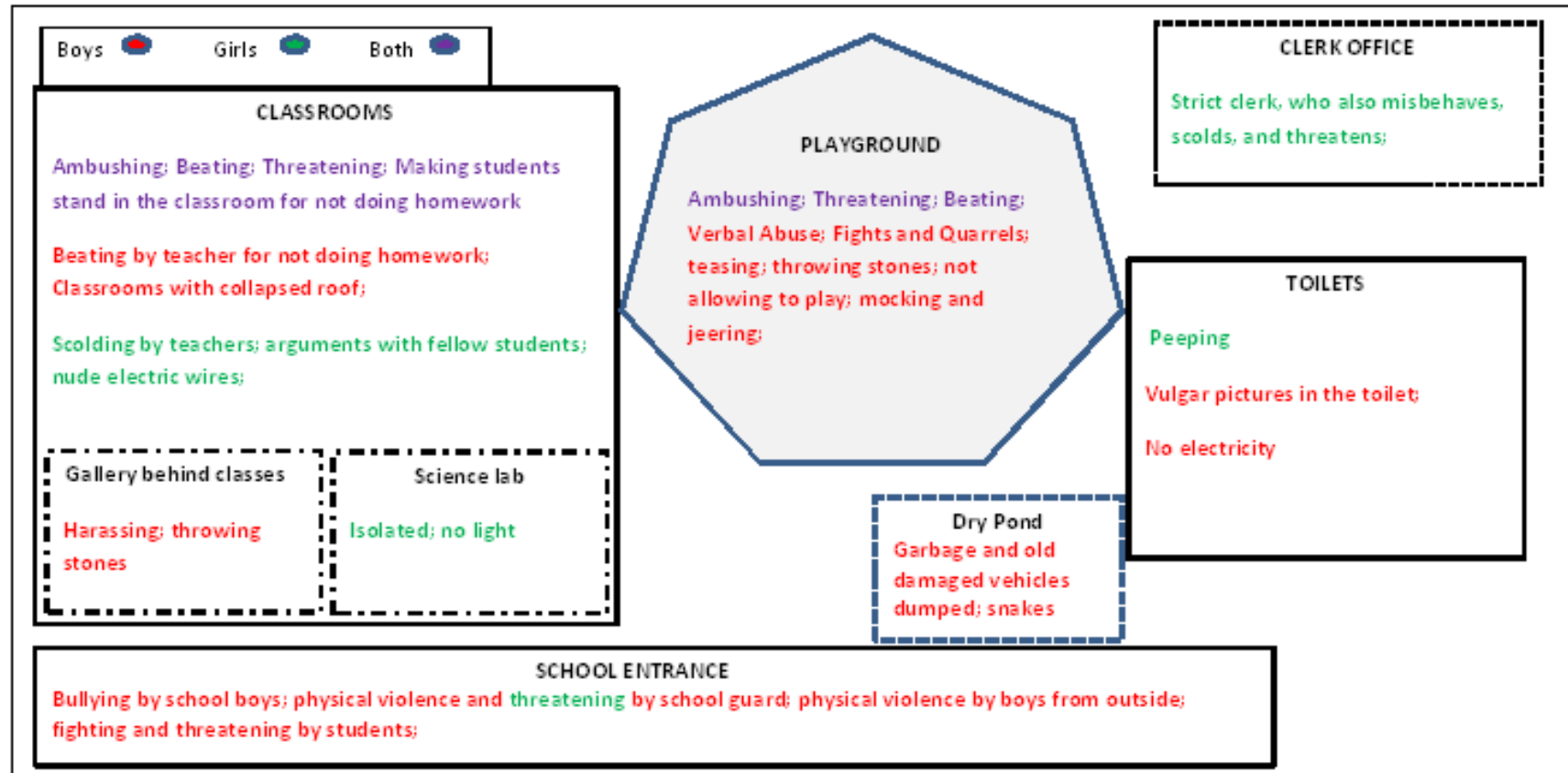
Mapping sites of violence in schools

Boys and girls both confirmed that one of the primary sites of violence in schools is the toilet. Toilets have been made in such a way that the boys can easily peep into it. Boys expressed that most of the physical fights, verbal abuse and quarrels take place on the playground, and girls were silent about this. The other sites of physical violence identified by boys were at back of the classrooms and toilets and girls only identified playgrounds. Boys and girls reported that the kind of physical violence faced by them in school was ambushing, beating and threatening. While the perpetrators for physical violence among girls were fellow female students; boys pinpointed to schoolboys, friends, bad boys and sons of landlords. The school security guard was named as common source of physical violence for boys and girls. Boys revealed that their male schoolmates peeped inside the toilets.

Figure 6.3- Some of the reasons for feeling unsafe in school

- No security guard- 51%
- Frequent physical fight among students- 40%
- Punishment from teacher- 37%
- No separate toilet for girls and boys- 37%
- toilet without doors- 34%
- Harrasment from other students- 31%

Figure 6.4 Mapping of unsafe sites and forms of violence likely to experience in school



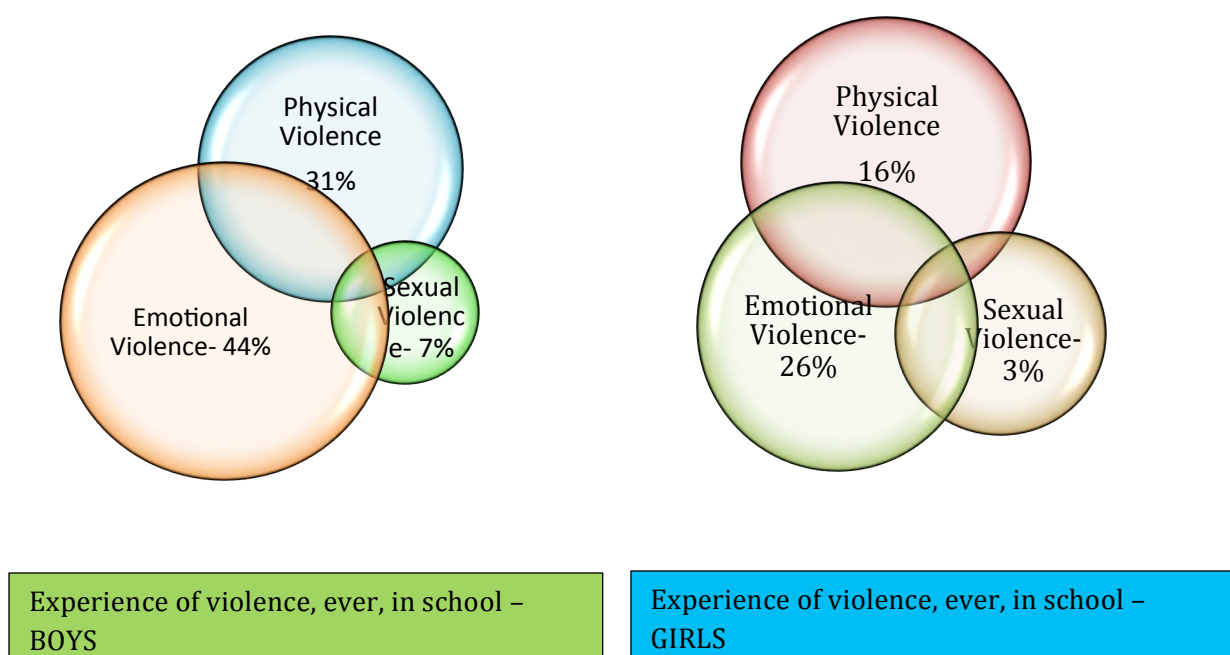
Note: Students also reported bullying by school boys; use of bad language; physical violence by school guard and by boys from outside; forceful consumption of alcohol and beetle nut and if student does not do it dogs are unleashed on him. Such incidents happen at any place on school campus like behind buildings, etc. and compromises the feeling of security among boys and girls.

6.4 Experience of Violence in School

6.4.1 Lifetime and current prevalence of violence in school

Half of the boys and a third of the girls reported experiencing at least one form of violence ever in school. Furthermore, 36 percent of boys and 15 percent of girls reported experiencing violence in school in last 6 months.

Less than half of the students – more boys than girls - reported experiencing any form of violence ever in school. Significantly lower proportion of girls than boys reported experiencing violence in both age cohorts. At least 31 percent of boys and 16 percent of girls reported experiencing physical violence; 44 percent of boys and 26 percent of girls had experienced emotional violence; and 7 percent of boys and 3 percent of girls had experienced sexual violence (refer figure below).

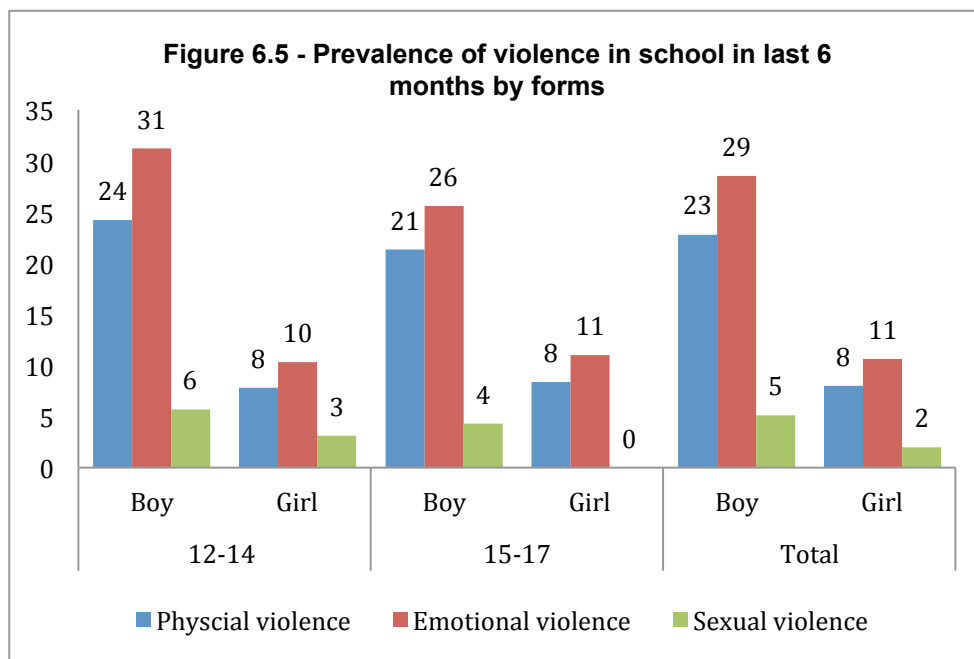


It is interesting to note that as compared to other countries, significantly smaller proportion of girls and boys reported experiencing any form of violence, particularly in last 6 months. Only 18 percent of students (23% boys and 8% girls) reported experiencing any physical violence in last 6 months in schools; 22 percent (29% boys and 11% girls) emotional violence and 4 percent (5% boys and 2% girls) sexual violence (Figure 6.5).

Among the different emotional forms of violence, students commonly reported experiencing humiliation (19%); being labelled based on body figure, character or personal background (17%); being made to stand outside class or on a bench or in a corner (16%); instigation of people against them (16%); and being ignored (15%) (refer Table P12 in annexure).

Most prevalent forms of physical violence in school were hitting, beating, kicking, shoving, pulling hair, slapping and these acts together, as 21 percent of students reported it.

Given high support for inequitable gender attitude and tolerance of violence, low prevalence is likely to be the function of low reporting than the actual prevalence.



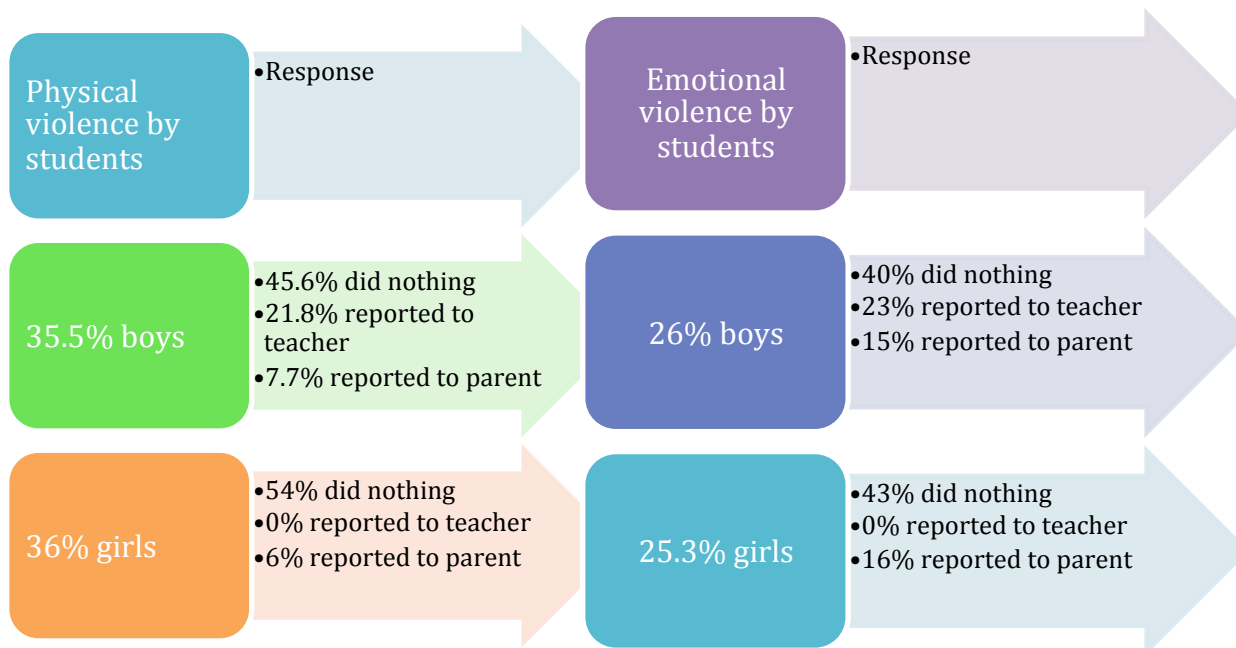
6.4.2 Violence perpetrated by students in the last six months and response

At least 43 percent of students mentioned fellow students as their perpetrators with no significant variation by age or sex.

Most prevalent forms of violence inflicted by students were physical violence (36%), and emotional violence (26%) (refer Table P13 in annexures). Thirty-one percent of students reported that some students locked them in toilet in the last 6 months. In case of sexual violence, 30 percent mentioned male students as perpetrator.

Response to violence perpetrated by students

In case of physical violence 48 percent did nothing, while 17 percent tried to stop the perpetrators, 14 percent sought help from other students and 16 percent complained to teachers. Very few students hit back, but it is also very interesting to note that lesser students hit back in reaction to physical violence and more hit back in reaction to emotional violence. In case of emotional violence, 40 percent did nothing, 28 percent tried to stop the perpetrator and 19 percent complained to teachers. Moreover, two-third of the students did nothing when locked in the toilet or a room. For both types of violence, more students preferred to report to teachers than to parents. During discussion students also informed that teachers intervene in fights of girls in school more often than that of boys.



Factors influencing response

Multivariate analysis shows that girls are less likely to respond to violence perpetrated by students. On the other hand, mother's education and exposure to parental violence emerged as positive influence on the response. Those who are encouraged to succeed in school are less likely to respond (refer Table P14 in annexure).

6.4.3 Violence perpetrated by teaching and non-teaching staff in the last six months and response

Half of the students out of those who reported experiencing any form of violence in school in last 6 months mentioned teachers as their perpetrators.

Violence perpetrated by teaching and non-teaching staff

The highest form of violence perpetrated by teachers was physical (44%), followed by emotional violence (37%) and locking students up in toilets (30%) (refer Table P15 in annexure). It is pertinent to note the proportion of students who were locked-up in toilets by teachers and by fellow students is the same. This could be a signal of high tendency among students to emulate forms and patterns of violence shown by their teachers. There could also be several reasons for teachers resorting to this kind of methods and the most obvious could perhaps be to use it as a form of punishment. On sexual violence, 60 percent of students mentioned male teacher as the perpetrator.

Both parents and teachers in Pakistan state that corporal punishment is on the decline. However, during FGDs with the students it was found that corporal punishment is still prevalent and is justified as a corrective measure for students who commit mistakes. On the

other side, during FGDs the teachers expressed that it is necessary for ensuring good academic achievement and making students focus more on their studies.

Some of the teachers also turned the tables on parents and said that they should also visit school to know their child's academic performance. The teachers said that they cannot resort to corporal punishment as media is so active and often criticizes teachers for corporal punishment. Some teachers said that despite this the students fear the teachers for use of corporal punishment.

Teachers in girl's school expressed that it was easier to convince female students verbally and politely, and being strict with girls works negatively. Therefore, they do not physically punish girls. Whereas in boys' school, the teachers have to be strict and in order to discipline the naughty boys physical punishment is given.

Response to violence perpetrated by teaching and non-teaching staff

More students reported such cases to their parents (20 %). It is interesting to note that despite the perpetrator being a teacher, at least 18 percent of students also reported to other teachers or principal. In two-third of the cases, parents or teachers took no action against the perpetrator.

Factors influencing reporting of violence perpetrated by teaching and non-teaching staff

Among the different socio-demographic characteristics, sex and the education of the father have influence on the response to violence perpetrated by teachers (refer Table P16 in annexure). Girls are less likely to report, while those with father having education of at least class 10 are more likely to report. Interestingly, students who have seen parental violence are three times more likely to report, while those with high equitable gender attitude are less likely. However, knowing and having confidence to talk to teachers about violence have positive influence on reporting of violence perpetrated by teachers. This could be an important strategy to improve reporting.

Parents' and Teachers' view of SRGBV and perpetrators of violence against students

Parents: During the discussion with parents, though there was not much discussion on the perpetrators, some commonly mentioned ones were schoolboys; strangers on the road; sons of the landlords in cases of sexual abuse/molestation/harassment. In incidents of abduction, parents pointed out tribes; landlords; strange men on the road; and for corporal punishment teachers were blamed.

Teachers: Teachers did not recognize prevalence of SRGBV in their schools. However, they spoke about the existence and potential threat of sexual harassment/ abuse of girls outside school or on the way to school. Even the issue of corporal punishment was not discussed in detail and majority of the groups stated that it's a thing of past and does not happen in their schools.

According to a group of male teachers, the perpetrators of sexual abuse/harassment can be anyone. Such perpetrators were described mostly as being illiterate and uneducated people,

and ‘mentally sick’ people. Young boys of the age of 13-14 years standing along the roads to stalk girls were also seen as a looming threat for students by the teachers.

6.4.4 Consequences of violence experienced in school

While 20 percent felt afraid of coming to the school; 10 percent actually missed school for a few days; an equal proportion were sad and depressed and were also not able to concentrate on studies

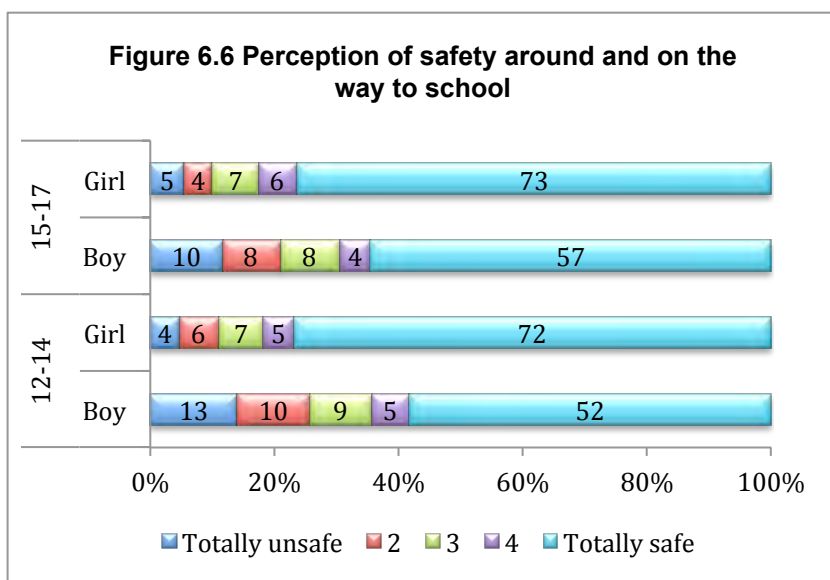
A large number of students (58%) – significantly more boys than girls – did not mention any effect (refer Table P17 in annexure). Consequences such as fear of coming to school and missing school or feeling sad and depressed were reported by more boys than by girls, and the difference was significant about fear of coming to school. Non-physical impacts (emotional/mental) of violence on students were greater than physical impacts (injury). Emotional impacts have a lasting impact on the mental health of the students and it also increases their vulnerability to dropout from school. Around 70 percent of students mentioned some consequences of sexual violence including being afraid of coming to school (36%), injury (17%), missed school for few days (17%) and unable to concentrate on studies (11%). Around 7 percent of students reported being injured because of violence experienced in schools.

6.5 Perceptions of Safety and Experience of Violence Around and on the Way to School

6.5.1 Perceptions on safety around, and on the way, to schools

Very few students expressed concern over safety around and on the way to school. Two-thirds of the students rated the areas around their school and the stretch between their home and school as safe or totally safe.

Similar to rating of safety in school, significantly higher proportion of girls, in lower as well as higher age group, than boys perceived that school surroundings and the way to school was safe. In this case as well we need to keep in mind that such a response could also be a result of under-reporting by girls, as it has been openly expressed by their parents as well as teachers during FGDs. During discussions, parents and teachers had focused on the issue of insecurity of girls while commuting between home and



school. Just 17 percent of students expressed feeling unsafe or totally unsafe in areas surrounding the school or on the way to school (refer Table P18 in annexure)

The long distance between the school and village was a matter of concern for the parents and they expressed that girls find it difficult to travel regularly to school. Usually, brothers and fathers drop girls to school to ensure their safety due to lack of provision of transportation by the school. Poor parents found it even more difficult to send their daughters to schools as they have to either ensure a male escort with their daughter en route to school or arrange for alternate source of transportation. Lack of adequate and safe transport to school, was a constant source of worry for most of the parents. Parents say that fear of molestation or sexual harassment looms large over their daughters on the way to school. While talking of safe schools parents prioritized 'close proximity to home' and 'adequate provisions of transport between village and school' as features of a safe school.

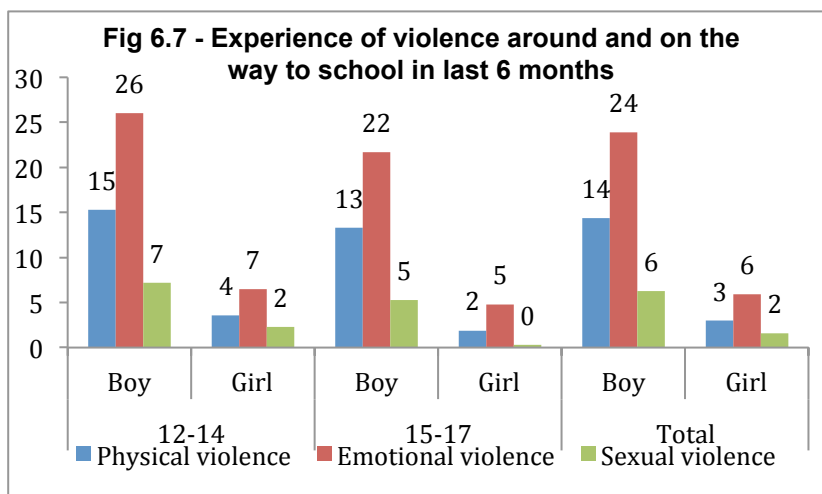
Teachers also suggested need for better transportation for schools as essential criteria to ensure safe learning environment for students. Almost across all the discussions, teachers highlighted the vulnerability of girls to sexual harassment and abuse on the way to school or while using the public transportation. They also listed young boys, aged 13–14 years lurking on the roadside as potential threat to girls, as they turn out to be stalkers in many cases.

6.5.2 Experience of violence in the last six months around and on the way to school

At least 22 percent of students – 30 percent of boys and 8 percent of girls reported experiencing violence around or on the way to school in the last six months.

Prevalence of violence around and on the way to school was found to be less than that on school campus. However, the pattern of violence faced was same in both cases. Significantly more boys than girls reported experiencing violence.

Emotional violence was experienced by 24 percent of boys and 6 percent of girls; physical violence was experienced by 14 percent of boys and 3 percent of girls; and 6 percent of boys and 2 percent of girls reported sexual violence (Figure 6.7). No significant variation in prevalence is noted between younger and older age cohort (refer Table P19).



Use of humiliating language (12%) and facing comments because of looks, religion, economic status (9%) was most prevalent form of emotional violence experienced by boys. Less than 10 percent of boys mentioned other forms.

6.5.3 Perpetrator of and response to violence experienced on the way to school

At least 29 percent mentioned known men/boys from neighbourhood and similar proportion reported boys studying in the same school.

A large section of students who experienced violence around or on the way to school knew the perpetrators as they were known men and boys from their neighbourhood and boys studying in the same school (refer Table P20 in annexure). As compared to girls, significantly higher number of boys reported violence from boys studying in their own school.

More boys (37%) in older age cohort mentioned known men/boys from neighbourhood as compared to younger (24%). Not many students took initiative to report violence and those who reported confided more in school authorities such as principal and teachers. A third of students – 38 percent of boys and 22 percent of girls – reached out to someone for help. Later on, only 39 percent reported to principal, teacher or parents. Among those who reported, 19 percent knew that some action was taken.

Given low prevalence of sexual violence, the data on perpetrator and response needs to be interpreted carefully. Among those who reported experiencing sexual violence, around a third mentioned known men/boys from neighbourhood and boys from the same school as the perpetrators. Male teachers or the staff persons were identified as perpetrator by 16 percent of students. More students reported about it to school authorities, including principal (39%) and teacher (20%) than parents (22%). In two-third cases, students reported that some action was taken.

View of parents and teachers on low reporting of sexual or physical violence by students

Parents

Girls would usually not share about incidence of sexual abuse or harassment due to fear of stigma. Boys do not disclose about any instance of corporal punishment to their parents. According a father's FGD, *"Students experience physical punishments, but neither students nor teachers share with us. Students fear that if they tell us, we might go and talk to the teachers and later teachers might target those children and punish them again. However, as parents we feel that children have experienced this violence."*

Teachers

Girls often do not share about any incidence of sexual violence as it leads to serious repercussions on her mobility, education, even of her younger siblings and family honour. Some male teachers pointed out that in the absence of a formal grievance redressal mechanism, the students usually share it with teachers and they try to resolve the matter somehow according to their own understanding.

6.6 Perpetration and Witnessing of Violence

6.6.1 Perpetration of violence in school in the last 6 months

Around 18 percent of students – 20 percent of boys and 14 percent of girls – reported perpetrating at least one form of physical, emotional or sexual violence on fellow students in school.

The trend of perpetrating violence was also similar to experiencing it. More students inflicted emotional violence (18% boys and 12% girls) as compared to physical violence (11% boys and 11% girls) and sexual violence (6% boys and 8% girls) (refer Table P21 in annexure). Interesting, same proportion of girls and boys reported perpetrating violence on the way to school. Most of the students reported perpetrating violence against same sex peer – for examples – 36 percent of boys reported perpetrated physical violence against a boy(s), compared to 15 percent against a girl(s) (refer Table P22 in annexure). Similarly, 20 percent of girls perpetrated physical violence against girls and only 1 percent against boys. This could be because of high proportion of single sex schools.

Factors influencing perpetration of violence

In the multivariate analysis, three variables – age, internet use and exposure to parental violence – have influence on the perpetration. Students in older age cohort are less likely to perpetrate violence; while those with internet access and exposure to parental violence are more likely to perpetrate (refer Table P23 in annexure).

6.6.2 Witnessing of violence and response

Only 5 percent of students – 7 percent of boys and 3 percent of girls – reported witnessing any violence in the last 6 months in school. In response to such violence, two-third students did nothing, while 16 percent tried to stop the perpetrator (refer Table P24 in annexure). Interestingly, 10 percent of students supported the perpetrator(s), while 8 percent encouraged them. It is worth noting that although half of the students reported experiencing and a fifth perpetrating, only 5 percent mentioned witnessing any form of violence.

6.7 Moving Towards a Safe School

In order to find out about the expectation of a safe school from parents and teachers, they were asked specific questions during FGDs and students were asked about it during school mapping exercises.

Schools have no power to take any immediate action in cases of SRGBV, as is in such cases a proper channel has to be followed for initiating any process. This was one of the major impediments expressed by teachers in dealing with SRGBV. They suggested that in order to ensure prompt action, school management should be fully authorized. Principal should be appointed on merit. There should be no political involvement in matters of the school,

including appointment and transfers of teachers and merit should be essential in recruitment. The institutions can run successfully on merit.

Besides other things, teachers recommended that there is need of mass-level gender sensitization so that the girls can get equal opportunities for education. Setting up a formal system to address students' issues is important to deal with the issue of SRGBV.

Parents emphasized on continuous interaction between parents and school authorities to closely monitor their children and keep a check on them. The parents themselves pointed out that very few parents meet teachers at regular intervals to inquire about academic performance of their children. A separate committee should be set up for this purpose. School Management Committee (SMC) should actively engage with parents in all school related issues. Teachers should also proactively inform parents about the performance of their child.

A SAFE SCHOOL IS A SCHOOL WHERE....

- **Teachers are:** accessible to students for discussing problems; punctual; regular; good character; apt qualification; honest, truthful and trust worthy in-charge (head teacher); recruitment of male and female teachers in boys and girls schools, respectively.
- **Following facilities are provided:** Sports equipment; playground; electricity; fans; boundary wall; school van; computer system; library; funds for poor children; furniture.
- **Security arrangements ensure :** Guard on school gate to keep a check on in and out movement of children and those who accompany them for dropping and pick up; prevent entry of unauthorized persons into school premises.
- **Communication between parents and school ensures:** closer coordination between school management, parents and prominent members of the society; effective parent teacher association.
- **Travelling between home and school is not difficult:** Schools should be in close proximity to villages; provisions of transport from village and school; school should be located away from main road so that students do not have to struggle to negotiate with traffic on a regular basis.
- Use of **mobile phone** in schools is discouraged.
- **Quality of education** is good.
- **Environment** is clean.
- **Students have access to a Helpline:** Female students suggested that there should be a children help line available within easy reach of students for free access in situations of distress. They expressed that children can get immediate protection in situations of violence due to such measures. Secrets of children, including those shared with the helpline etc. should not be made public.

6.8 Conclusion

The study shows that majority of the students approached under this study in Pakistan have moderate or low gender attitudes. Negligible proportion (2 %) of students showed high gender equitable attitudes. Students from both the age cohorts showed the same trends. More girls (across both age cohorts) as compared to boys showed higher or moderate gender equitable attitudes. A significantly large proportion of students showed support to ascribed gender roles. This symbolizes a large-scale acceptance among students of the rigid patriarchal values and norms that give more power to men in public as well as private sphere and subscribe tolerant and submissive behaviour for women. These norms are so deeply engrained in young minds that a large number of both boys (79%) and girls (57%) 'fully agreed' to the statement, '*a woman should have primary responsibility of housework and child care*'. This demands a strong intervention with both girls and boys to understand how gender-based discrimination affects both males and females alike.

Schools emerge as discriminatory spaces in this study, with very little open communication between student and teachers. Boys get more opportunity to engage in sports, while girls are favoured by teachers in classroom participation. The schools do little to not propagate the prevalent societal norms of giving preference to girls for indoor activities and boys for outdoor, be it games or work.

The issue of safety around schools did not figure as important for majority of students, but those who expressed concern over safety explicitly mentioned that reasons for feeling unsafe were absence of security guard; absence of separate toilet for girls and boys; toilets without doors; physical punishment from teachers and fights between students. The teachers were vague on the issue of safety of students in school and did not explicitly respond on the issue, but the parents showed confidence in safety aspects at the schools.

As compared to other countries, a smaller proportion of students studying in schools in Pakistan reported experiencing any form of violence. As compared to boys, girls reported lesser in both age cohorts. Highest reported form of violence experienced by students was emotional violence, followed by physical and sexual violence, respectively. No reporting of experience of violence in the past six months by girls from the senior age group could be a result of hesitation on the part of girls of senior age group in expressing such things as it may lead to restrictions on their mobility. When it came to sexual violence ever experienced by them, girls from the senior age group (around 2%) reported even lesser than girls did in lower age group (3%).

Around 43 percent of students mentioned fellow students and almost half of them mentioned teachers as perpetrators of violence in schools. Majority of the students took no action against the perpetrator and of those who initiate a step, majority of the students in both the cases prefer to report to the teachers instead of parents. While students did not know about what happened to their complaints against fellow students, but in complaints against the teachers in two-thirds of the cases no action was taken. This calls for a sound complaint redressal mechanism in the schools where teachers play a proactive role in giving confidence to students whenever cases are reported and also action taken is reported to the child, without stigmatizing him/her.

It is also pertinent to see that in case of Pakistan, two-thirds of the students seemed confident in the safety and security of the areas surrounding their schools or the distance between home and school. Since more girls have reported these areas to be safe, we need to exercise caution in hasty conclusions as such a response could be a result of under reporting by girls for fear of restrictions on their mobility. During discussions parents and teachers had focused on the issue of insecurity of girls while commuting between home and school, and even if the students are under reporting it, the intervention programme will have to be vigilant towards the needs of students' safety on this front.

At least 18 percent of students reported perpetrating violence on fellow students. It is interesting to note that while the proportion of girls who reported experiencing violence was almost equal to those who perpetrated violence, for boys the proportion of those who perpetrated violence was lesser than those who experienced. It was found that students in higher age cohort are less likely to perpetrate violence and those with internet access and those who are exposed to parental violence are more likely to do so.

The findings suggest a strong need for a programme that targets SRGBV by engaging not just students and teachers, but also non-teaching staff and other stakeholders within the education institution. A successful programme will have to create space for individuals to engage with gender transformative approach in personal life; in inter-personal relations; in creating a strong complaint redressal mechanism for SRGBV; and in strengthening processes and practices to promote equality and safety in schools.

6.9 Annexure

Table P1 – Characteristics of respondents

Percentage distribution of survey participants by age and sex, Pakistan, 2014

	Boy		Girl		Total	
Age	Percent	Number	Percent	Number	Percent	Number
10	0.0	0	0.2	1	0.1	1
11	1.3	11	1.9	9	1.5	21
12	5.2	47	7.7	39	6.1	86
13	18.9	173	26.8	135	21.7	308
14	27.6	253	29.7	149	28.3	402
15	28.7	263	22.4	113	26.5	376
16	15.3	140	9.5	48	13.2	188
17	2.4	22	1.7	9	2.1	30
18	0.5	5	0.0	0	0.3	5
19	0.2	2	0.0	0	0.1	2
20	0.0	0	0.1	1	0.0	1
21	0.0	0	0.2	1	0.1	1
Total	100.0	916	100.0	503	100.0	1419

Table P2 – Parents' Education and living arrangements

Percentage distribution of students aged 12–17 years by education of their parents and living arrangement according to their age and sex; Pakistan, 2014

		12–14 years			15–17 years			Total		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Parents education	Both illiterate	25.4	11.8	19.9	32.8	19.6	29.1	28.9	14.5	23.8
	One of the parent literate	43.8	36.2	40.7	44.2	33.7	41.2	44.0	35.3	40.9

	Both literate	23.9	41.3	31.0	17.3	36.1	22.7	20.8	39.6	27.4
	Do not know/Missing	6.8	10.7	8.4	5.7	10.5	7.1	6.3	10.6	7.8
Living arrangement	Both with mother and father	86.9	90.3	88.3	86.6	91.1	87.9	86.8	90.5	88.1
	Either with mother or father	2.9	2.5	2.7	3.5	2.9	3.3	3.2	2.6	3.0
	Not with parents	7.7	4.3	6.3	6.9	5.0	6.3	7.3	4.5	6.3
	Missing	2.5	3.0	2.7	3.1	1.1	2.5	2.7	2.3	2.6
Sibling	Have both sister(s) and brother(s)	83.2	79.7	81.8	86.2	81.8	85.0	84.6	80.4	83.1
	Have only sister(s)	3.7	4.9	4.2	5.2	5.5	5.3	4.4	5.1	4.7
	Have only brother(s)	11.7	12.5	12.0	6.5	10.6	7.7	9.3	11.8	10.2
	No sibling	1.4	2.9	2.0	2.0	2.1	2.1	1.7	2.6	2.0
Total no. of students		473	323	796	425	169	594	898	492	1390

Table P3 – Profile of schools and media exposure

Percentage distribution of students aged 12–17 years by the distance of their school, means of transportation, internet and phone use according to their age and sex; Pakistan, 2014

		12–14			15–17			Total		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
School distance from home	Within a km	37.8	42.5	39.7	32.4	46.4	36.4	35.2	43.8	38.3
	1-3 km	20.2	13.7	17.6	22.4	9.9	18.8	21.2	12.4	18.1
	4-5 km	11.2	4.5	8.5	10.6	5.5	9.1	10.9	4.8	8.8
	More than 5 km	21.8	4.9	14.9	26.8	6.3	21.0	24.2	5.4	17.5
	Do not know	9.0	28.7	17.0	6.6	30.7	13.4	7.8	29.4	15.5
	Missing		5.7	2.3	1.3	1.3	1.3	.6	4.1	1.9
Means of transportation to school	Walk alone	45.0	13.5	32.2	43.1	17.2	35.7	44.1	14.7	33.7
	Walk with friends	17.6	57.8	33.9	19.1	46.9	27.0	18.3	54.1	31.0
	By bicycle/motorbike	11.4	9.2	10.5	12.2	9.3	11.3	11.8	9.2	10.9

	Public transport	15.5	3.1	10.4	16.7	2.6	12.7	16.0	2.9	11.4
	Other	10.0	13.2	11.3	8.0	21.9	12.0	9.1	16.2	11.6
	Missing	.6	3.2	1.7	1.0	2.1	1.3	.8	2.9	1.5
Internet use	Never	51.8	68.8	58.7	47.2	80.1	56.6	49.6	72.7	57.8
	Daily	24.3	16.7	21.2	25.2	7.5	20.2	24.7	13.5	20.8
	Not daily	23.9	14.5	20.1	27.5	12.4	23.2	25.6	13.8	21.4
Have mobile phone for personal use	Yes	33.3	10.5	24.1	43.0	14.5	34.8	37.9	11.9	28.7
	No	66.7	89.5	75.9	57.0	85.5	65.2	62.1	88.1	71.3
Total no. of students		473	323	796	425	169	594	898	492	1390

Table P4 – Attitude towards gender norm and violence
Percentage distribution of students aged 12–17 years by their score on the gender equality scale, according to their age and sex, Pakistan, 2014

	12–14			15–17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
High	2.1*	2.8	2.4	0.0*	5.0	1.4	1.1*	3.6	2.0
Moderate	42.2	68.0	52.6	41.5	66.7	48.7	41.9	67.6	51.0
Low	55.7	29.1	45.0	58.5	28.3	49.9	57.1	28.8	47.1
Mean score	32.89*	36.57	34.37	32.22*	37.46	33.72	32.57	36.88	34.10
SD	5.80	6.15	6.21	5.54	6.40	6.26	5.68	6.25	6.24
No. of students	472	320	793	422	169	591	894	489	1384

*Note –Proportions and means are significant different between girls and boys in both the age cohorts at * $p < 0.05$; Alpha=0.78(20 statements)*

Table P5 – Odds Ratio of high attitude towards gender norm and violence, Pakistan, 2014				
Indicators	p-value	Odds Ratio	95% C.I. for OR	
			Lower	Upper
Age of students				
12-14 ^R				
15-17	.000	2.158	1.678	2.774
Sex of student				
Boy ^R				
Girl	.279	1.133	.904	1.421
Father education				
No Schooling ^R				
1-5 class	.708	.940	.678	1.301
6-9 class	.862	1.040	.667	1.621
10 and above class	.877	1.024	.758	1.383
Do not know	.417	1.216	.758	1.951
Mother education				
No Schooling ^R				
1-5 class	.009	1.511	1.109	2.060
6 and above class	.002	1.786	1.248	2.556
Do not know	.496	.854	.542	1.346
Use internet				
No ^R				
Yes	.030	.775	.615	.976
Have mobile phone for personal use				
No ^R				
Yes	.909	.985	.762	1.273
Ever seen beating father to mother				
No ^R				
Yes	.009	.675	.503	.905
Being told to behave like a boy/girl				
No ^R				
Yes	.484	.873	.597	1.277

Table P6 – Attitude towards gender norm and violence – Response to specific statements

Percentage distribution of students aged 12–17 years by their response to different statements on gender and violence, according to their age and sex, Pakistan, 2014

		12–14 years			15–17 years			Total		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Gender role and responsibilities										
1 A mother should have primary responsibility for house work and child care.	Agree	89.2*	77.6	84.5	92.6*	77.4	88.3	90.8	77.5	86.1
	Partially agree	5.7	12.0	8.2	3.6	13.8	6.5	4.7	12.6	7.5
	Disagree	2.9	7.6	4.8	2.1	5.5	3.1	2.5	6.9	4.1
	Missing	2.3	2.8	2.5	1.7	3.3	2.2	2.0	3.0	2.4
2 Men need more care as they work harder than women.	Agree	77.8**	58.1	69.8	74.8**	54.3	69.0	76.4	56.8	69.5
	Partially agree	7.1	21.2	12.8	10.1	24.9	14.3	8.5	22.5	13.4
	Disagree	11.5	10.3	11.0	9.0	15.0	10.7	10.3	11.9	10.9
	Missing	3.6	10.4	6.3	6.1	5.8	6.0	4.8	8.8	6.2
3 Only men should work outside home.	Agree	58.1**	42.2	51.6	58.2**	32.9	51.0	58.1	39.0	51.4
	Partially agree	10.1	14.5	11.9	4.7	14.2	7.4	7.5	14.4	10.0
	Disagree	25.8	35.7	29.8	28.0	45.2	32.9	26.9	39.0	31.1
	Missing	6.0	7.6	6.7	9.1	7.7	8.7	7.5	7.6	7.5
4 Since girls have to get married, they should not be sent for higher education.	Agree	52.7	47.0	50.4	47.0	43.5	46.0	50.0	45.8	48.5
	Partially agree	5.5	8.0	6.5	4.5	3.8	4.3	5.0	6.5	5.6
	Disagree	36.8	37.9	37.2	41.7	47.5	43.3	39.1	41.2	39.9
	Missing	5.0	7.1	5.9	6.8	5.2	6.4	5.9	6.4	6.1
Gender Attributes										
5 A wife should always obey her husband.	Agree	87.4**	74.2	82.1	87.9**	78.0	85.1	87.7	75.5	83.4
	Partially agree	5.9	21.1	12.0	6.0	17.5	9.3	5.9	19.9	10.9
	Disagree	3.4	1.3	2.5	3.1	2.3	2.8	3.2	1.6	2.7
	Missing	3.3	3.4	3.3	3.0	2.1	2.8	3.2	3.0	3.1
6 Boys are naturally better at math and science than girls.	Agree	68.1**	27.7	51.7	70.5**	23.4	57.1	69.2	26.2	54.0
	Partially agree	17.0	31.9	23.0	14.3	37.8	21.0	15.7	33.9	22.2
	Disagree	12.0	38.1	22.6	12.1	37.5	19.4	12.0	37.9	21.2
	Missing	2.9	2.3	2.7	3.1	1.2	2.6	3.0	1.9	2.6
7 Boys are naturally better than girls in sports.	Agree	78.9**	41.5	63.8	79.7**	45.7	70.0	79.3	42.9	66.4
	Partially agree	7.6	35.3	18.8	6.7	27.9	12.7	7.2	32.8	16.2
	Disagree	9.3	17.5	12.6	7.9	19.4	11.2	8.7	18.1	12.0
	Missing	4.1	5.7	4.8	5.7	6.9	6.1	4.9	6.1	5.3
8 Boys should be tougher than girls.	Agree	74.3**	47.4	63.4	72.1**	40.1	63.0	73.3	44.9	63.2
	Partially agree	8.7	20.5	13.4	7.9	10.7	8.7	8.3	17.1	11.4
	Disagree	13.4	25.0	18.1	15.4	40.4	22.5	14.4	30.3	20.0
	Missing	3.6	7.1	5.0	4.6	8.8	5.8	4.1	7.7	5.4

Table P6 – Attitude towards gender norm and violence – Response to specific statements**Percentage distribution of students aged 12–17 years by their response to different statements on gender and violence, according to their age and sex, Pakistan, 2014**

		12–14 years			15–17 years			Total		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
9 'Real' boys should not cry	Agree	55.5**	41.8	49.9	56.6*	49.0	54.4	56.0	44.3	51.9
	Partially agree	6.0	14.3	9.4	6.2	15.4	8.8	6.1	14.7	9.1
	Disagree	32.3	36.6	34.1	27.7	30.5	28.5	30.1	34.5	31.7
	Missing	6.2	7.3	6.7	9.4	5.1	8.2	7.7	6.5	7.3
Sexuality										
10 If a girl says 'NO' to proposal or sexual advances, it actually means 'YES'.	Agree	40.4**	24.1	33.8	36.4**	16.0	30.6	38.5	21.3	32.4
	Partially agree	13.4	17.3	15.0	14.3	20.6	16.1	13.8	18.4	15.5
	Disagree	38.4	48.6	42.5	40.9	54.4	44.7	39.6	50.6	43.5
	Missing	7.7	10.0	8.6	8.4	8.9	8.6	8.0	9.7	8.6
11 Girls who wear less clothes provoke boys for violence.	Agree	47.9**	30.9	41.0	54.6**	24.4	46.0	51.1	28.7	43.2
	Partially agree	11.9	20.0	15.2	12.3	19.5	14.3	12.1	19.8	14.8
	Disagree	34.5	43.4	38.1	27.7	45.6	32.8	31.3	44.1	35.9
	Missing	5.6	5.7	5.7	5.4	10.5	6.8	5.5	7.4	6.2
12 Only 'bad girls' are harassed in school	Agree	29.9**	24.8	27.8	29.0*	20.7	26.6	29.4	23.4	27.3
	Partially agree	9.0	22.5	14.5	10.1	20.7	13.1	9.5	21.9	13.9
	Disagree	55.1	38.6	48.4	49.9	44.9	48.4	52.6	40.7	48.4
	Missing	6.1	14.1	9.4	11.1	13.7	11.8	8.5	14.0	10.4
SRGBV										
10 It is girl's fault if a male student or teacher sexually harasses her.	Agree	18.7**	9.5	15.0	20.6*	9.9	17.5	19.6	9.6	16.1
	Partially agree	7.9	10.9	9.1	7.5	10.9	8.5	7.7	10.9	8.8
	Disagree	69.8	70.7	70.2	65.3	73.5	67.6	67.7	71.7	69.1
	Missing	3.6	9.0	5.8	6.6	5.7	6.3	5.0	7.9	6.0
14 It is necessary to beat children to make them capable.	Agree	36.9**	32.3	35.0	40.4*	36.3	39.3	38.6	33.7	36.8
	Partially agree	11.5	24.2	16.6	13.1	24.6	16.3	12.2	24.3	16.5
	Disagree	46.2	40.6	43.9	41.8	37.8	40.6	44.1	39.6	42.5
	Missing	5.4	2.9	4.4	4.7	1.3	3.8	5.1	2.4	4.1
15 In certain situations it is fine for students to be violent towards each other in school	Agree	54.3**	40.4	48.6	51.3**	33.3	46.1	52.9	37.9	47.6
	Partially agree	11.3	20.8	15.1	10.8	23.6	14.5	11.1	21.7	14.8
	Disagree	30.2	29.5	30.0	32.4	35.7	33.4	31.3	31.6	31.4
	Missing	4.2	9.3	6.3	5.5	7.5	6.0	4.8	8.7	6.2
16 It is the school's responsibility to respond to violence	Agree	80.8**	68.2	75.7	85.5*	71.0	81.3	83.0	69.1	78.1
	Partially agree	3.5	10.0	6.2	3.0	6.1	3.9	3.3	8.7	5.2
	Disagree	10.3	13.9	11.7	7.6	14.5	9.5	9.0	14.1	10.8
	Missing	5.4	7.9	6.4	4.0	8.4	5.2	4.7	8.1	5.9
Violence against women and girls										
17 A woman should tolerate	Agree	63.1**	42.9	54.9	69.7**	50.0	64.1	66.2	45.4	58.8

Table P6 – Attitude towards gender norm and violence – Response to specific statements										
Percentage distribution of students aged 12–17 years by their response to different statements on gender and violence, according to their age and sex, Pakistan, 2014										
		12–14 years			15–17 years			Total		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
violence in order to keep her family together	Partially agree	10.5	19.3	14.0	6.6	15.5	9.1	8.6	18.0	11.9
	Disagree	23.5	30.7	26.4	18.8	28.1	21.4	21.3	29.8	24.3
	Missing	3.0	7.1	4.6	5.0	6.4	5.4	3.9	6.8	4.9
18 Labeling based on body/characteristic/ethnicity etc. doesn't really hurt.	Agree	61.7**	47.1	55.8	61.3*	51.9	58.6	61.5	48.7	57.0
	Partially agree	12.1	15.1	13.3	9.0	10.8	9.5	10.6	13.6	11.7
	Disagree	21.8	27.1	23.9	22.6	23.8	22.9	22.1	26.0	23.5
	Missing	4.4	10.7	7.0	7.1	13.5	9.0	5.7	11.7	7.8
19 There are times when a husband needs to beat his wife.	Agree	48.1**	26.3	39.2	49.3**	20.2	41.0	48.7	24.2	40.0
	Partially agree	22.7	36.4	28.2	22.9	36.9	26.9	22.8	36.5	27.7
	Disagree	26.1	27.2	26.5	22.9	33.0	25.8	24.6	29.2	26.2
	Missing	3.1	10.1	6.0	4.9	9.9	6.3	4.0	10.1	6.1
20 There are times when a boy needs to beat a girl	Agree	35.4**	21.0	29.6	34.0*	20.3	30.1	34.7	20.8	29.8
	Partially agree	28.2	27.7	28.0	28.4	28.3	28.4	28.3	27.9	28.2
	Disagree	33.1	45.5	38.1	34.5	46.8	38.0	33.7	45.9	38.1
	Missing	3.3	5.8	4.3	3.2	4.6	3.6	3.2	5.4	4.0
<i>Note – Significantly different at *p<0.05; **p<0.001;</i>										

Table P7 – Experience of gender differential in school

Percentage of Students aged 13–17 years shared their experience of gender differential in school, according to their age and sex, Pakistan, 2014

		12–14			15–17			Total		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Told to behave like girl or boy		9.0	9.3	9.1	9.0	11.4	9.7	9.0	10.0	9.4
Talk to a teacher about harassment		20.2	11.4	16.6	16.2	17.9	16.7	18.3	13.7	16.7
Aware of helpline number		9.4	4.9	7.5	8.3	4.3	7.1	8.8	4.7	7.4
Participate in outdoor sports in school	Never	40.0*	55.2	46.1	41.4*	64.0	47.8	40.6	58.2	46.9
	Seldom	2.2	9.2	5.0	4.2	15.6	7.5	3.1	11.4	6.1
	Sometimes	34.8	13.8	26.3	31.8	13.4	26.5	33.4	13.6	26.4
	Often	5.2	7.6	6.1	3.4	1.9	3.0	4.3	5.6	4.8
	Always	10.5	5.9	8.7	13.9	2.3	10.6	12.1	4.7	9.5
	Missing	7.3	8.4	7.8	5.3	2.9	4.6	6.4	6.5	6.4
Talk to teachers about their concern	Never	34.9	32.2	33.8	34.0*	22.9	30.9	34.5	29.0	32.6
	Seldom	2.0	10.0	5.3	3.6	10.7	5.6	2.8	10.2	5.4
	Sometimes	33.0*	20.0	27.7	23.6	36.0	27.2	28.6	25.5	27.5
	Often	8.2	17.2	11.9	11.3	14.0	12.1	9.7	16.1	12.0
	Always	16.9	11.6	14.7	18.3	11.6	16.4	17.6	11.6	15.5
	Missing	4.9	9.0	6.6	9.1	4.9	7.9	6.9	7.6	7.1
Participate in classroom activities	Never	50.6*	27.9	41.4	44.0*	29.4	39.8	47.5*	28.4	40.7
	Seldom	1.9	11.2	5.7	3.4	10.0	5.3	2.6	10.8	5.5
	Sometimes	22.5	23.9	23.1	19.0	34.0	23.3	20.9	27.4	23.2
	Often	7.5	16.7	11.2	7.3	12.6	8.8	7.4	15.3	10.2
	Always	9.8	10.8	10.2	16.7	10.7	15.0	13.1	10.8	12.3
	Missing	7.6	9.5	8.3	9.6	3.4	7.8	8.5	7.4	8.1
Participate as leader of a student group	Never	63.5*	39.1	53.6	54.7*	37.0	49.7	59.4	38.4	51.9
	Seldom	3.1	10.7	6.2	1.7	11.7	4.6	2.5	11.1	5.5
	Sometimes	15.4	20.6	17.5	17.7	28.0	20.7	16.5	23.2	18.9
	Often	4.8	12.2	7.8	6.4	11.5	7.9	5.6	12.0	7.8
	Always	5.3	7.1	6.1	8.6	7.8	8.3	6.9	7.3	7.0
	Missing	7.8	10.2	8.8	10.9	4.0	8.9	9.2	8.1	8.8
Encouraged to succeed in school work	Never	26.6*	17.6	22.9	21.8	18.3	20.8	24.3	17.8	22.0
	Seldom	4.6	8.0	5.9	3.7	8.7	5.1	4.1	8.2	5.6
	Sometimes	28.2	21.4	25.4	28.4	26.1	27.8	28.3	23.1	26.4
	Often	13.2	23.7	17.4	14.4	14.4	14.4	13.8	20.5	16.1
	Always	20.1	17.7	19.1	21.9	27.5	23.5	20.9	21.1	21.0
	Missing	7.4	11.7	9.1	9.7	4.9	8.4	8.5	9.3	8.8
Play with students of opposite sex	Never	64.3	63.0	63.8	59.4	67.4	61.7	62.0	64.5	62.9
	Seldom	1.9	3.7	2.6	2.0	.7	1.7	2.0	2.7	2.2
	Sometimes	13.4	5.4	10.2	16.8	9.4	14.7	15.0	6.8	12.1
	Often	5.5	4.4	5.0	2.7	9.1	4.5	4.2	6.0	4.8
	Always	7.5	9.5	8.3	11.0	8.6	10.3	9.1	9.2	9.2
	Missing	7.4	14.0	10.1	8.0	4.8	7.1	7.7	10.8	8.8
No. of students		473	323	796	425	169	594	898	492	1390
Note – Significantly different at *p<0.05										

Table P8 – Perception of gender differential in school Percentage distribution of students who mentioned often or always to the different dimensions of School Equality Score Card, for five study countries, 2014		
	Girls	Boys
1. Sports participation: Girls participate in sports activities as much as boys	0	4
2. Class participation: Girls participate in class as often as boys	56	50
3. Chore burden: Girls spend the same amount of time doing chores (tidying, sweeping, cleaning) at school as boys	13	34
4. Latrines: Toilets at school that girls feel comfortable to use	29	31
5. Seeking help: Girls talk to teachers about their concerns as much as boys	15	31
6. Leadership: Girls participate as leaders of student groups as much as boys	22	29
7. Encouragement: Girls encouraged to succeed in their schoolwork as much as boys	43	69
8. Safety going to school: Girls are as safe as boys on their way to and from school	46	59
9. Safety at school: Girls as safe as boys when they are at school	39	80

Table P9– Perception of Safety in School Percentage distribution of students aged 12–17 years according to their rating of schools on safety scale by their age and sex, Pakistan, 2014									
	12–14			15–17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Totally unsafe	8.9*	2.6	6.3	8.2*	1.5	6.3	8.6	2.2	6.3
2	4.0	1.2	2.9	4.0	.9	3.1	4.0	1.1	3.0
3	10.9	3.1	7.7	12.2	3.8	9.8	11.5	3.4	8.6
4	14.5	13.7	14.2	14.7	7.5	12.7	14.6	11.6	13.5
Totally safe	53.0	75.0	61.9	56.0	81.4	63.2	54.4	77.2	62.5
Can't say	2.7	.5	1.8	1.9	.6	1.5	2.3	.5	1.7
Missing	6.0	4.0	5.1	3.0	4.2	3.3	4.6	4.0	4.4
No. of students	473	323	796	425	169	594	898	492	1390
Note – Significantly different at *p<0.05									

Table P10 – Reasons for feeling unsafe in school Percentage distribution of students aged 12–17 by reasons for feeling unsafe in school among those who scored 1 to 3 on the safety scale according to their age and sex, Pakistan, 2014									
Reasons that make school unsafe	12–14			15–17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
No security guard	54.9	62.4	56.1	43.8		45.3	49.6	61.7	51.2
Dirty picture/words written on walls/toilets	30.4	12.1	27.3	20.6		22.1	25.7	20.1	24.9
Harassment from other students	38.7	6.0	33.3	29.0		27.1	34.0*	6.7	30.4
Harassment from teachers	15.4	8.9	14.4	16.0		15.3	15.7	8.6	14.8
Toilets without doors	35.5	28.2	34.3	34.8		32.7	35.2	23.1	33.6
No separate toilet for girls and boys	42.1	12.7	37.2	37.8		35.8	40.0*	13.9	36.6
Boys standing at school gate	1.5		1.3	2.0		1.8	1.7		1.5
Punishment from teacher	44.2	24.9	41.0	32.8		31.9	38.7	24.3	36.8
Sexual harassment from other students	22.2		18.5	20.1		18.3	21.2		18.4
Sexual harassment from teachers	6.6	8.9	7.0	8.1		7.4	7.3	6.0	7.2
No support/response from teachers in case of any problem	28.6	37.2	30.1	26.5		25.0	27.6	28.5	27.7
Use of insulting/humiliating language	29.3	24.8	28.6	27.8		25.3	28.6	16.8	27.0
Frequent physical fight among students	33.5	68.2	39.2	39.1		40.0	36.2*	62.0	39.6

Table P10 – Reasons for feeling unsafe in school									
Percentage distribution of students aged 12–17 by reasons for feeling unsafe in school among those who scored 1 to 3 on the safety scale according to their age and sex, Pakistan, 2014									
Reasons that make school unsafe	12–14			15–17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
No security guard	54.9	62.4	56.1	43.8		45.3	49.6	61.7	51.2
Dirty picture/words written on walls/toilets	30.4	12.1	27.3	20.6		22.1	25.7	20.1	24.9
Harassment from other students	38.7	6.0	33.3	29.0		27.1	34.0*	6.7	30.4
Harassment from teachers	15.4	8.9	14.4	16.0		15.3	15.7	8.6	14.8
Toilets without doors	35.5	28.2	34.3	34.8		32.7	35.2	23.1	33.6
Students rob/snatch things from other students	25.8	28.4	26.2	26.4		23.9	26.1	19.3	25.2
Outsiders enter school to bully/rob other students	14.3	36.4	18.0	19.0		17.3	16.6	24.6	17.7
Other	15.7		13.1	9.2		9.8	12.6	4.8	11.6
No. of students	113	22	135	104	11	114	216	33	249
Note – Significantly different at *p<0.05									

Table P11- Ever Experience of Violence in School									
Percentage distribution of students aged 12–17 years who have ever experienced violence in school, according to their age and sex, Pakistan, 2014									
	12–14			15–17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Any form of physical violence	32.0*	16.7	25.8	30.7*	13.7	25.9	31.4*	15.7	25.8
Beaten or hit or slapped or kicked or shoved or someone pulled hair	26.1*	12.6	20.6	25.2*	13.1	21.7	25.7*	12.8	21.1
Hit with an object	17.0	9.6	14.0	17.0*	7.5	14.3	17.0*	8.9	14.1
Threatened with knife/weapon	11.1	6.6	9.3	9.8*	3.6	8.1	10.5*	5.6	8.8
Any form of emotional violence	48.0*	25.4	38.8	39.2*	27.2	35.8	43.9*	26.0	37.6
Passed comments / jokes because of looks, religion, economic status	18.5	12.5	16.1	14.0	12.8	13.7	16.4	12.6	15.0
Labelled based on body, character or background	25.2*	9.4	18.8	16.4	9.0	14.3	21.0*	9.3	16.9
Standing on bench or in a corner or outside class	19.4*	10.9	16.0	18.2*	7.5	15.2	18.8*	9.7	15.6
Threatened verbally or by written note	16.6*	8.9	13.5	12.0*	4.6	9.9	14.5*	7.4	12.0
Ignored	16.2	14.3	15.4	15.0	15.7	15.2	15.6	14.8	15.3
Turned people against me	19.8*	11.7	16.5	16.4	12.2	15.2	18.2	11.9	15.9
Deliberately kept out of the activities	21.1*	12.4	17.6	18.0*	7.3	15.0	19.6*	10.6	16.4
Humiliating/insulting language	26.2*	8.6	19.1	22.3*	7.3	18.0	24.3*	8.2	18.6
Locked in room/toilet	10.1*	5.9	8.4	7.6	5.2	6.9	8.9	5.7	7.8
Any form of sexual violence	8.8*	3.4	6.6	5.7*	1.8	4.6	7.3*	2.8	5.0
Any form of physical or emotional or sexual violence	52.8*	31.4	44.1	47.1*	31.0	42.5	50.1*	31.3	43.5
Any form of physical, emotional and sexual violence	5.3*	2.4	4.2	3.9		2.8	4.7*	1.6	3.6
No. of students	473	323	796	425	169	594	898	492	1390
Note: Significantly different at *p<0.05; Sexual violence includes Passed sexual comments/whistled/showed sexual photo/video/touched body/kissed/ fondled/asked for these act									

Table P12 – Experience of Violence in last 6 months in School									
Percentage distribution of students aged 12–17 years who have experienced violence in the last 6 months in school, according to age and sex of children, Pakistan, 2014									
	12–14			15–17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Any form of physical violence	24.2*	7.8	17.5	21.3*	8.4	17.6	22.8*	8.0	17.6
Beaten or hit or slapped or kicked or shoved or someone pulled hair	17.6*	6.6	13.2	16.8*	7.9	14.3	17.3*	7.0	13.6
Hit with an object	11.5*	3.3	8.2	9.4*	4.2	7.9	10.5*	3.6	8.1
Threatened with knife/weapon	8.2*	2.1	5.7	5.6	3.0	4.9	7.0*	2.4	5.4
Any form of emotional violence	31.2*	10.3	22.7	25.6*	11.0	21.4	28.5*	10.6	22.2
Passed comments / jokes because of looks, religion, economic status	4.4	2.9	3.8	3.9	2.5	3.5	4.2	2.8	3.7
Labelled based on body, character or background	15.2*	5.2	11.2	9.0*	4.4	7.7	12.3*	4.9	9.7
Standing on bench or in a corner or outside class	12.1*	3.1	8.5	11.6*	3.2	9.2	11.9*	3.1	8.8
Threatened verbally or by written note	11.2*	2.3	7.6	8.0*	3.0	6.6	9.7*	2.5	7.2
Ignored	10.7*	3.6	7.8	9.3	7.8	8.8	10.0*	5.0	8.3
Turned people against me	12.9*	2.8	8.8	9.3*	4.1	7.8	11.2*	3.3	8.4

Deliberately kept out of the activities	10.7*	5.6	8.6	9.1*	4.3	7.8	10.0*	5.2	8.3
Humiliating/insulting language	14.5*	2.2	9.5	13.3*	4.8	10.9	13.9*	3.1	10.1
Locked in room/toilet	7.5*	1.7	5.2	5.4	2.9	4.7	6.5*	2.1	5.0
Any form of sexual violence	5.7	3.1	4.7	4.3		3.1	5.1*	2.0	4.0
Any form of physical or emotional or sexual violence	37.9*	14.5	28.4	33.0*	15.2	28.0	35.6*	14.8	28.2
Any form of physical, emotional and sexual violence	1.8	1.3	1.6	2.4		1.7	2.1	0.9	1.7
No. of students	473	323	796	425	169	594	898	492	1390
Note: Significantly different at *p<0.05; Sexual violence includes Passed sexual comments/whistled/showed sexual photo/video/touched body/kissed/ fondled/asked for these act									

Table P13–Violence perpetrated by any student in school in last 6 months and response									
Percentage distribution of students aged 12–17 years who have experienced violence from other students in last 6 months in school, according to age and sex of children, Pakistan, 2014									
	12–14			15–17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Physical – Hit/ Beat /slap /kick	33.3	41.2	35.7	38.0	26.0	35.6	35.5	36.0	35.6
Emotional	24.5	29.4	26.0	27.7	17.1	25.6	26.0	25.3	25.8
Lock in toilet	26.9	36.4	29.8	32.0	33.5	32.3	29.2	35.4	30.9
<i>Any form</i>	41.5	47.3	43.3	45.3	36.9	43.6	43.3	43.8	43.4
No of students who have experienced any form of violence in the last 6 months	235	103	337	206	52	258	440	155	595
Response to physical violence									
Did nothing	40.4		49.3	53.5		46.2	45.6		48.1
Tried to stop them	15.6		10.6	29.8		29.1	21.3		17.4
Hit back	7.0		4.7	14.1		11.0	9.8		7.1
Sought help from other student standing nearby	5.9		14.2	9.2		13.0	7.2		13.8
Complained to teacher	25.1		17.0	16.8		13.1	21.8		15.6
Complained to parents	7.5		7.7	8.0		6.2	7.7		7.1
Other	7.9		8.0			5.8	4.8		7.2
No of students who have experienced physical violence in the last 6 months	32	15	47	21	6	27	53	21	74
Response to emotional violence									
Did nothing	42.8	36.7	41.6	36.8	52.6	38.9	39.9		40.4
Tried to stop them	23.1		23.5	38.6		33.4	30.5		28.1
Hit back	6.8		8.8	17.6		15.2	12.0		11.8
Sought help from other student standing nearby	15.1		16.3	18.5		22.4	16.7		19.1
Complained to teacher	20.6		16.6	26.0		22.5	23.2		19.3
Complained to parents	15.5		17.4	13.5		11.7	14.6		14.8
Called helpline/police				3.7		3.2	1.8		1.5
Others	3.4		2.7				1.8		1.5
No of students who have experienced emotional violence in the last 6 months	29	7	36	27	4	31	56	11	67
Note – Significantly different at *p<0.05									

Table P14 – Odds ratio of response to violence perpetrated by students in the school, Pakistan, 2014				
Indicators	p-value	Odds Ratio	95% C.I. for OR	
			Lower	Upper
Sex of student				
Boy ^R				
Girl	.002	.091	.020	.409
Age in years				
12-14 ^R				
15-17	.527	.778	.358	1.692
Father education				
No Schooling ^R				
1-5 class	.332	.490	.116	2.070
6-9 class	.752	1.264	.295	5.424
10 and above class	.588	1.328	.475	3.717
Do not know	.535	1.581	.372	6.725
Mother education				
No Schooling ^R				
1-5 class	.550	.661	.170	2.571
6 and above class	.021	3.542	1.206	10.406
Do not know	.851	.870	.202	3.742
Use internet				
No ^R				
Yes	.469	1.337	.609	2.934
Have mobile phone for personal use				
No ^R				
Yes	.540	.771	.336	1.769
Ever seen beating father to mother				
No ^R				
Yes	.000	4.757	2.069	10.939
Have sisters				
No ^R				
Yes	.494	1.630	.402	6.606
Have brothers				
No ^R				
Yes	.983	1.018	.184	5.641
High attitude toward gender				
No ^R				
Yes	.089	.486	.211	1.118
Can talk teacher easily in case of facing harassment				
No ^R				
Yes	.999	1.001	.398	2.514
I encouraged to succeed in school				
No ^R				
Yes	.041	.383	.153	.962

Table P15–Violence perpetrated by teacher in school and response of students in last 6 months in school									
Percentage distribution of students aged 12–17 years who have experienced violence from teachers in the last 6 months in school, according to age and sex of children, Pakistan, 2014									
	12–14			15–17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total

Physical – Hit/ Beat /slap /kick	47.5	32.1	42.8	51.5	25.8	46.3	49.4*	30.0	44.3
Emotional	42.3	26.0	37.3	43.7	14.8	37.9	42.9*	22.2	37.5
Lock in toilet	31.8	26.4	30.2	33.6	12.4	29.3	32.6*	21.7	29.8
<i>Any form</i>	53.3	34.3	47.5	57.1	29.5	51.5	55.1*	32.7	49.2
No of students who have experienced any form of violence in the last 6 months	235	103	337	206	52	258	440	155	595
Reported to teacher/principal	17.0	11.9	15.9	24.5		21.7	20.6*	8.3	18.5
Reported to Parent/guardian	22.0	24.8	22.6	16.3	27.7	17.6	19.3	25.7	20.4
No. of students	124	34	158	117	15	132	241	49	290
No Action taken by teachers	74.5		67.8	62.7		63.4	66.3		64.9
No Action taken by parents	68.6		71.2	50.8		61.1	61.8		67.5
Note – Significantly different at *p<0.05									

Table P16 - Odds ratio of response to violence perpetrated by teachers among students, Pakistan, 2014

Indicators	p-value	Odds Ratio	95% C.I. for OR	
			Lower	Upper
Sex of student				
Boy ^R				
Girl	.009	.384	.188	.786
Age in years				
12-14 ^R				
15-17	.738	.916	.547	1.534
Father education				
No Schooling ^R				
1-5 class	.324	1.524	.660	3.519
6-9 class	.144	2.101	.775	5.691
10 and above class	.022	2.385	1.136	5.008
Do not know	.372	1.707	.528	5.522
Mother education				
No Schooling ^R				
1-5 class	.995	1.002	.506	1.983
6 and above class	.706	1.177	.505	2.740
Do not know	.874	.918	.322	2.617
Use internet				
No ^R				
Yes	.953	.984	.579	1.674
Have mobile phone for personal use				
No ^R				
Yes	.527	1.195	.688	2.075
Ever seen beating father to mother				
No ^R				
Yes	.000	3.190	1.832	5.554
Have sisters				
No ^R				
Yes	.703	1.167	.528	2.577
Have brothers				
No ^R				
Yes	.542	.735	.272	1.982
High attitude toward gender				
No ^R				

Yes	.023	.527	.304	.915
Can talk teacher easily in case of facing harassment				
No ^R				
Yes	.000	2.607	1.532	4.436
I encouraged to succeed in school				
No ^R				
Yes	.895	.965	.570	1.633

Table P17– Consequences of physical or emotional violence experienced in last 6 months in school

Percentage distribution of students aged 12–17 years by consequences of physical or emotional violence experienced in the last 6 months in school, according to age and sex of children, Pakistan, 2014

	12–14			15–17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Feel afraid of coming to school	22.8	13.1	20.3	21.3*	8.7	19.0	22.1	11.5	19.7
miss school for few days	12.4	6.4	10.8	9.9	13.5	10.5	11.2	8.9	10.7
get injured	6.8	3.7	6.0	8.8	2.4	7.6	7.7	3.2	6.7
were unable to concentrate on studies	15.4	8.6	13.6	11.0	2.4	9.5	13.4	6.4	11.8
avoid the perpetrator	12.5	5.0	10.5	7.1	6.5	7.0	10.0	5.5	9.0
felt sad/depressed	10.9	10.4	10.8	11.8	3.8	10.3	11.3	8.1	10.6
isolated/tried to be alone	5.0	2.4	4.3	5.5	1.4	4.7	5.2	2.0	4.5
None of the above	54.2*	74.7	59.6	49.6*	84.4	56.0	52.1*	78.1	58.0
Other	4.5	4.4	4.4	6.8	1.4	5.8	5.5	3.3	5.0
Number of students	189	67	256	162	36	198	351	103	455

Note – Significantly different at *p<0.05

Table P18 – Perception of Safety around and on the way to School

Distribution of students aged 12–17 years according to their rating of way and surrounding of schools on safety scale by their age and sex, Pakistan, 2014

	12–14			15–17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Totally unsafe	12.5*	4.4	9.2	10.3*	5.2	8.8	11.5	4.7	9.1
2	10.3	6.0	8.6	8.2	4.3	7.1	9.3	5.4	7.9
3	8.9	6.7	8.0	8.4	7.2	8.1	8.7	6.9	8.0
4	5.4	4.5	5.0	4.3	5.8	4.8	4.9	5.0	4.9
Totally safe	51.9	72.2	60.1	56.9	72.7	61.4	54.2	72.4	60.7
Can't say	8.6	3.1	6.4	7.9	.6	5.8	8.3	2.2	6.1
Missing	2.3	3.1	2.6	4.0	4.2	4.1	3.1	3.5	3.3
No. of students	473	323	796	425	169	594	898	492	1390

Note – Significantly different at *p<0.05

Table P19– Experience of Violence in last 6 months around and on the way to school

Percentage of Students aged 12–17 years who have experienced violence in the last 6 months around and on the way to school, according to their age and sex, Pakistan, 2014

	12–14			15–17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Any form of physical violence	15.3*	3.6	10.6	13.3*	1.9	10.0	14.4*	3.0	10.3
Beaten or hit or slapped or kicked	10.6*	1.7	7.0	8.2*	0.7	6.1	9.5*	1.4	6.6

or shoved or someone pulled hair									
Hit with an object	8.7*	2.0	6.0	6.9*	0.6	5.1	7.9*	1.5	5.6
Threatened with knife/weapon	3.4*	1.2	2.5	4.7*	0.6	3.5	4.0*	1.0	2.9
Any form of emotional violence	26.0*	6.5	18.1	21.7*	4.8	16.9	23.9*	5.9	17.6
Passed comments / jokes because of looks, religion, economic status	10.4*	2.4	7.2	7.8*	1.1	5.9	9.2*	2.0	6.6
Labelled based on body, character or background	6.6*	0.7	4.2	5.7	2.8	4.9	6.2*	1.5	4.5
Threatened verbally or by written note	6.1*	1.3	4.2	6.1*	1.1	4.7	6.1*	1.3	4.4
Ignored	7.6*	2.6	5.6	6.6*	2.6	5.4	7.1*	2.6	5.5
Turned people against me	8.5*	2.2	5.9	5.6*	1.2	4.4	7.1*	1.9	5.3
Deliberately kept out of the activities	7.4*	2.2	5.3	6.8*	0.5	5.0	7.1*	1.6	5.2
Humiliating/insulting language	13.1*	1.8	8.5	11.3		8.1	12.2*	1.2	8.3
Any form of sexual violence	7.2*	2.3	5.2	5.3*	.3	3.9	6.3*	1.6	4.6
Any form of physical or emotional or sexual violence	32.5*	9.5	23.2	26.8*	5.8	20.8	29.8*	8.3	22.2
Any form of physical, emotional and sexual violence	2.4		1.5	2.2		1.6	2.3		1.5
No. of students	473	323	796	425	169	594	898	492	1390
Note: Significantly different at p<0.05; Sexual violence includes passed sexual comments/whistled/showed sexual photo/video/touched body/kissed/fondled/asked for these act									

Table P20– Perpetrator and response to violence experienced in last 6 months around and on the way to school

Percentage of Students aged 12–17 years by perpetrator and their response to violence experienced in the last 6 months around and on the way to school, according to their age and sex, Pakistan, 2014

		12-14			15-17			Total		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Perpetrator	Known men/boys from neighbourhood	24.3	22.8	24.0	36.6		35.2	29.9	19.5	28.7
	Unknown men/boys	24.8	8.2	22.1	19.4		20.3	22.4	13.0	21.3
	Boy (student) studying in my school	33.3	18.4	30.8	27.4		26.3	30.6*	15.7	28.9
	Brother/male cousin	15.4	10.3	14.5	15.8		16.1	15.6	12.0	15.2
	Adult male relatives	3.8	23.5	7.1	7.7		7.4	5.6*	20.0	7.2
	Known women/girls from neighbourhood	4.8	11.1	5.8	8.2		7.8	6.3	9.5	6.7
	Unknown women/girls	3.2	17.5	5.6	8.9		8.5	5.8	14.9	6.8
	Girls (student) studying in my school	5.4	14.5	6.9	7.0		8.4	6.2	18.4	7.6
	Adult female relatives	3.1	12.4	4.6	7.9		8.5	5.3	13.8	6.3
	Sister/female cousin	3.8	19.6	6.5	4.5		6.1	4.1*	23.3	6.3
	Male school staff/teacher	6.0	3.4	5.5	9.7		9.4	7.7	2.9	7.1
	Female school staff/teacher	2.1	5.8	2.7	4.1		3.9	3.0	4.9	3.2
	Others	19.7	25.2	20.6	21.9		21.8	20.7	24.2	21.1
Response to violence										
Reached out to someone for help		39.4	27.1	36.4	37.4		33.8	38.5*	22.3	35.3
Reported to	Principal	19.4	8.7	17.3	16.1		15.4	17.9	8.6	16.5
	Teacher	20.4	18.6	20.0	17.2		15.7	18.9	13.8	18.2
	parents	11.8	8.5	11.2	14.8		13.5	13.2	6.3	12.2
	None of them	59.3	71.4	61.6	58.3		61.3	58.8*	76.7	61.5

No. of students who experienced violence		147	35	182	124	12	136	272	47	319
Principal, teacher or parents took some action	Yes	19.0		17.2	23.0		21.0	20.9		18.8
	No	26.0		20.5	26.4		25.3	26.2		22.5
	Don't know	16.1		16.2	10.9		9.5	13.7		13.3
	Missing	38.9		46.2	39.7		44.2	39.3		45.4
No. of students who reported to Principal/teacher/parent		60	10	70	52		53	112	11	123
Note – Significantly different at *p<0.05										

Table P21 – Perpetration of violence in last 6 months in and around school, and on the way to school									
Percentage distribution of students aged 12–17 years who reported perpetrating violence in the last 6 months in and around school, and on the way to school, according to their age and sex, Pakistan, 2014									
	12-14			15-17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Perpetration of any form of physical violence in school	10.9	10.5	10.7	11.8	13.1	12.2	11.3	11.4	11.4
Beat or hit or slap or kick or shove or pull someone's hair	5.3	9.6	7.1	7.2	10.9	8.2	6.2	10.1	7.6
Hit someone with an object	7.7	9.0	8.2	9.0	11.8	9.8	8.3	10.0	8.9
Threatened someone with knife/weapon	4.2	7.8	5.7	8.2	9.9	8.7	6.1	8.5	7.0
Perpetration of any form of emotional violence in school	17.1	11.5	14.8	18.3	13.9	17.1	17.7*	12.3	15.8
Passed comments / jokes on someone because of looks, religion, economic status	7.7	9.4	8.4	8.4	12.5	9.6	8.0	10.5	8.9
Labelled someone based on body, character or background	6.1	8.5	7.1	8.5	12.0	9.5	7.3	9.7	8.1
Threatened someone verbally or by written note	5.9	8.2	6.8	7.8	10.6	8.6	6.8	9.0	7.6
Ignored someone	5.0	8.3	6.3	9.8	11.2	10.2	7.3	9.3	8.0
Turned people against someone	7.3	8.6	7.8	7.6	12.0	8.8	7.4	9.7	8.3
Deliberately kept someone out of the activities	8.6	8.4	8.5	9.8	10.5	10.0	9.2	9.1	9.2
Used humiliating/insulting language against someone	7.6	8.2	7.8	9.8	11.9	10.4	8.6	9.5	8.9
Locked someone in toilet/room	4.7	7.8	6.0	6.7	10.5	7.8	5.7	8.7	6.7
Perpetrated any form of sexual violence in school	4.7	7.8	6.0	8.1	9.3	8.4	6.3	8.3	7.0
Perpetrated any form of physical or emotional or sexual violence in school	19.6*	13.4	17.1	19.6	15.9	18.5	19.6*	14.2	17.7
Perpetrated any form of physical, emotional and sexual violence in school	3.7	7.5	5.2	6.7	9.3	7.5	5.1*	8.1	6.2
Perpetration of any form of physical or emotional or sexual violence around and on the way to school	19.3	24.6	21.4	25.0*	14.9	22.1	22.0	21.2	21.7
No. of students	473	323	796	425	169	594	898	492	1390
Note – Significantly different at *p<0.05; Sexual violence includes passed sexual comments, whistled, showed sexual photo/video, touched body, kissed, fondled, asked for these act)									

Table P22 – Victim of violence perpetrated by students in last 6 months in and around school, and on the way to school

Percentage distribution of students aged 12–17 years in the last 6 months in and around school, and on the way to school, according to their age and sex, Pakistan, 2014

		12–14			15–17			Total		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Victim of any form of physical violence in school	Girl	15.6	20.3	17.5	14.5	19.3	15.9	15.0	19.9	16.8
	Boy	39.7	2.0	24.8	31.5		21.8	35.7	1.2	23.4
No. of students who perpetrated physical violence in school		52	34	86	50	22	72	102	56	158
Victim of any form of emotional violence in school	Girl	17.1	18.6	17.6	13.9	23.8	16.2	15.5	20.6	16.9
	Boy	31.9	2.7	22.7	33.1		25.4	32.5	1.6	24.0
No. of students who perpetrated emotional violence in school		81	37	118	78	24	101	159	61	219
Victim of any form of sexual violence in school	Girl	17.4	3.4	10.0	8.7		7.5	12.1	4.0	8.7
	Boy	18.6		8.8	26.1		17.9	23.2		13.5
No. of students who perpetrated sexual violence in school		22	25	48	34	16	50	57	41	98
Victim of any form of physical, emotion or sexual violence around and on the way to school	Girl	22.0		29.4	18.9		22.3	20.3		25.7
	Boy	81.2		73.1	89.5		85.5	85.9		79.5
No. of students		31	9	40	39	3	43	71	12	82
Note – Significantly different at *p<0.05										

Table P23 – Odds Ratio of perpetration of any form of violence in last 6 months in school, Pakistan, 2014				
Indicators	p-value	Odds Ratio	95% C.I. for OR	
			Lower	Upper
Age of students				
12-14 ^R				
15-17	.038	.670	.459	.979
Sex of student				
Boy ^R				
Girl	.833	1.034	.757	1.412
Father education				
No Schooling ^R				
1-5 class	.372	.814	.518	1.279
6-9 class	.225	.674	.356	1.275
10 and above class	.303	.804	.531	1.218
Do not know	.161	.610	.305	1.217
Mother education				
No Schooling ^R				
1-5 class	.010	1.720	1.136	2.605
6 and above class	.120	1.495	.901	2.482
Do not know	.236	1.459	.781	2.727
Use internet				
No ^R				
Yes	.045	1.386	1.008	1.905
Have mobile phone for personal use				
No ^R				
Yes	.330	1.183	.844	1.660
Ever seen beating father to mother				
No ^R				
Yes	.000	2.332	1.610	3.379
Attitude towards gender norm and violence				
Low/Moderate ^R				
High	.333	.857	.626	1.172
Can talk teacher easily in case of facing harassment				
No ^R				
Yes	.516	1.132	.779	1.645

Table P24 – Witnessing violence and response in last 6 months in school**Percentage distribution of students aged 12–17 years who reported witnessing violence in last the 6 months in school and their response, according to their age and sex, Pakistan, 2014**

		12–14			15–17			Total		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Witnessed any form of violence happening to other students in school		6.1	4.0	5.3	7.2*	1.6	5.6	6.6*	3.2	5.4
No. of students		473	323	796	425	169	594	898	492	1390
Response to violence witnessed	Did nothing	63.8		65.1	63.6		65.4	63.7		65.3
	Tried to stop them	15.8		13.3	20.3		19.3	18.0		15.8
	Encouraged the perpetrator	13.2		9.9	5.3		5.1	9.5		7.9
	Supported the perpetrator	10.2		10.0	10.1		9.6	10.2		9.8
	Sought help from other students standing nearby	10.4		7.7	2.8		2.7	6.8		5.6
	Reported to teacher	2.6		1.9				1.4		1.1
	Reported to police/ authority/committee				2.4		2.3	1.1		.9
	Other	2.9		8.6	6.1		5.8	4.4	22.1	7.4
Number of students		38	13	51	34	2	36	72	15	87

Note – Significantly different at *p<0.05

CHAPTER 7: FINDINGS FROM VIETNAM

The Government of Vietnam has demonstrated a political commitment to combatting GBV, protecting the rights of children and promoting gender equity. Taken together, Vietnam's national policies and international commitments provide a strong policy and legislative framework for eliminating SRGBV.

Passed in 2005, the Education Law stipulates in Article 86 that students have the right “to receive respect, equal treatment and full provision of adequate information concerning their own learning and training by schools or other educational institutions” (National Assembly 2005). Article 75 of this law protects students from corporal punishment. In addition, Decision 16/2008/QĐ-BGDĐT outlines a code of ethics for teachers and includes a ban on the physical and emotional abuse of students (MOET 2008a). The 2011, guidelines¹⁹ for violations in the education sector call for fines for physical or psychological injury to a student in Article 16 (GoV 2011c). Vietnam has also instated national programmes to reduce child abuse.

Despite strong legal and policy framework, studies have shown high prevalence of corporal punishment in schools (Beazley et al., 2006; Horton, 2011; Le, 2008; Michaelson, 2006; Nguyen and Tran, 2013). The highest rate of corporal punishment has been found in reform schools where 80 percent of students reported being hit by hand and 75 percent with an implement (Michaelson, 2006). Peer based violence among boys and girls are also documented in different studies (Nguyen, 2006; Nguyen and Tran, 2013; PyD, 2013; Nguyen and Tran, 2013; VnExpress, 2010). Bullying is another common problem that Vietnamese schoolchildren face. Two studies estimate that close to one out of five students endure non-physical bullying by their peers (Le, 2008; Nguyen and Tran, 2013). Horton (2011) found a much higher prevalence of bullying; with 57 percent of students in grades VI to IX reporting that they had been bullied. While most of the studies have reported on the prevalence of different forms of violence, these have often missed gender dimension of the violence.

It became a unified country once more in 1975 when the armed forces of the Communist north seized the south. This followed three decades of separate bitter wars of the Communists with France; South Vietnam and its US supporters. Vietnam has undergone a rapid transition in the last 20 years, moving from a planned economy system to a market economy and towards a more equal situation for men and women. This change process, referred to as 'renovation' (Doi Moi), holds promotion of the private sector, implementation of state enterprise and agrarian reforms, and women's rights have been underscored. However, strong cultural traditions, often centered on patriarchal norms about family and traditional gender norms, continue to prevail.

This chapter presents Vietnam-specific findings from the PEASS study. It includes results related to gender attitude, school as a gender-equal space, perception of safety in and on the way to school, prevalence of violence in and on the way to school, perpetrator and response to violence, perpetration and bystander intervention. This

¹⁹ Decree 40/2011/ND-CP (modifying Decree 49/2005) , Government of Vietnam

chapter also contains data on factors influencing attitude, response to violence and perpetration of violence.

7.1 Profile of Students

In Vietnam, nearly 3000 students participated in the survey, with 49 percent of boys and 51 percent of girls. These students were in age group of 11–18 years. Age-wise distribution of students is given in Table V1 in annexure. For comparison purpose, we have included 2421 students aged 12–14 years and 15–17 years for subsequent analysis.

Almost two-third of the students reported that both their parents are literate, while 11 percent reported that only one parent is literate (see Table V2 in annexure). A quarter of the students were not aware of their parents' educational status. There were 92 percent of students who reported living with both parents.

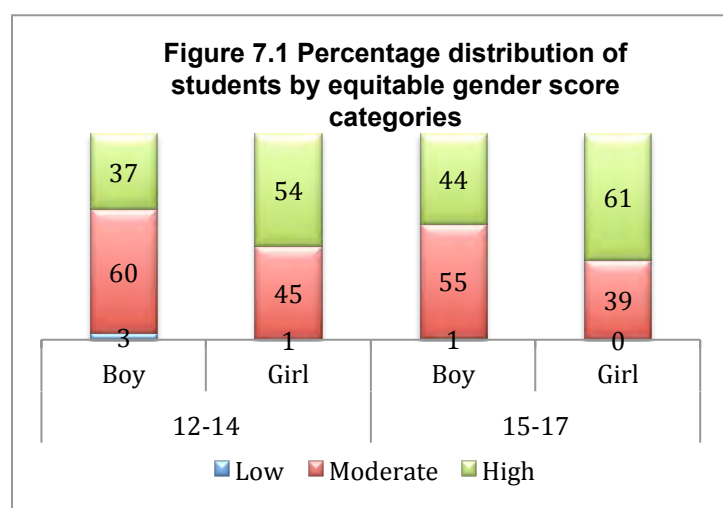
School is relatively closer for younger age cohort with two-fifth reported having school within a kilometre, in comparison to a fifth from older age cohort (refer Table V3 in annexure). A quarter of students of older age cohort commute more than 5km to reach their school. Half of the students from the younger and four-fifth from the older age cohort use bicycle or motorbike to commute to school. There were 12 percent of the younger age cohort who reported walking alone, 8 percent with friends, while 24 percent used some other means of transportation.

Among younger age cohort, 59 percent and 85 percent among older age cohort reported having access to mobile phones for personal use. Among younger students, significantly higher proportion of girls (63%) reported having access to mobile phones, than boys (56%).

Overall, internet use in Hanoi is high with only around 10 percent from the younger age group and 5 percent from older age group reported never using internet. Interestingly, higher proportion of boys in both age cohorts reported using internet daily, than girls. When asked about purpose of internet use, majority mentioned that they use it for educational purpose (70% younger; 79% older), music/video/movie (71% younger; older 80%). Around 80 percent of older age group uses internet for search for non-academic information and chatting. There are some interesting differences between girls and boys in the uses of internet. Higher proportion of girls in both age cohort reported using internet for academic purpose, while higher proportion of boys used it for playing games.

7.2 Attitude and Perception Towards Norms Related to Gender and Violence

Almost half of the students reported high equitable gender attitude, higher proportion among girls, than among boys. Moreover, higher proportion of girls and boys from older age cohort reported high equitable gender attitude than the younger ones.



On the gender equality scale, almost half of the students (49%) scored high and another half moderate (50%). Only around one percent scored low on the scale (refer Table V4 in annexure). Attitude by age and sex is presented in Figure 7.1. Students – both girls and boys – from older age cohort scored higher than those from younger age cohort did. Further, in both age cohorts, higher proportion of girls reported egalitarian attitude than boys.

Factors influencing gender attitude

Among different socio-demographic characteristics, age, sex, education of mother, internet use and exposure to parental violence emerged as factors influencing gender attitude (Refer Table V5 in annexure). Students in age cohort 15–17 years are 1.3 times more likely to have high equitable gender attitude than 12–14 years old. Further, girls are three times more likely to have high equitable attitude than boys. Similarly, compared to students with mothers educated up to secondary, those with university-educated mother are two times more likely to have high equitable attitude. As expected, exposure to parental violence has negative influence on the attitude.

While gender attitudinal categories presented above provided an aggregate picture of the population, it is important to examine response of students on individual statements to get nuanced understanding about the norms that are held closely by students; the norms on which there is high ambivalence and are likely to change. Table V6 in annexure presents data for each of the 18 statements separately for girls and boys in two age cohorts.

Gender role and responsibilities

Majority of the students are supportive of traditional roles and responsibilities of women and men. More than four-fifth of the students fully or partially agreed to the statements – ‘A mother should have primary responsibility for house work and child care’; while three-fourth to the statement that men are the head and provider of the household. It is important to note that 50–60 percent of the students partially agreed to these

statements. This indicates that there is some amount of doubt and can be challenged further through discussion, reflection and by bringing examples of positive deviants.

As more and more women are employed and seen in public spaces, four-fifth of the students disagreed to the statement '*only men should work outside home*'. Interestingly, in both age cohorts, higher proportion of girls disagreed with this statement than boys.

Gender Attributes

Majority of the students (77%) – more girls than boys in both age cohorts – rejected the notion that a wife should always obey her husband. However, two-third of the students – more boys than girls – supported fully or partially that boys are naturally better than girls in sports. Interestingly, support to the statement that boys are better in Maths and Science is much lower in general and among girls, in particular.

On statements related to masculinity measured through '*Boys should be tougher than girls*' and '*Real boys should not cry*', responses are varied. While 90 percent or more fully or partially agreed that boys should be tougher than girls, only half said so for the statement that real boys should not cry. Interestingly, more boys hold these notions. This also reflects peer pressure to uphold gender stereotypes among adolescents.

Sexuality

Four-fifth of the students – 74 percent of boys and 90 percent of girls – expressed disagreement with the statement '*If a girl says 'no' to proposal or sexual advances, it actually means 'Yes'*'. However, around 10 percent agreed and 33 percent partially agreed that only bad girls are harassed in school, thus, blaming girls for being harassed. On contraception, two-third fully or partially put onus on women to use it. Overall, the data suggests that on the issue of sexuality, substantial proportion of students have egalitarian attitude or are at fringe that could be drawn in through discussion and reflection.

SRGBV

Around two-thirds of the students justified, fully or partially, to the use of violence on children. However, when it came to the question of responding to violence in schools, more than 80 percent of students put onus on the schools.

Violence against women and girls

Around 90 percent of students disagreed with the statement on violence against women and girls – '*A woman should tolerate violence in order to keep her family together*' and '*There are times when a husband needs to beat his wife*'. It is interesting to see some level of contradiction in their thinking on violence against women within relationships and against students. This also indicates that norms are not yet deep-rooted and can be challenged and changed.

While analysing children's attitude, it is important to understand parents' and teachers' perception on gender attitude. During the discussion, while most parents claimed that

they treat their children equally, some of the fundamental construction of gender seems still intact as can be noted in the following narrative:

I think that it is necessary for both boys and girls to know how to do kitchen chores and cooking, which girls should do a little bit better than boys. The reason is that in the future girls will be mothers, who look after and care for their families; while boys have to take care of themselves first because parents or other people are unable to stay by their sides all the time to help them do these activities. Therefore, boys and girls should be equally assigned the tasks of cooking, washing up or household chores. At my home, all children, without any exception, who are old enough to do household chores, are given these tasks.

FGD with Parents with children in secondary high school

Some parents shared that they prepare and condition their children, so that they fit-in properly in the society. This includes preparing girls for marriage and taking care of household chores, while preparing boys for a career and to face the world. They also shared about making lesser investment on girls and justified it.

I use different methods when teaching boys and girls because they, in my opinion, are completely different from each other. We can teach a boy how to be a grown-up, how to do all things by himself, how to behave when going out of the house and how to do tasks which are bigger and more important than household chores; whereas, a girl should be taught how to do cooking and household chores which are considered to be women's tasks. We cannot teach a boy the way of cooking or of other same tasks because he will become a mean person due to these small tasks.

It is generally said that sons are more invested than daughters (laugh). Taking the English subject for an example, one mother asked me why I let my daughter study so much. She advised me to make an average investment in daughters' studying so that they only could graduate from the university. She added that daughters who obtained the doctor degrees would have difficulty in getting married [laugh].

FGD, parents with children's in secondary high school

7.2.2 School as a gender-equal space

It is important to understand children's attitude towards gender norms within the context of their immediate surrounding – how processes and practices at school and home, and attitudes of key adults influence their attitude and behaviour.

Most of the teachers feel that girls and boys students have increasingly begun to act more like each other. However, there is clear discomfort with this. Teachers share that they try and teach students to adhere to the gender norms. Female students in particular are told how to act, dress and behave.

Boys must act in masculine manners including firstly the loudly speaking, secondly being generous and thirdly being gallant toward girls. Regarding to female pupils who speak very loudly and too much, I always tell them to be more feminine and gentler. FGD, teachers, secondary high school

One of the principals is particular about how it is the schools responsibility to have boys and girls behave 'appropriately'.

At school, girls who tend to have masculine characteristics or behaviour or boys who have feminine characteristics, behaviour or manners are told to behave appropriately. Their parents are informed and asked to work with the school to educate them. At the present, there are many boys who behave like girls; they have Korean clothes and long hairstyles covering their faces, which is not suitable for boys.

IDI, principal

secondary high school

Teachers also feel that they must use different methods to 'teach' such behaviours to boys and girls.

Educating male pupils is far different from educating female ones. Taking the same action of running and making a lot of noise for the first example, the teacher will remind or even criticize female pupils: "No female pupils wear clothes like you and run like a boy, which makes you have no feminine characters". Whereas, the teacher does not do the same to male pupils, but only talks gently saying "you should smoothly walk instead of running like that". KII, female principal

Teachers also mention and teach the way of walking, sitting, speaking and climbing up the stairs for all students if teachers notice any unsuitable action. Students are taught how boys' and girls' way of walk, sitting, speaking and climbing upstairs are different from each other.

FGD, female teachers, secondary high school

We had specific discussion with students – both girls and boys – to understand their assessment of school as gender-equal space, using School Equality Score card. Data from the discussion reveals that out of nine dimensions, girls and boys reported equality on class participation, chore burden, and encouragement, while differences in sports and help seeking (Table 7.1).

Division of work

On sharing of chores, 96 percent of girls and 88 percent of boys reported they often spend the same amount of time. For example, in one school girls mentioned

“Chores in class are assigned in turn, often by table. Each table includes two or three students who are responsible for chores in one day, each table may include boys, girls or both.”

While most of the boys acknowledged the practice of assigning certain work to a table, some added that division of work is not necessarily equal.

Girls are often assigned ‘light works’ in comparison with boys. If a table have one girl and one boy, the boy will clean the class, wash the board cleaner, clean the board, arrange table and chair meanwhile girl water to trees and flowers of school yard.

Contradicting this, some boys mentioned:

Both of boys and girls have to do chores in class as class regulations but girls often works more than boys because boys are lazy, they leave chores for girls... Boys often go out and play sports in break time, so girls have to clean the board because they are afraid of being disciplined by teacher if they don’t clean the board before new class session.

While most teachers insist that they treat the girls and boys equally in all respects, discussions have articulations of deep-rooted stereotypes, including those with respect to division of labour, as seen below.

We tell pupils about the gender norms in any class sessions, especially in the class meeting session at the end of every week. For example, if the classroom was dirty and messy because male pupils were lazy and did not fulfil their duties of cleaning on that day, we said that: “female pupils should have been responsible for cleaning up the class room”. Male pupils should be in charge of harder activities and strenuous works such as carrying heavy items, taking the doors off the wall for washing....and female pupils clean the glass windows.

Table 7.1– Perception of gender differential in school
Percentage of students who mentioned often or always to the different dimensions of School Equality Score Card, by sex, Vietnam, 2014

	Girls	Boys
1. Sports participation: Girls participate in sports activities as much as boys	30	9
2. Class participation: Girls participate in class as often as boys	84	99
3. Chore burden: Girls spend the same amount of time doing chores (tidying, sweeping, cleaning) at school as boys	96	88
4. Latrines: Toilets at school that girls feel comfortable to use	11	50
5. Seeking help: Girls talk to teachers about their concerns as much as boys	29	35
6. Leadership: Girls participate as leaders of student groups as much as boys	94	63
7. Encouragement: Girls encouraged to succeed in their schoolwork as much as boys	90	91
8. Safety going to school: Girls are as safe as boys on their way to and from school	59	53
9. Safety at school: Girls as safe as boys when they are at school	61	60

FGD teachers, secondary high school

Class participation

Majority of the students – 84 percent of girls and 99 percent of boys – mentioned that girls participate in class as often as boys. During the discussion, boys shared that:

Girls and boys have the same participation in class activities, but it also depends on the activity and the number of girls in class. There are some activities that [are] more attractive for girls; there are some activities that more attractive for boys and in some classes, there are more girls than boys, so more girls are participating in class activities

Boys also shared that sometimes girls are encouraged more than boys to participate in song and dance as they are good at art. Some also added that class participation also depend on subjects. They clarified –

Girls involved in math less than boys because math needs more thought. But they participate more in English and Literature because as these are emotional subject and girls are better at it.

On encouragement, while most of the students expressed that both girls and boys are encouraged equally, some expressed their disagreement. Some girls mentioned that boys are more encouraged as they are lazy and need more motivation to study. On the other hand some girls mentioned that boys are often smarter, agiler and thought better, so teachers praise them; while girls are criticized.

Sports

According to students, participation of girls in sports is lower than boys in school. Only 30 percent of girls reported that girls often or always participate in sports as much as boys do, while only nine percent of boys mentioned so. As is with other stereotypes, teachers and principals seem to discourage girls from playing games that they think are meant for boys. A principal shared–

.....teachers tell girls that they cannot do strenuous activities such as shuttlecock kicking like male pupils. Some girls participate in shuttlecock kicking with boys, but most of entertainment activities for girls are different from those for boys-such as is football playing. Most boys play football but they (girls) cannot do it.

KII, female principal

Thus, while teachers often talk about equality, and no discrimination, and often state how girls and boys now ‘behave alike’, including the fact that girls indulge in physical fights like boys; however, their views on the acceptability of violence differ for male and female students, as is illustrated in the quotes below.

In general, both female and male pupils should not have any fights. Especially, female pupils should not fight. The reason is that it is easier for other people to sympathize with and accept fights by male students because of their masculine

hormones. Secondly, fights by female pupils are unacceptable; thus they should avoid fighting.

FGD, teachers

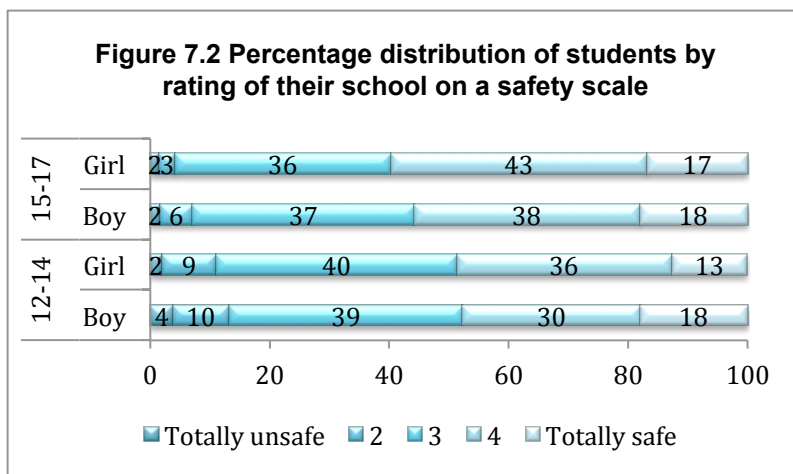
It is honest that female pupils will lose their personality, will bring serious offence to themselves if they involve in any fights. But this story is different if the participants of the fight are male pupils. Fights by female pupils are less acceptable than that by male pupils. Fights by female pupils seriously affect their future. It is all right when somebody mentioned that this boy used to have a fight when he was at school. But few people accept and sympathize with the fact that this girl used to have a fight when she was at school. Therefore, it is harder for females to get married if they involve in any fights.

FGD, teachers

7.3 Perceptions Around Safety in Schools

Almost half of the students – more from younger age cohort – rated their school to be somewhat unsafe, unsafe or totally unsafe and cited several reasons for the same. During discussion, girls and boys mapped several sites, which are unsafe including classroom, toilet and canteen.

Overall, 16 percent of students have rated their school to be totally safe, 36 percent as safe, and 38 percent somewhat safe (refer Table V7 in annexure). Around 10 percent rated it as unsafe or totally unsafe. Programmatically, it's important to understand who rated 1 (totally unsafe), 2 and 3 and what makes their school unsafe.



Compared to older age cohort, higher proportion of girls and boys from younger cohort rated their schools to be unsafe, as can be seen in Figure 7.2. There is no significant difference between girls and boys within each age cohort.

Reasons for feeling unsafe

When asked about reasons, around 50 percent or more from younger age cohort mentioned frequent physical

Figure 7.3 - Some of the reasons for feeling unsafe in school

- Frequent physical fights among students - 54%
- Use of insulting or humiliating language - 51%
- Harassment from other students - 42%
- Students robbing or snatching things - 39%
- Outsider bullying students - 34%
- Dirty picture or word written - 30%

fights among students (61%), use of insulting/humiliating language (57%), being robbed by students (52%) and harassment by students (49%) (refer Table V8 in annexure). Students from older age group also frequently mentioned these reasons. A third of younger students and a quarter of older mentioned that dirty pictures or words written on doors or walls make them unsafe in schools.

Similar findings also emerged during FGDs with students. They identified several sites within school where students felt unsafe and feared facing different forms of violence. Girls identified more sites where they were likely to face sexual violence and these included toilet, canteen, school gate, storage room and alleys in the backyard of the school. Some of these places were also mentioned with reference to fights, quarrels and beating.

During the discussion, girls shared examples such as girls being physically pulled into the males' toilet to be touched; having their belongings thrown into the male toilet so that they have to go in and retrieve them; and being pushed into the male toilet. Others also cited that they felt afraid that someone would walk in while they are using toilet. Students also shared that any crowded place coupled with absence of any teacher is unsafe.

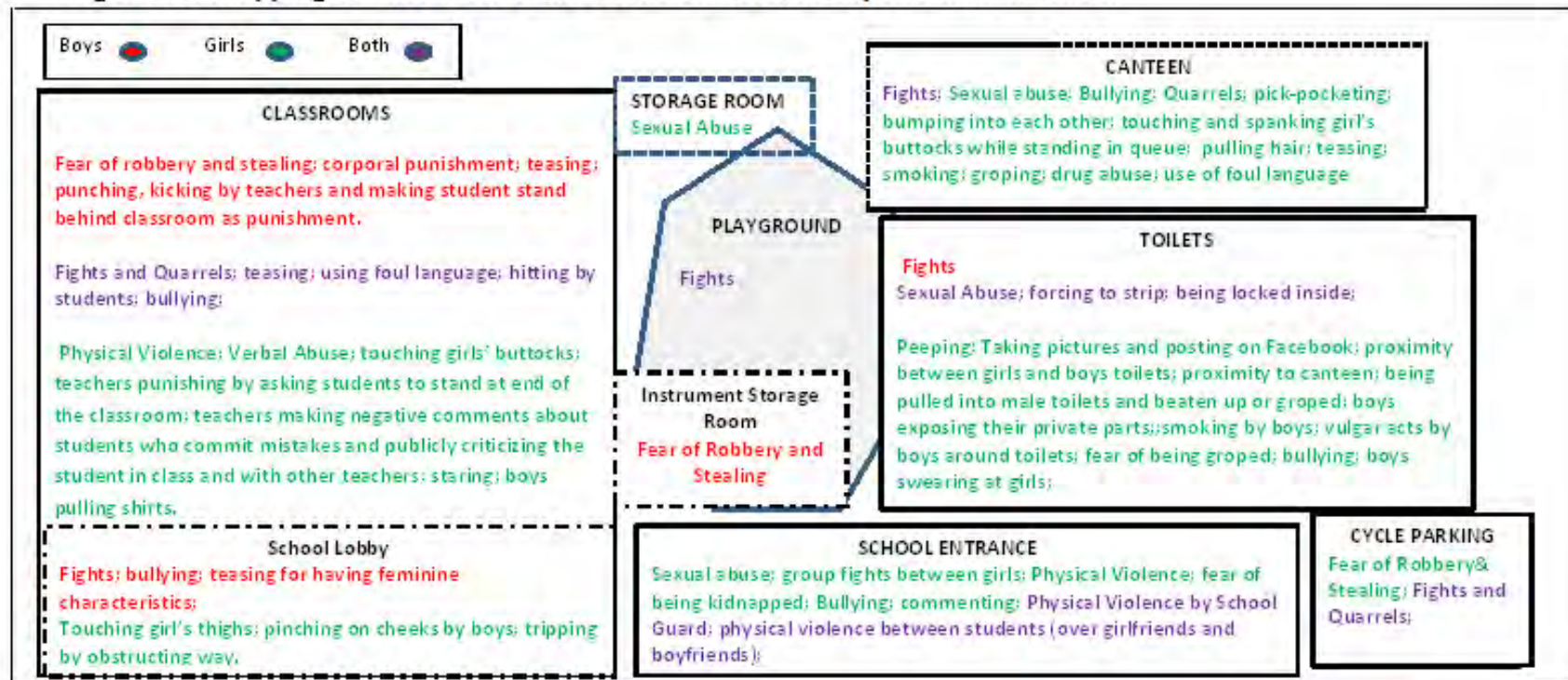
The same reasons emerged during the SES discussion with boys in one of the schools where toilet condition was bad. Boys shared that although there were separate latrines for girls and boys, they were not comfortable for girls to use:

[..] latrines are dirty, squat pans are broken down, stuck. Girls are afraid of going to toilet because they are afraid of being teased because latrine has no door. So, the girls often go to toilet in session time or noon time

[...] both latrines of girls and boys have bad smell and glass door and water pipe of latrine for girls are broken down, so water spills all over and it's not safe

Mapping of unsafe sites in school based on discussion with students indicates that there is hardly any space which could be considered safe (see map below).

Figure 7.4 Mapping of unsafe sites and forms of violence experienced in school



Note: Students also reported rumors on Facebook; Facebook fights turning into physical fights on school campus; physical violence by school guard and by boys from outside; name calling; teasing for dressing badly; bullying by school boys; physical fights between boys groups and girls groups; posting bad pictures and offensive comments on Facebook; pulling girl's bra straps by boys; kicking, punching and pulling hair by girls; being touched by boys on cheeks; boys throwing cigarette butts on girls; These generally happen at any place on school campus and compromise the feeling of security among boys and girls.

7.4 Experience of Violence in School

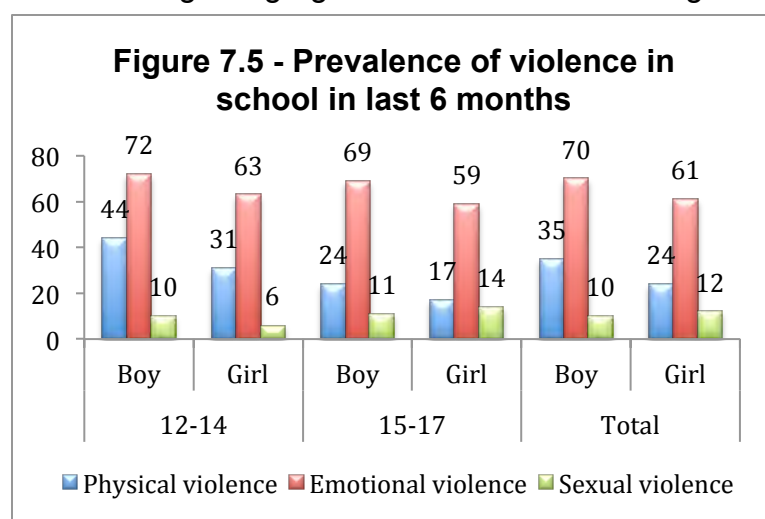
7.4.1 Lifetime and current prevalence of violence in school

Violence is very common in schools – 79 percent reported experiencing at least one form in school, with 71 percent reporting an experience in the last 6 months.

Prevalence violence is very high in school (refer Table V9). Every four out of five boys and three out of four girls reported experiencing at least one form of violence ever in school. Data by age and sex reveals that higher proportion of boys in each cohort reported experiencing physical and emotional violence. On sexual violence, significantly higher proportion of girls in 15–17 years age cohort (27%) reported experience of some form of violence than boys (18%). Further, higher proportion of students from younger age cohort reported experiencing physical violence.

Current prevalence of violence in school is equally high, with 71 percent of students – more boys (76%) than girls (67%) – reported experiencing at least one form of violence in school in the last six months (refer Table V10 in annexure). This also indicates that students frequently experience violence in school. Among the different forms, 66 percent reported experiencing emotional, 30 percent physical and 11 percent sexual violence. There were 5 percent of students who reported experiencing all three forms in the last six months in school.

Sex and age segregated data shows that higher proportion of girls and boys from



younger age cohort reported experiencing physical violence than older (Figure 7.5). Moreover, in each age cohort, significantly higher proportion of boys reported experiencing violence than girls. Around a third of boys in age cohort of 12–14 years reported that they were beaten or hit or slapped or kicked or shoved or had their hair pulled. Similar proportion mentioned being hit with an object.

There is no significant variation between age cohorts in the experience of emotional violence, but more boys reported experiencing it than girls in both cohorts. Among the specific forms, close to half of the boys (44% in younger age; 48% in older) reported that they were asked to stand on the bench or in a corner or outside the classroom as a punishment. Around 25 percent of girls mentioned experiencing this in the last six months in school. More girls (34% younger; 30% older) reported being labelled based on their body, character or background.

Teachers and principals also shared about the physical violence that students engage in. Some teachers reported that this is common between male and female students while others suggested that it happens mainly between male students and between female students. Teachers point out the use of social media for perpetrating emotional violence.

Facebook seems to be an important element like the breathing air in students' daily lives. They surf the Facebook many times a day, just to post this or that sentence, may be about the weather or something like that. Some students even tell badly at their friends, insult their friends or write bad words. And I don't know whether or not they tell badly at their teachers; they even do something on Facebook which they do not dare to do in the reality. Teachers, of course, do not want pupils to use Facebook but how we can prohibit them. Who can prohibit children from using the Internet?

IDI, female principal

I also know another incident happening among students. They often insult each other through mobile phone. Students now are well-equipped with modern devices. Sometimes they are caught using mobile phone during the lesson; and I have seen insulting messages sent to each other. When I asked, the student accused other to start the fight and she/he is just responding.

FGD, female teachers

7.4.2 Perpetrators of and response to violence experienced in school during the last six months

Around 20 percent of students mentioned teaching or non-teaching staff as perpetrator and most of these incidents went unreported.

Violence perpetrated by teaching or non-teaching staff

While responding to different forms of violence experienced in the last six months, almost half of the boys mentioned that they were asked to stand on the bench or in a corner or outside the classroom, a form teachers are likely to perpetrate (refer Table V10 in annexure). However, when asked about perpetrators, only 23 percent of boys reported experiencing any form of emotional violence from their teachers (see Table V11 in annexure). Clearly, there is underreporting of violence perpetrated by teachers in school during the survey. Significantly lower proportion of girls (16%) reported experiencing violence from teachers than boys (27%) in younger age cohort.

During most of the discussions, teachers shared that corporal punishment is banned; and that they cannot expel, insult or use corporal punishment. They can report to school management or parents. While some teachers appreciated this practice, others expressed their concern that in the absence of any effective disciplining method, students are likely to repeat inappropriate behaviour. To instil fear, some teachers share using humiliation in front of others as a tool.

Students now have a very huge ego. Teachers only have the rights such as reminding them of their mistakes, giving a warning in front of the whole class and stopping them from attending classes for a day after sending a report to the school management board which are stated in the guidelines of the teachers' rights. And I think that ordering students to write their mistake review form is an ineffective ways of education, which students will not afraid of. We cannot expel students, cannot insult pupils and cannot use any corporal punishments to pupils.

FGD, teacher, secondary high school

Honestly, we have to exactly follow the regulated procedures when punishing any student. Firstly, we ask students to write their mistake review form. Secondly, we ask them to get their parents' signature on the review form. Then parents are informed about their children's mistakes. Next, students are given a warning in front of the whole class. Then the next step is to collect opinion of other teachers about those students and send to the school management board. The disciplinary committee which is established by the school management board, along with the parents' board will work together and come to final agreement. The maximum punished is suspending students for 3 days. This punishment is only theoretically stated. As I stated before, teachers only punish students in the way of reminding them and giving them a warning in front of the whole class.

FGD, female teachers, secondary high school

Response to violence perpetrated by teaching or non-teaching staff

When asked about response, only 11 percent mentioned that they complained about these incidents to some teacher or principal. Interestingly, higher proportion of students from younger age (14%) reported to teachers than older (6%). Reporting to parents is significantly higher with a quarter mentioning so. Again, higher proportion of students from younger age cohort reported to their parents (32%) than older (17%).

Factors influencing response to violence perpetrated by teaching or non-teaching staff

Only age and exposure to parental violence have emerged as factors influencing reporting of violence. With increase in age, students are less likely to report. On the other hand, students who have seen parental violence are two times more likely to report.

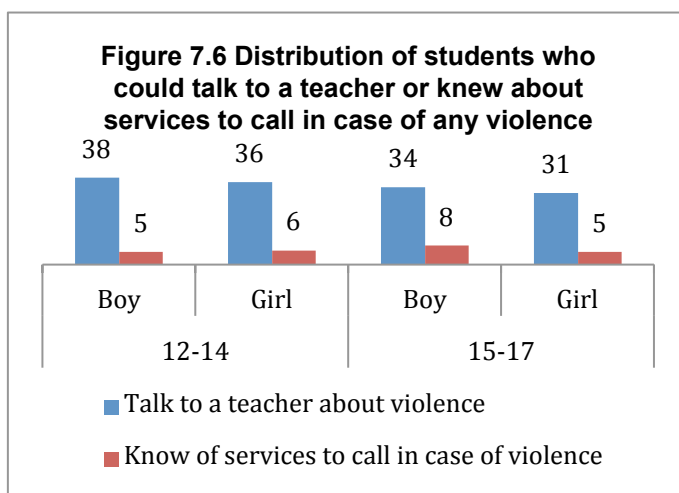
It is likely that lack of appropriate response diminishes the likelihood of children reaching out to adults in the case of violence. The influence of parental violence can operate in various ways: it could be that children who observe parental violence at home may consider it 'normal', and thus may not report it. However, the evidence point otherwise – it could be that children who are exposed to their fathers beating their mothers at home may recognize and dislike such behaviours, and thus, maybe more likely to report them. Understanding this from the perspective of children is an area of further research.

7.4.3 Violence perpetrated by students in the last six months in school and response

A third of the students reported that the violence they experienced in the last six months in school was perpetrated by students – significantly higher proportion of boys, particularly from younger age cohort, reported so. In majority of the incidents of physical violence, students took some action including reporting to teachers, while in case of emotion, almost half of the case students did nothing.

Violence perpetrated by students

When asked about violence perpetrated by students, 33 percent of students reported that they experienced at least one physical or emotional form of violence from students during the last six months in school (refer Table V12 in annexure). They reported about perpetrator for physical violence more than emotional form. Around 30 percent – significantly higher proportion of younger boys (40%) – reported experiencing physical violence from students in school. Despite high prevalence of emotional violence, less than 10 percent of students mentioned that they experienced these from any student, with no significant difference between girls and boys.



Response to violence perpetrated by students

In response to physical violence, 41 percent reported that they tried to stop the perpetrator; 28 percent hit or used abusive language. Twenty-two percent mentioned that they complained to a teacher. A small proportion called counselling helpline. In terms of age and sex differentials, higher proportion of boys (44%) from younger age reported that they tried to stop the perpetrator, while girls (43%) reported hitting/abusing back. In case of emotional violence, almost half of the students reported not taking any action against the perpetrator, while 42 percent mentioned that they tried to stop the perpetrator.

Reporting of violence to teachers is particularly interesting given that more than a third reported that they could talk to teachers (Figure 7.6).

Factors influencing response to violence perpetrated by students

Multivariate analysis indicates that age, sex, parental education, access to mobile phone for personal use, and knowing a teacher they could talk to in case of violence,

influences the response to violence perpetrated by students (see Table V13 in annexure). While girls are more likely to respond positively, students from older age cohort are less likely to do so. Interestingly, while a father's education has a positive effect, mother's has negative, which is difficult to explain. Students, who reported knowing a teacher whom they could talk to in case of any violence, were 1.6 times more likely to respond than those who could not.

Perpetrator and response to sexual violence

When asked about perpetrators of sexual violence experienced during the last six months in school, half of the students reported male student of same class or junior as perpetrator, while 15 percent reported male students of senior class and female students of same or junior class as perpetrator (refer Table V14 in annexure). Sex segregated data shows some variation. Significantly higher proportion of girls reported men/boys from outside (24%) and senior male students (21%) as perpetrator, whereas higher proportion of boys reported boys from same or lower class as perpetrator of sexual violence. Among those who experienced sexual violence in school, only a small proportion reported these to a teacher or principal (6%) or parents (12%).

During the FGD, girls and boys shared that students mostly prefer to share their experiences of violence with friends rather than teachers or parents. Girls talked specifically about teasing and their concern that if parents come to know about that, they would be judged and blamed.

Fear of retaliation from perpetrator, not having stringent measures to address violence, fear of being blamed, and the perception that they should be able to handle some of these trivial matters were some of the reasons students mentioned, for not reporting incidents to their teachers or parents.

Mostly keeping silent because if she/he does not keep quiet she/he will be beaten again. If she/he tells a teacher, she/he will be hit again. Even if she/he tells parents, teachers get to know and share the same in class. They [perpetrator] get know that she/he (victim) has told. They hit [victim] at the break time.

FGD with boys

We do not report to teachers because they will consider serious and make it important. They [the perpetrators] beat [victim] again.

FGD with girls

Girls often don't report to parents. ... May be because parents think differently from us. Parents think that we are teased because of our fault. They will say - you must have done something to make people tease you... As for teasing, teachers say the same thing as parents. Like, we must have done something to provoke others.

FGD with girls

I would not talk to anyone about it, because nothing can change. It doesn't matter you are right or wrong, if the school guard knows that you told someone about what he did to you, you are dead meat. Much more complicated things might happen.

Do not talk to your parents if you don't want things get worse. I'm sure if I tell my parent that someone teases me, pulls my clothes; they would just say something like this "That's your fault! Who told you to dress flashy like that? Don't blame anyone when you get teased. If you dress improperly, you deserve to be attacked.

FGD with boys

Students suggested that response mechanism has to be rigorous. The current practice is to simply give warnings or writing a report to the Board of School, or deducting marks while assessing behaviour of the students in class, or at most, having the bullies suspended for a few days. Instead, students suggest that there should be a committee to address violence. One member of the committee can listen to the problem and then, discuss with other committee members to come up with some solutions. They insisted that this committee should keep the incident secret rather than spread it to the whole school. Only members of the committee should be allowed to know about it.

Teachers also acknowledged that often students don't approach them to address incidents of violence. They are more likely to receive information through monitors or other students. Parents and teachers shared similar opinion, that fear of retaliation from perpetrator or the perception that they are grown-up and can handle the situation prevent children from reporting incidents to them. Parents and teachers are approached mostly when matters go out of hand. Parents also shared that, at times, children feel embarrassed to talk about their experiences, particularly, those related to sexual violence.

7.4.4 Consequences of violence experienced in school

Majority of the students reported some consequences of physical, emotional and sexual violence experienced in school in the last six months. Consequences ranged from feeling sad or depressed to inability to concentrate on studies

In the survey, students shared several consequences they experienced because of violence in the last six months in school. A quarter of students – more girls (32%) than boys (22%) – reported feeling sad or depressed because of the physical and emotional violence they experienced (Refer Table V15 in annexure). Similar proportion – with no significant difference by sex – reported that because of physical and emotional violence, they were unable to concentrate. A fifth reported avoiding the perpetrator, while a tenth mentioned being afraid of coming to school.

In case of sexual violence, 27 percent reported avoiding the perpetrator, 24 percent felt sad or depressed and 15 percent were unable to concentrate on studies (Table V16 in annexure). Significantly higher proportion of boys (34%) reported avoiding perpetrators than girls (21%).

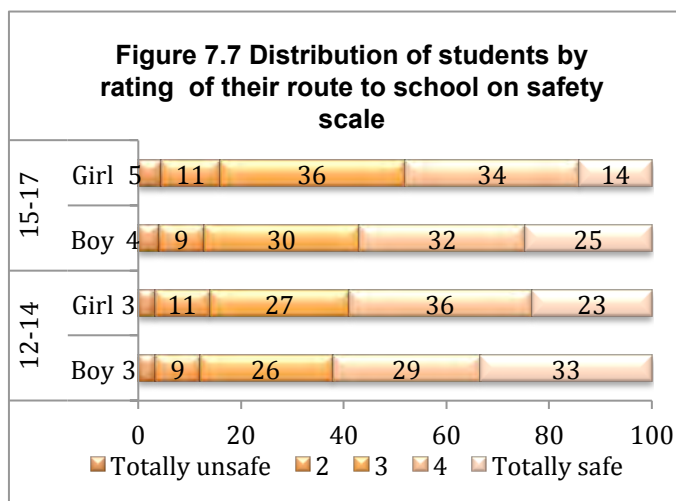
7.5 Perceptions of Safety and Experience of Violence Around and On the Way to School

7.5.1 Perceptions of safety around, and on the way to schools

Perception of safety on the way to school varies by age and sex. While 62 percent of boys from younger age rated their route to school safe or totally safe, only 48 percent of girls from older age did so.

For 44 percent of students – 40 percent of boys and 46 percent of girls – safety en route to school is a concern (Table V17 in annexure). As presented in Figure 7.7, with increase in age, girls and boys are more likely to perceive their school route to be unsafe. However, during discussion, both girls and boys talked about safety concerns for girls.

During FGDs, students shared about different forms of violence children experience on their way to school. They shared about girls being harassed in bus, stalked, and touched on the way to school.



Ah! the bus stop is located too far from residential areas. After my evening classes, I am so afraid of being kidnapped by motorcycle-taxi and taxi drivers. When I am alone at the bus stop, a driver keeps asking me to get on his motorbike...One time, there was a taxi with two men asking me to get on with them.

FGD with girls

In the afternoon, after school when we go back home by bicycles, youngsters go after female students. They tease and make comments.

FGD with boys

During SES discussion, both girls and boys pointed out that often girls don't feel safe, as much as boys do, on the way to school.

if we have to go to school on our own, we feel unsafe because of outside factors such as traffic accident, bullied by others, drugged persons. In comparison, boys are safer than girls because boys are stronger, braver and they can fight back bullied persons.

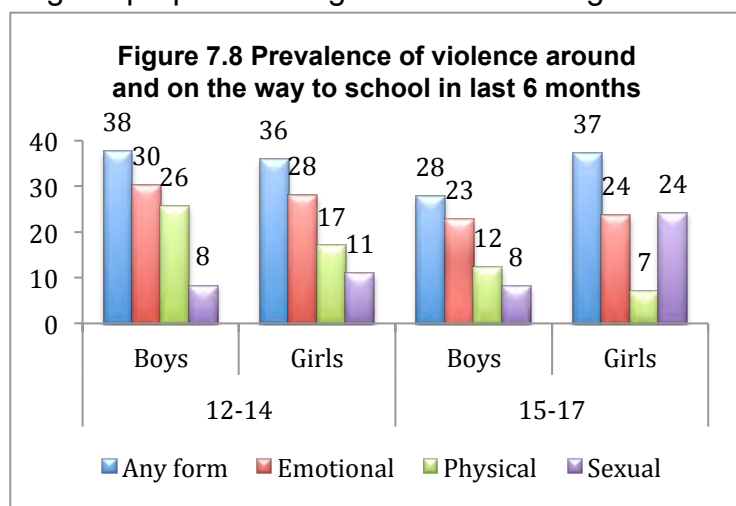
FGD with girls

7.5.2 Experience of violence in the last six months around and on the way to school

Around a third of students reported experiencing at least one form of violence around or on the way to school. However, overall there is no significant difference in the prevalence of violence by sex of the students, higher proportion of girls from older age cohort reported experiencing at least one form of violence.

Compared to violence experienced in school, significantly lower proportion of students reported experiencing violence en route to school (refer Table V18 in annexure). Overall, 35 percent of students – 33 percent of boys and 37 percent of girls – reported experiencing violence on the way to school.

Age and sex distribution of prevalence of violence is shown in Figure 7.8. Significantly higher proportion of girls from older age cohort reported experiencing violence than boys.



Among the different forms, higher proportion of younger students, particularly boys (26%), reported experiencing physical violence. Higher proportion of them has also reported emotional violence (30%) than older age cohort (23%). Among different forms of emotional violence, labelling and use of humiliating language are reported by 16 percent and 11 percent of students, respectively. Almost a quarter of girls in age group of 15–17 years

reported experiencing sexual violence, which is highest compared to girls and boys of same and other age category.

As mentioned above, FGDs with students highlighted the frequent occurrence of sexual violence around and on the way to school. Girls also talked about kidnapping and abduction.

Teachers recognize that female students experience sexual violence on their way to school. This violence includes being harassed while they are on their bicycles as well as being harassed by men who show their private parts.

7.5.3 Perpetrator of and response to violence experienced in the last six months on the way to school

A third of students mentioned boys studying in their school as perpetrator, while 23 percent reported girls from same school doing so. A third of the students reach out to someone for help and 12 percent reported to teacher or principal, while 23 percent to parents.

Among those who experienced any form of physical and emotional violence on the way to school, 33 percent mentioned boys from their school as perpetrator, followed by known men/boys from neighbourhood (23%) and girls from same school (23%) (refer Table V19 in annexure). Twelve to fifteen percent mentioned unknown men/boys and known women/girls as perpetrators. Significantly higher proportion of boys from both age cohort mentioned boys from their school as perpetrator; while girls mentioned girls from their school as perpetrator. A third of the students reported that they reached out to someone for help. When asked specifically about reporting to parents and teachers, 12 percent of students mentioned that they reported about violent incidents to their teachers, while 23 percent reported to their parents.

Though small proportion of students mentioned about experiencing sexual violence on the way to school, half of them mentioned unknown men/boys as their perpetrator, while close to a third reported known men/boys as the perpetrator (refer Table V20 in annexure). Only 19 percent of students reported these incidents to their parents, while 4 percent to their teachers or principal.

Data from FDGs among students suggests that often students don't report to parents or teachers about their experience of violence on the way to school. There is general perception that reporting doesn't help but may worsen the situation. Students shared that fear of being blamed often prevent girls from sharing their experiences, as mentioned earlier.

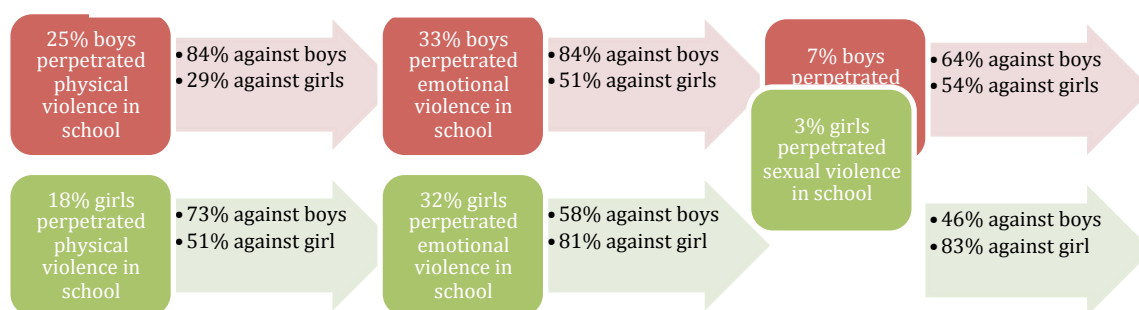
7.6 Perpetration and Witnessing of Violence

7.6.1 Perpetration of violence in school and on the way to school

Close to 40 percent of students reported perpetrating violence in school and 3 percent on the way to school.

Among the different forms of violence, 21 percent reported perpetrating physical violence, 32 percent emotional and 5 percent sexual (refer Table V21 in annexure). Significantly higher proportion of boys reported perpetrating physical violence (25% vs 18%) and sexual (7% Vs. 3%) (Figure 7.9). However, no such variation was noted for sexual violence. There is also some variation by age – 22 percent of boys from younger age group reported hitting someone with an object compared to 13 percent of girls in same age cohort, and 14 percent of boys in 15–17 years age group.

Figure 7.9 Perpetration and victim of violence in last 6 months in school



Among emotional forms, 19 percent reported labelling others, 15 percent ignoring someone and 10 percent passing comments.

As shown in Figure 7.9, 84 percent of boys reported perpetrating physical and emotional violence against boys; while 29 percent and 51 percent against girls, respectively. On the other hand, 73 percent of girls mentioned perpetrating physical violence against boys compared to 51 percent against girls. However, 81 percent of girls reported perpetrating against girls and 51 percent to boys.

Factors influencing perpetration of violence

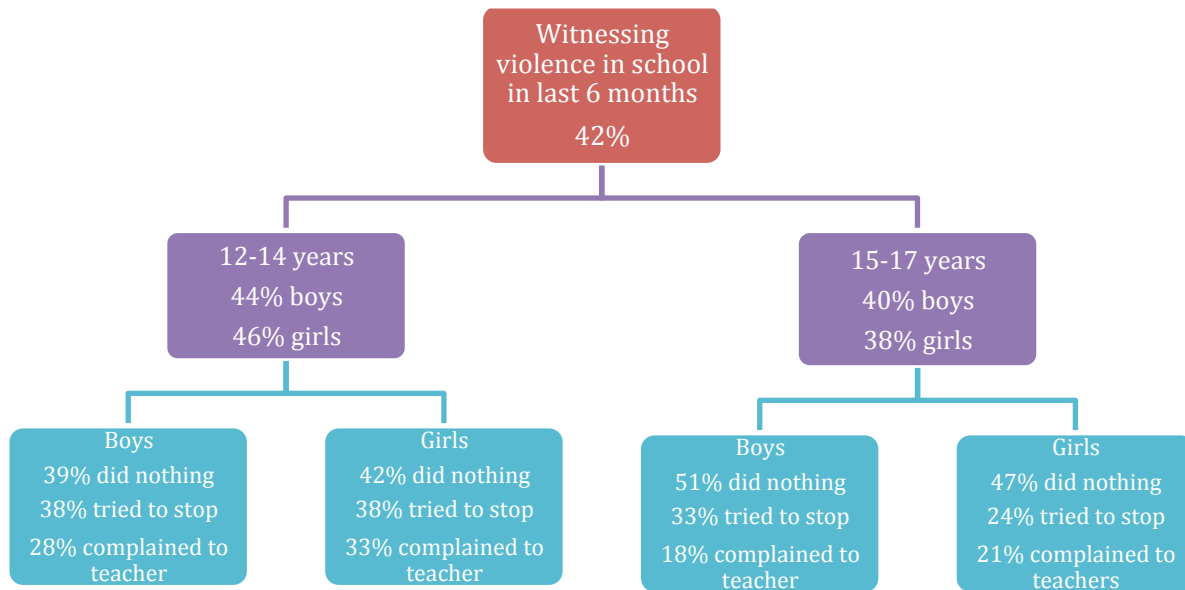
Among different socio-demographic and other factors, sex, internet and phone use, exposure to parental violence, and gender attitude influence perpetration of violence. Girls and those with high equitable gender attitude are less likely to perpetrate violence in school. On the other hand, those with mobile phone, those who use internet daily, and those who have seen parental violence are more likely to perpetrate violence (refer Table V23 in annexure). Further, those who have experienced violence are more likely to perpetrate (Pearson correlation coefficient – 0.318 for boys and 0.348 for girls).

7.6.2 Witnessing and response to violence in the last six months in school

Close to half of the boys and girls reported witnessing violence in school in the last six months. Overall, 45 percent did nothing, a third tried to stop the perpetrator and a quarter complained to a teacher.

Overall, 42 percent of students reported witnessing violence in school with no significant difference between girls and boys (Figure 7.10). However, significantly higher proportion of girls from younger age (46%) reported witnessing violence than older girls (38%). There are also differences in response by age and sex. Half of the boys from older age did nothing compared to 39 percent of boys of younger age. Moreover, higher proportion of younger students – both girls (33% vs. 21%) and boys (28% vs. 21%) – reported complaining to teachers about the incidents. This is higher than the reporting of violence experienced and is aligned with what teachers shared during the FGDs, that is, teachers often come to know about violence from other students.

Figure 7.10 Violence witnessed and response



Factors influencing response to violence witnessed

According to multivariate analysis, girls and those with high equitable gender attitude and who could talk to a teacher in case of violence are more likely to respond to violence witnessed in school. However, age emerged as a negative influencer (refer Table V25). With increase in age, students are less likely to intervene.

7.7 Moving towards a safe school

Though teachers and parents acknowledged the prevalence of violence in school and on the way to school, safety in school did not come-up as a major concern for them. Teachers talked about the process that is usually taken to address violence reported in school. One teacher explained – “*The teacher will report this case to the school management board first, and then inform their parents about the situation*”. Youth union is also involved in the process as explained by a principal -

It is normal for students to approach young and the teenager union department to report. The teachers who are responsible for young and teenager union’s activities cover almost all events happening inside school. There are two teachers in each shift to take these responsibilities; therefore, most of problems (coming to school late, not wearing uniform and fighting) occurring in schools is identified. [...] The school regulations clearly stated how to punish students in each type of mistakes.

Recognizing the gaps, some teachers suggested to have a counsellor as students may prefer to talk to them. Use of an anonymous letterbox to report incidents was also

suggested. For violence that happens outside the school, teachers involve the security board.

Parents reported that the communication and reporting system between school and parents has improved over time, however, focus is not so much on SRGBV. Some parents shared that few schools have good monitoring mechanism and students' behaviour assessment committee, which helps in identifying violence. In addition, some schools also have a parents committee to support the school in dealing with problems. Parents also pointed out the need to make students aware of the reporting mechanism and strengthen their skills to resolve conflict without use of violence. They also suggested holding monthly seminars/sessions to strengthen their skills for preventing and addressing violence. Others discussed the role a hotline could play in allowing parents and students to learn the information they need, anonymously.

7.8 Conclusion

Compared to other countries, more students, particularly girls, in Hanoi have egalitarian attitude. With the increase in age, more students are likely to show equitable gender attitude. Mother's education also showed positive influence, while exposure to parental violence was negative on gender attitude. While at aggregate level, gender attitude is relatively better; on certain dimensions, students are still supportive of inequitable gender norms. For example, 85 percent of students fully or partially supported traditional role of housework and child care for women, while 93 percent supported masculine norm that boys should be tougher than girls. Similar opinion was also expressed by some parents and teachers who prefer to prepare their children to 'fit-in' properly in the society. This attitude also reflects in their interaction with students.

While on several aspects such as class participation, encouragement and division of work, there is no apparent difference between girls and boys, however, in sports, there are clear differences. Teachers shared that they often teach students to behave like a girl or a boy.

Though school is often considered to be a safe space for children, it's not true for many. Close to half of the students – both girls and boys – rated their school as somewhat unsafe, unsafe or totally unsafe. During the discussion, students identified several sites including classroom, playground, school lobby and toilets as unsafe. In fact, there is hardly any space in school, which could be considered as safe. This concurs with high prevalence of violence. Seventy-one percent of students reported experiencing violence in the last six months in school. More boys have reported experiencing physical and emotional violence. On perpetrator, only 19 percent mentioned teaching or non-teaching staff and 33 percent of students. Others choose not to divulge the perpetrator. Most of these incidents were not reported to parents or teachers. Only 11 percent of students reported violence perpetrated by teachers to principal or any other teacher, while 26 percent reported to parents. In case of violence perpetrated by students, 19 percent to 22 percent reported the incidents to teachers. Students cited several reasons for not reporting, including fear of retaliation from perpetrator, not having stringent measures to

address violence, and fear of being blamed. The perception that children of this age should be able to handle some of these trivial issues was also quoted as a reason for not reporting. However, being comfortable in talking about violence with teacher has emerged as a positive influence on reporting about the violence.

Though well documented, parents and teachers often ignore consequences of violence. In this study also, students reported several consequences including feeling sad or depressed (25%), unable to concentrate on studies (24%) and being afraid to come to school (11%).

Similar to school, safety is a concern en route to school for 44 percent of students; and 35 percent reported experiencing violence. While more boys reported experiencing physical violence, higher proportion of girls reported sexual violence. This also emerged during discussion with students and parents. While students from the school or known men and boys were commonly mentioned as perpetrators for physical and emotional violence, high proportion of girls mentioned unknown men and boys as perpetrator of sexual violence on the way to school.

Close to 40 percent of students reported perpetrating violence in school in the last six months. Gender attitude and exposure to parental violence emerged as factors influencing perpetration, other than sex and access to phone and internet. Students with high equitable gender attitude are less likely to perpetrate violence, while those who have seen parental violence are more likely to perpetrate. Further, there is an association between experience and perpetration. Those who experience are also more likely to perpetrate violence. In case of violence witnessed, girls, students from younger age cohort, those with high equitable gender attitude and comfortable in talking to a teacher about violence are more likely to intervene.

Though teachers and parents acknowledged the prevalence of violence in school and on the way to school, safety in school was not a major concern for them. However, when asked specifically, they suggested few specific activities including placement of a counsellor in school, strengthening monitoring mechanism and constituting parents committee for monitoring and addressing violence. They also suggested involving the security board to address violence on the way to school. Parents also pointed the need to make students aware of the reporting mechanism and skill building for conflict resolution. However, they did not talk about discussing and challenging norms that propagate inequality and encourage use of violence to address conflict.

7.9 Annexure

Table V1 – Characteristics of respondents

Percentage distribution of survey participants by age and sex, Vietnam, 2014

	Boy		Girl		Total	
Age	Number	Percent	Number	Percent	Number	Percent
11	244	16.8	270	18.1	514	17.5
12	263	18.2	270	18.1	533	18.1
13	303	20.9	315	21.1	618	21.0
14	63	4.3	40	2.7	103	3.5
15	223	15.4	235	15.7	458	15.6
16	280	19.3	313	21.0	593	20.2
17	66	4.6	50	3.3	116	3.9
18	7	0.5	0	0.0	7	0.2
Total	1449	100.0	1493	100.0	2942	100.0

Table V2 – Parents' Education and living arrangements

Percentage distribution of students aged 12–17 by education of their parents and living arrangement according to their age and sex; Vietnam, 2014

		12–14 years			15–17 years			Total		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Parent's education	Both illiterate	0.0	0.0	0.0	0.2	0.0	0.1	0.1	0.0	0.0
	One of them literate	11.0	13.3	12.1	10.0	10.2	10.1	10.5	11.8	11.2
	Both literate	59.6	60.3	60.0	69.2	70.2	69.8	64.2	65.2	64.7
	Do not know	29.4	26.4	27.9	20.6	19.6	20.1	25.2	23.1	24.1
Living arrangement	Living with both parents	93.6	90.9	92.3	92.8	90.3	91.5	93.2	90.6	91.9
	Either with mother or father	4.6	6.6	5.6	6.0	8.0	7.0	5.3	7.3	6.3

	Not with parents	1.7	2.6	2.2	1.2	1.7	1.5	1.5	2.1	1.8
Sibling	Have both sister(s) and brother(s)	9.5	23.0	16.3	10.0	28.1	19.3	9.8	25.5	17.7
	Have only sister(s)	44.2	30.4	37.3	45.3	25.3	35.0	44.7	27.9	36.2
	Have only brother(s)	39.4	41.1	40.3	38.7	41.8	40.3	39.1	41.5	40.3
	No sibling	6.8	5.4	6.1	6.0	4.8	5.4	6.4	5.2	5.8
Total no. of students		629	625	125 4	569	598	116 7	119 8	122 3	242 1

Table V3 – Profile of schools and media exposure

Percentage distribution of students aged 12–17 by the distance of their school, means of transportation, internet and phone use according to their age and sex; Vietnam, 2014

		12–14 years			15–17 years			Total		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
School distance from home	Within a km	40.5	41.6	41.1	20.7	20.1	20.4	31.1	31.1	31.1
	1–3 km	30.8	26.2	28.5	32.5	31.4	32.0	31.6	28.8	30.2
	4–5 km	7.0	5.8	6.4	19.9	18.6	19.2	13.1	12.0	12.6
	More than 5 km	7.3	5.8	6.5	23.4	24.4	23.9	14.9	14.9	14.9
	Do not know	14.1	20.6	17.4	3.3	5.5	4.5	9.0	13.2	11.2
	Missing	.2		.1	.2		.1	.2		.1
Means of transportation to school	Walk alone	13.0	10.2	11.6	5.3	4.0	4.6	9.3	7.2	8.3
	Walk with friends	7.0	8.8	7.9	4.0	3.3	3.7	5.6	6.1	5.9
	By bicycle/motorbike	55.2	55.2	55.2	81.4	80.3	80.8	67.6	67.5	67.5
	Public transport	1.3	1.9	1.6	4.6	6.2	5.4	2.8	4.0	3.4
	Other	23.5	23.8	23.7	4.7	6.2	5.5	14.6	15.2	14.9
Have mobile phone for personal use	Yes	56.1*	62.6	59.3	83.0	86.0	84.5	68.9	74.0	71.5
	No	43.9	37.4	40.7	17.0	14.0	15.5	31.1	26.0	28.5
Internet use	Never	7.6*	13.6	10.6	1.9*	4.3	3.2	4.9	9.1	7.0

	Daily	60.6	50.6	55.6	73.8	64.0	68.8	66.8	57.2	61.9
	Not daily	31.8	35.8	33.8	24.3	31.6	28.0	28.2	33.8	31.0
Total no. of students		629	625	1254	569	598	1167	1198	1223	2421
Purpose of Internet use	Education/ academic study	64.2*	76.5	70.1	74.6*	83.4	79.1	69.3*	80.0	74.6
	Search for non-academic information	54.6*	72.4	63.2	75.9*	83.4	79.7	65.0*	78.0	71.4
	Chatting	58.2*	65.4	61.6	74.8*	81.1	78.0	66.3*	73.4	69.8
	Play game	72.5*	53.1	63.2	78.2*	54.1	66.0	75.3*	53.6	64.6
	Music/video/ movie	64.5*	78.3	71.2	79.1	80.7	79.9	71.7*	79.6	75.6
	News	37.9*	56.9	47.0	66.0	67.4	66.7	51.6*	62.3	56.9
Total no. of students		581	540	1121	555	571	1126	1136	1111	2247

Table V4 – Attitude towards gender norm and violence
Percentage distribution of students aged 12–17 by their score on the gender equality scale, according to their age and sex, Vietnam, 2014

	12–14			15–17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Low	3.3 *	.7	2.0	.9 *	.4	.6	2.2*	.5	1.3
Moderate	60.0	45.1	52.5	55.4	38.6	46.7	57.9	41.9	49.7
High	36.7	54.3	45.5	43.6	61.1	52.7	39.9	57.6	48.9
Mean score	40.36*	42.63	41.50	41.41*	43.30	42.39	40.85*	42.96	41.93
SD	5.51	4.59	5.19	4.55	4.08	4.41	5.11	4.36	4.86
No. of students	603	608	1211	527	570	1097	1130	1178	2308

*Note – * Significantly different at * $p < 0.05$; Alpha=0.76 (18 statements)*

Table V5 – Odds Ratio of high attitude towards gender norm and violence among students, Vietnam, 2014

Indicators	p-value	Odds Ratio	95% C.I. for OR	
			Lower	Upper
Age of students				
12-14 ^R				
15-17	.012	1.276	1.055	1.543
Sex of student				
Boy ^R				
Girl	.000	2.927	2.448	3.500
Father education				
Up to secondary (1-9) ^R				
High school (10-12)	.835	1.035	.750	1.429

University/college	.239	1.238	.868	1.767
Do not know	.718	.941	.677	1.308
Mother education				
Up to secondary (1-9) ^R				
High school (10-12)	.013	1.507	1.092	2.081
University/college	.000	2.033	1.439	2.874
Do not know	.565	1.103	.790	1.541
Use internet				
Never ^R				
Daily	.049	1.430	1.001	2.042
Not daily	.060	1.412	.986	2.022
Have mobile phone for personal use				
No ^R				
Yes	.165	1.157	.942	1.422
Ever seen beating father to mother				
No ^R				
Yes	.004	.769	.643	.920
Being told to behave like a boy/girl				
No ^R				
Yes	.102	.780	.580	1.050

Table V6 – Attitude towards gender norm and violence – Response to specific statements

Percentage distribution of students aged 12–17 by their response to different statements on gender and violence, according to their age and sex, Vietnam, 2014

		12–14 years			15–17 years			Total		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Gender role and responsibilities										
1. A mother should have primary responsibility for house work and child care	Agree	33.5*	25.7	29.6	23.0	18.2	20.6	28.5*	22.0	25.3
	partially agree	51.4	59.2	55.3	62.2	67.1	64.7	56.5	63.1	59.8
	Disagree	15.1	15.1	15.1	14.8	14.7	14.7	14.9	14.9	14.9
2. Traditional ideas that men are the pillar of the house are still valid	Agree	35.1*	20.0	27.6	19.1	18.0	18.5	27.5*	19.0	23.2
	partially agree	42.9	51.8	47.4	52.6	51.3	51.9	47.5	51.6	49.6
	Disagree	22.0	28.2	25.1	28.3	30.7	29.5	25.0	29.4	27.2
3. Women by nature can take better care of children than men	Agree	51.4	53.0	52.2	47.8	51.3	49.6	49.7	52.1	50.9
	partially agree	38.0	38.2	38.1	43.4	41.5	42.5	40.6	39.9	40.2
	Disagree	10.7	8.8	9.7	8.8	7.2	8.0	9.8	8.0	8.9
4. Men need more care as they work harder than women	Agree	10.8*	2.9	6.9	7.2*	3.4	5.2	9.1*	3.1	6.1
	partially agree	43.6	30.9	37.2	43.6	24.5	33.8	43.6	27.8	35.6
	Disagree	45.6	66.2	55.9	49.1	72.1	60.9	47.3	69.1	58.3
5. Only men should work outside home	agree	2.9*	1.3	2.1	1.9*	1.3	1.6	2.4*	1.3	1.9
	partially agree	22.1	16.1	19.1	23.0	14.5	18.7	22.6	15.3	18.9
	disagree	75.0	82.7	78.8	75.0	84.1	79.7	75.0	83.4	79.2
6. Since girls have to get married, they should not be sent for higher education	agree	12.1*	4.8	8.5	5.8*	2.8	4.3	9.1*	3.8	6.5
	partially agree	24.4	22.4	23.4	22.6	15.2	18.8	23.6	18.9	21.2
	disagree	63.4	72.8	68.1	71.6	81.9	76.9	67.3	77.2	72.3
Gender Attributes										
7. A wife should always obey her husband	agree	2.9*	1.4	2.2	1.6*	.7	1.1	2.3*	1.1	1.7
	partially agree	26.7	19.2	22.9	23.7	16.4	20.0	25.3	17.8	21.5
	disagree	70.4	79.4	74.9	74.7	82.9	78.9	72.5	81.1	76.8
8. Boys are naturally better than girls in sports	agree	29.5*	13.2	21.4	27.4*	16.8	21.9	28.5	14.9	21.6
	partially agree	39.2	39.5	39.4	49.9	49.4	49.7	44.3*	44.3	44.3
	disagree	31.3	47.4	39.3	22.7	33.8	28.4	27.2	40.7	34.0
9. Boys are naturally better at math and science than girls	agree	11.1*	4.0	7.5	10.2*	6.3	8.2	10.7*	5.1	7.8
	partially agree	33.5	22.4	28.0	39.1	32.5	35.7	36.2	27.3	31.7
	disagree	55.4	73.6	64.5	50.7	61.3	56.1	53.2	67.6	60.5
10. Boys should be tougher than girls	agree	67.8*	51.7	59.8	69.3*	61.9	65.5	68.5*	56.7	62.5
	partially agree	24.0	37.4	30.7	26.1	32.1	29.2	25.0	34.8	30.0
	disagree	8.2	10.9	9.5	4.6	6.0	5.3	6.5	8.5	7.5
11. 'Real' boys should not cry	agree	17.7	9.8	13.7	10.7*	6.1	8.4	14.4*	8.0	11.1
	partially agree	43.8	45.0	44.4	40.8	31.4	36.0	42.4	38.4	40.4

Table V6 – Attitude towards gender norm and violence – Response to specific statements

Percentage distribution of students aged 12–17 by their response to different statements on gender and violence, according to their age and sex, Vietnam, 2014

		12–14 years			15–17 years			Total		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
	disagree	38.5	45.2	41.9	48.4	62.6	55.6	43.2	53.7	48.5
Sexuality										
12. If a girl says 'no' to proposal or sexual advances, it actually means 'Yes'	agree	3.5*	.8	2.2	4.6*	.2	2.3	4.0*	.5	2.2
	partially agree	20.1	11.2	15.7	25.0	8.7	16.7	22.4	10.0	16.1
	disagree	76.4	88.0	82.2	70.4	91.1	81.0	73.6	89.5	81.6
13. Only 'bad girls' are harassed in school	agree	15.6*	9.6	12.6	10.1*	4.4	7.2	13.0*	7.0	10.0
	partially agree	30.8	33.7	32.2	35.3	31.3	33.3	32.9	32.5	32.7
	disagree	53.6	56.7	55.1	54.5	64.3	59.6	54.0	60.4	57.3
14. Contraception is the responsibility of women	agree	20.6	17.6	19.1	16.8	14.0	15.4	18.8*	15.8	17.3
	partially agree	42.1	44.8	43.4	45.7	50.3	48.1	43.8	47.5	45.7
	disagree	37.3	37.7	37.5	37.5	35.6	36.6	37.4	36.7	37.0
SRGBV										
15. It is necessary to beat and scold children to make them capable	agree	19.4*	8.3	13.9	13.4*	5.9	9.5	16.5*	7.1	11.8
	partially agree	49.1	56.6	52.9	52.1	51.0	51.5	50.5	53.9	52.2
	disagree	31.5	35.0	33.3	34.5	43.1	38.9	32.9	39.0	36.0
16. It is the school's responsibility to respond to violence in school	agree	43.6*	46.6	45.1	36.2	37.1	36.7	40.1*	41.9	41.0
	partially agree	35.5	41.4	38.4	43.9	46.3	45.2	39.5	43.8	41.7
	disagree	21.0	12.0	16.5	19.9	16.6	18.2	20.5	14.2	17.3
Violence against women and girls										
17. A woman should tolerate violence in order to keep her family together	agree	4.8	2.4	3.6	.4	1.0	.7	2.7	1.7	2.2
	partially agree	10.8	9.8	10.3	7.6	5.4	6.4	9.3	7.6	8.4
	disagree	84.4	87.8	86.1	92.1	93.6	92.9	88.0	90.7	89.4
18. There are times when a husband needs to beat his wife	agree	2.9*	1.4	2.2	2.8	1.3	2.1	2.8*	1.4	2.1
	partially agree	15.1	10.3	12.7	10.8	8.4	9.6	13.1	9.4	11.2
	disagree	82.0	88.3	85.1	86.4	90.3	88.4	84.1	89.2	86.7

Note – Significantly different at * $p < 0.05$

Table V7 – Perception of Safety in School

Percentage distribution of students aged 12–17 according to their rating of schools on safety scale by their age and sex, Vietnam, 2014

	12–14			15–17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Totally unsafe	3.7*	1.9	2.8	1.6	1.5	1.5	2.7*	1.7	2.2
2	9.5	9.1	9.3	5.5	2.7	4.0	7.6	6.0	6.8
3	39.1	40.3	39.7	37.1	36.1	36.6	38.2	38.3	38.2
4	29.7	36.0	32.9	37.7	42.8	40.3	33.5	39.3	36.4
Totally safe	18.0	12.6	15.3	18.1	16.9	17.5	18.0	14.7	16.4
No. of students	629	625	1254	569	598	1167	1198	1223	2421

*Note – Significantly different at * $p < 0.05$*

Table V8 – Reasons for feeling unsafe in school

Percentage distribution of students aged 12–17 by reasons for feeling unsafe in school among those who scored 1 to 3 on the safety scale according to their age and sex, Vietnam, 2014

Reasons that make school unsafe	12–14			15–17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
No security guard	7.9	5.6	6.8	3.6	3.8	3.7	6.0	4.8	5.4
Dirty picture/words written	33.4	34.3	33.8	24.3	24.2	24.2	29.5	29.9	29.7
Toilets without doors	17.3	14.6	16.0	15.9	15.8	15.9	16.7	15.2	16.0
No separate toilet for boys and girls	8.2	7.5	7.8	3.6	3.3	3.5	6.2	5.7	6.0
Harassment from other students	47.4	50.8	49.1	29.5	35.0	32.2	39.7	44.0	41.8
Sexual harassment from other students	14.9	14.6	14.8	6.8	6.3	6.5	11.4	11.1	11.2
Students rob/snatch things from other	52.9	50.5	51.7	24.3	19.2	21.8	40.5	37.1	38.8
Harassment from teachers	24.3	29.0	26.6	13.9	15.4	14.7	19.8	23.2	21.5
Sexual harassment from teachers	12.2	10.6	11.4	6.0	5.0	5.5	9.5	8.2	8.9
No support/response from teachers in case of any problem	27.7	21.5	24.6	17.9	12.5	15.3	23.4	17.6	20.6
Use of insulting/humiliating language	56.5	57.9	57.2	43.8	41.7	42.8	51.0	51.0	51.0
Frequent physical fights among students	58.7	62.9	60.8	43.8	48.3	46.0	52.2	56.7	54.4
Outsiders enter school to bully or rob students	40.4	35.2	37.8	32.3	26.7	29.5	36.9	31.6	34.3
No. of students	329	321	650	251	240	491	580	561	1141

Table V9 - Ever Experience of Violence in School
Percentage distribution of students aged 12–17 who have ever experienced violence in school, according to their age and sex, Vietnam, 2014

	12–14			15–17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Any form of physical violence	57.7*	38.6	48.2	39.0*	25.6	32.1	48.8*	32.2	40.4
Beaten or hit or slapped or kicked or shoved or someone pulled hair	45.8*	34.7	40.3	33.2*	21.1	27.0	39.8*	28.1	33.9
Hit with an object	41.2*	18.9	30.1	24.8*	11.9	18.2	33.4*	15.5	24.3
Threatened with knife/weapon	3.2	1.3	2.2	3.7	2.2	2.9	3.4	1.7	2.6
Any form of emotional violence	76.6*	69.8	73.2	80.8*	66.7	73.6	78.6*	68.3	73.4
Passed comments / jokes because of looks, religion, economic status	21.3*	27.8	24.6	20.9*	26.4	23.7	21.1*	27.1	24.2
Labeled based on body, character or background	36.6	37.0	36.8	38.4	35.8	37.1	37.4	36.4	36.9
Standing on bench or in a corner or outside class	50.9*	27.8	39.4	62.7*	32.0	47.0	56.5*	29.9	43.1
Threatened verbally or by written note	10.3	9.4	9.9	13.2	10.1	11.6	11.7	9.7	10.7
Ignored	17.0*	24.3	20.7	20.7*	28.5	24.7	18.8*	26.4	22.6
Turned people against me	20.0	20.8	20.4	12.7	12.1	12.3	16.5	16.5	16.5
Deliberately kept out of the activities	6.2	5.9	6.1	2.8	3.5	3.2	4.6	4.8	4.7
Humiliating/insulting language	24.5	21.0	22.7	20.0*	13.1	16.5	22.4*	17.1	19.7
Locked in room/toilet	9.7*	6.4	8.1	9.1*	3.8	6.4	9.4	5.2	7.3
Any form of sexual violence	16.5	15.4	15.9	18.1*	27.4	22.9	17.3*	21.3	19.3
Any form of physical or emotional or sexual violence	82.7*	74.9	78.8	85.8*	73.9	79.7	84.1*	74.4	79.2
Any form of physical, emotional and sexual violence	12.2	9.6	10.9	10.7	12.2	11.5	11.5	10.9	11.2
No. of students	629	625	1254	569	598	1167	1198	1223	2421

*Note – Significantly different at *p<0.05; Sexual violence includes Passed sexual comments/whistled/showed sexual photo/video/touched body/kissed/ fondled/asked for these act*

Table V10- Experience of Violence in the last 6 months in School

Percentage distribution of students aged 12–17 who have experienced violence in the last 6 months in school, according to age and sex of children, Vietnam, 2014

	12–14			15–17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Any form of physical violence	44.4*	31.5	38.0	24.4*	17.1	20.7	34.9*	24.4	29.6
Beaten or hit or slapped or kicked or shoved or someone pulled hair	30.7	26.7	28.7	16.4	13.2	14.8	23.9*	20.1	22.0
Hit with an object	33.4*	14.4	23.9	15.0*	8.7	11.7	24.6*	11.6	18.1
Threatened with knife/weapon	3.0	1.4	2.2	2.3	1.3	1.8	2.7	1.4	2.0
Any form of emotional violence	71.7*	63.4	67.5	69.2*	59.0	64.0	70.5*	61.2	65.8
Passed comments / jokes because of looks, religion, economic status	18.0*	24.3	21.1	16.2	20.3	18.3	17.1*	22.3	19.8
Labeled based on body, character or background	35.0	34.2	34.6	31.5	29.9	30.7	33.3	32.1	32.7
Standing on bench or in a corner or outside class	43.7*	21.8	32.8	48.1*	25.3	36.5	45.8*	23.5	34.5
Threatened verbally or by written note	7.8	6.6	7.2	8.3	6.2	7.2	8.0	6.4	7.2
Ignored	15.6	19.4	17.5	14.1*	20.1	17.2	14.9*	19.7	17.3
Turned people against me	15.9	15.0	15.5	7.9	5.2	6.5	12.1	10.2	11.2
Deliberately kept out of the activities	5.1	6.1	5.6	1.8	2.5	2.1	3.5	4.3	3.9
Humiliating/insulting language	22.1*	17.6	19.9	13.9*	9.5	11.7	18.2*	13.7	15.9
Locked in room/toilet	7.6	4.8	6.2	6.7	3.3	5.0	7.2*	4.1	5.6
Any form of sexual violence	9.7	9.1	9.4	11.4	14.4	12.9	10.5	11.7	11.1
Any form of physical or emotional or sexual violence	76.8*	69.6	73.2	74.3*	64.4	69.2	75.6*	67.0	71.3
Any form of physical, emotional and sexual violence	6.5	4.8	5.7	4.0	4.7	4.4	5.3	4.7	5.0
No. of students	629	625	1254	569	598	1167	1198	1223	2421

*Note – Significantly different at *p<0.05; Sexual violence includes Passed sexual comments/whistled/showed sexual photo/video/touched body/kissed/ fondled/asked for these act*

Table V11 - Violence perpetrated by teacher in school and response of students

Violence perpetrated by teacher/school staff in school and response of students in the last 6 months in school, according to age and sex of children, Vietnam, 2014

	12–14			15–17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Physical – Hit/ Beat /slap /kick	13.9*	6.3	10.3	4.6	2.4	3.6	9.6	4.5	7.2
Emotional	18.3*	11.8	15.2	16.1	13.0	14.7	17.3	12.4	15.0
Lock in toilet	1.2	0.2	0.8	0.7	0.3	0.5	1.0	0.3	0.6
<i>Any form</i>	27.0*	16.0	21.8	19.0	14.4	16.8	23.3	15.3	19.5
No of students who have experienced any form of violence in the last 6 months	482	431	913	416	368	784	898	799	1697
Reported to teacher/principal	15.4	10.1	13.6	2.5	11.3	6.1	10.5	10.7	10.6
No. of students	130	69	199	79	53	132	209	122	331
No Action taken	60.0†	28.6†	51.9	50.0†	83.3†	75.0†	59.1†	53.8†	57.1
No. of students	20	7	27	2	6	8	22	13	35

Reported to Parent/guardian	30.0	34.8	31.7	16.5	17.0	16.7	24.9	27.0	25.7
No. of students	130	69	199	79	53	132	209	122	331
No Action taken	28.2	37.5	31.7	23.1†	44.4†	31.8†	26.9	39.4	31.8
No. of students	39	24	63	13	9	22	52	33	85
<i>Note – Significantly different at *p<0.05; † estimate is based on data less than 25</i>									

Table V12 – Violence perpetrated by any student in school and response of students									
Percentage distribution of students who reported that they experienced violence at the hand of students in school in the last 6 months and their response, according to age and sex of children, Vietnam, 2014									
	12–14			15–17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Physical – Hit/ Beat /slap /kick	40.2*	29.7	35.3	21.6	16.6	19.3	31.6*	23.7	27.9
Emotional	9.8	9.0	9.4	3.6	5.2	4.3	6.9	7.3	7.1
Lock in toilet	8.3	4.6	6.6	8.4	5.4	7.0	8.4	5.0	6.8
<i>Any form</i>	45.0*	33.6	39.6	26.7	22.6	24.7	36.5*	28.5	32.8
No of students who have experienced any form of violence in the last 6 months	482	431	913	416	368	784	898	799	1697
Action taken in case of physical violence									
Tried to stop them	44.3*	32.0	39.4	35.6	57.4	44.4	41.5	40.2	41.0
Hit/spoke back	18.6*	43.0	28.3	25.6	34.4	29.1	20.8	40.2	28.5
Sought help from other students standing nearby	20.6	25.8	22.7	22.2	27.9	24.5	21.1	26.5	23.3
Complaint to teacher	25.8	25.8	25.8	11.1	16.4	13.2	21.1	22.8	21.8
Complaint to parents/guardian	11.3	14.8	12.7	3.3	21.3	10.6	8.8	16.9	12.1
Called counseling helpline	2.1	6.3	3.7	2.2	1.6	2.0	2.1	4.8	3.2
Did nothing	14.9	13.3	14.3	23.3	14.8	19.9	17.6	13.8	16.1
No of students who have experienced physical violence in the last 6 months	194	128	322	90	61	151	284	189	473
Action taken in case of emotional violence									
Tried to stop them	48.9	43.6	46.5	40.0	26.3	32.4	46.8	37.9	42.5
Hit/spoke back	21.3	20.5	20.9	13.3	21.1	17.6	19.4	20.7	20.0
Sought help from other students standing nearby	29.8	35.9	32.6	40.0	31.6	35.3	32.3	34.5	33.3
Complaint to teacher	25.5	17.9	22.1	13.3	10.5	11.8	22.6	15.5	19.2
Complaint to parents/guardian	10.6	30.8	19.8	20.0	42.1	32.4	12.9	34.5	23.3
Called counseling helpline	2.1	5.1	3.5		10.5	5.9	1.6	6.9	4.2
Did nothing	40.4	43.6	41.9	53.3	47.4	50.0	43.5	44.8	44.2
No of students who have experienced emotional violence in the last 6 months	47	39	86	15	19	34	62	58	120
Action taken in case of being locked in room/toilet									
Tried to stop them	20.0	15.0†	18.3	41.2	30.0†	37.0	29.7	22.5	27.2
Hit/spoke back	15.0	15.0†	15.0	5.9	25.0†	13.0	10.8	20.0	14.0
Sought help from other students standing nearby	32.5	45.0†	36.7	38.2	50.0†	42.6	35.1	47.5	39.5

Complaint to teacher	12.5	25.0†	16.7	8.8	25.0 †	14.8	10.8	25.0	15.8
Complaint to parents/guardian	7.5	5.0†	6.7		10.0 †	3.7	4.1	7.5	5.3
Called counseling helpline		5.0†	1.7	2.9	5.0†	3.7	1.4	5.0	2.6
Did nothing	32.5	15.0†	26.7	23.5	25.0 †	24.1	28.4	20.0	25.4
No of students who locked in toilet in the last 6 months	40	20	60	34	20	54	74	40	114
<i>Note – Significantly different at *p<0.05; † estimate is based on data less than 25</i>									

Table V13 – Odds ratio of response to violence perpetrated by students in the school among students, Vietnam, 2014				
Indicators	p-value	Odds Ratio	95% C.I. for OR	
			Lower	Upper
Sex of student				
Boy ^R				
Girl	.000	2.063	1.473	2.889
Age in years				
12-14 ^R				
15-17	.000	.480	.335	.687
Father education				
Up to secondary (1-9) ^R				
High school (10-12)	.173	1.517	.833	2.763
University/college	.008	2.424	1.254	4.685
Do not know	.143	1.605	.852	3.024
Mother education				
Up to secondary (1-9) ^R				
High school (10-12)	.086	.603	.339	1.074
University/college	.003	.398	.214	.738
Do not know	.032	.507	.272	.944
Use internet				
Never ^R				
Daily	.784	1.101	.554	2.187
Not daily	.381	1.365	.681	2.736
Have mobile phone for personal use				
No ^R				
Yes	.004	.590	.413	.842
Ever seen beating father to mother				
No ^R				
Yes	.259	1.200	.875	1.645
Have sisters				
No ^R				
Yes	.051	.676	.457	1.002
Have brothers				
No ^R				
Yes	.123	.729	.488	1.089
High attitude toward gender				
No ^R				
Yes	.091	.752	.540	1.047
Can talk teacher easily in case of facing harassment				
No ^R				
Yes	.003	1.639	1.187	2.263

Table V14 – Sexual violence perpetrated by school teacher/staff or students or other persons in school in the last 6 months in school, according to age and sex of children, Vietnam, 2014

PERPETRATOR	12–14			15–17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Male student of my/junior class	62.3	58.9	60.7	56.9	34.1	44.0	59.5	44.0	51.3
Male student of senior class	13.1	14.3	13.7	4.6	24.7	16.0	8.7	20.6	15.0
Female student of my/junior class	19.7	17.9	18.8	16.9	8.2	12.0	18.3	12.1	15.0
Female student of senior class	4.9	1.8	3.4	4.6	1.2	2.7	4.8	1.4	3.0
Female teacher	1.6		.9				.8		.4
Men/boys from outside	4.9	12.5	8.5	3.1	31.8	19.3	4.0	24.1	14.6
Women/girls from outside				4.6	1.2	2.7	2.4	.7	1.5
Girlfriend/boyfriend	6.6	8.9	7.7	16.9	15.3	16.0	11.9	12.8	12.4
Don't know	18.0	17.9	17.9	21.5	15.3	18.0	19.8	16.3	18.0
Number of students	61	56	117	65	85	150	126	141	267
Response to sexual violence experienced in school									
Reported to Teachers or Principal	9.8	7.1	8.5	1.6	4.7	3.4	5.6	5.7	5.6
Reported to Parents	13.1	14.3	13.7	3.2	15.3	10.1	8.1	14.9	11.7

Table V15 – Consequences of physical and emotional violence experienced in last 6 months in school
Percentage distribution of students aged 12–17 by consequences of physical and emotional violence experienced in last 6 months in school, according to age and sex of children, Vietnam, 2014

	12–14			15–17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Felt afraid of coming to school	13.1	12.6	12.9	6.5	9.8	8.2	10.7	11.4	11.0
Missed school for few days	4.5	1.3	3.1	5.8	4.9	5.3	5.0	2.8	4.0
Got injured	4.5	3.1	3.9	9.0	1.8	5.3	6.2	2.6	4.5
Felt sad/depressed	18.4*	27.8	22.7	27.1*	36.8	32.1	21.6*	31.6	26.4
Unable to concentrate on studies	23.2	24.7	23.9	24.5	23.9	24.2	23.7	24.4	24.0
Avoided the perpetrator	25.1	18.8	22.2	14.2	17.2	15.7	21.1	18.1	19.7
Isolated/tried to be alone	2.6	4.0	3.3	4.5	10.4	7.5	3.3	6.7	5.0
None of the above	1.5	2.7	2.0		1.8	.9	.9	2.3	1.6
Number of students	267	223	490	155	163	318	422	386	808

Table V16 – Consequences of sexual violence experienced in last 6 months in school
Percentage distribution of students aged 12–17 by consequences of sexual violence experienced in last 6 months in school, according to age and sex of children, Vietnam, 2014

	12–14			15–17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Feel afraid of coming to school	20.0	12.5	16.4	6.5	9.4	8.2	13.1	10.6	11.8
miss school for few days	1.7		.9	1.6	2.4	2.0	1.6	1.4	1.5
get injured	5.0	3.6	4.3	4.8		2.0	4.9	1.4	3.0
were unable to concentrate on studies	13.3	25.0	19.0	12.9	11.8	12.2	13.1	17.0	15.2
avoid the perpetrator	26.7	30.4	28.4	40.3	15.3	25.9	33.6*	21.3	27.0
felt sad/depressed	26.7	21.4	24.1	16.1	28.2	23.1	21.3	25.5	23.6
isolated/tried to be alone	6.7	7.1	6.9	3.2		1.4	4.9	2.8	3.8
None of the above	5.0	3.6	4.3	1.6	2.4	2.0	3.3	2.8	3.0
Other	3.3	1.8	2.6				1.6	.7	1.1
Number of students	60	56	116	62	85	147	122	141	263

Table V17 – Perception of Safety around and on the way to School
Distribution of students aged 12–17 years according to their rating of way and surrounding of schools on safety scale by their age and sex, Vietnam, 2014

	12-14			15-17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Totally unsafe	3.3	3.2	3.3	4.0	4.5	4.3	3.7	3.8	3.8
2	8.7	10.7	9.7	8.8	11.4	10.1	8.8	11.0	9.9
3	25.8	27.2	26.5	30.2	36.0	33.2	27.9	31.5	29.7
4	28.8	35.5	32.1	32.3	33.9	33.2	30.5	34.8	32.6
Totally safe	33.4	23.4	28.4	24.6	14.2	19.3	29.2	18.9	24.0
No. of students	629	625	1254	569	598	1167	1198	1223	2421

Table V18 – Experience of Violence in the last 6 months around or on the way to school or while coming back

Percentage distribution of students age 12–17 who have experienced violence in the last 6 months around or on the way to school or while coming back, according to age and sex of children, Vietnam, 2014

	12-14			15-17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Any form of physical violence	25.8	17.0	21.4	12.3	7.0	9.6	19.4	12.1	15.7
Beaten or hit or slapped or kicked or shoved or someone pulled hair	16.7	13.9	15.3	8.1	5.7	6.9	12.6	9.9	11.2
Hit with an object	22.1	9.3	15.7	9.7	4.2	6.9	16.2	6.8	11.4
Threatened with knife/weapon	3.5	1.9	2.7	3.0	1.7	2.3	3.3	1.8	2.5
Any form of emotional violence	30.4	28.0	29.2	22.8	23.7	23.3	26.8	25.9	26.4
Passed comments / jokes because of looks, religion, economic status	9.5	11.2	10.4	8.6	10.4	9.5	9.1	10.8	10.0
Labeled based on body, character or background	19.6	17.1	18.3	14.4	14.4	14.4	17.1	15.8	16.4
Threatened verbally or by written note	7.2	3.5	5.3	7.2	5.4	6.3	7.2	4.4	5.8
Ignored	10.0	10.4	10.2	7.7	9.2	8.5	8.9	9.8	9.4
Turned people against me	8.6	8.0	8.3	5.4	4.7	5.1	7.1	6.4	6.7
Deliberately kept out of the activities	4.8	3.8	4.3	2.6	2.7	2.7	3.8	3.3	3.5
Humiliating/insulting language	14.4	11.5	12.9	10.0	7.2	8.6	12.3	9.4	10.8
Any form of sexual violence	8.3	11.0	9.6	8.1*	24.2	16.4	8.2	17.5	12.9
Any form of physical or emotional or sexual violence	37.7	36.0	36.8	27.9*	37.3	32.7	33.1	36.6	34.9
Any form of physical, emotional and sexual violence	4.9	4.0	4.5	2.6	3.8	3.3	3.8	3.9	3.9
No. of students	629	625	1254	569	598	1167	1198	1223	2421

*Note – Significantly different at *p<0.05; Sexual violence includes Passed sexual comments/whistled/showed sexual photo/video/touched body/kissed/ fondled/asked for these act*

Table V19 – Perpetrator of physical and emotional violence experienced on the way to school in last 6 months and response

Percentage of Students aged 12–17 by perpetrator and their response to physical and emotional violence experienced in last 6 months around and on the way to school, according to age and sex of children, Vietnam, 2014

	12-14			15-17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Known men/boys from neighbourhood	27.6	18.4	23.3	28.6	17.4	22.9	28.0	18.0	23.2
Unknown men/boys	12.1	8.0	10.2	20.0	23.6	21.8	15.1	14.5	14.8
Boy (student) studying in my school	38.4	28.9	33.9	36.4	26.4	31.3	37.6	27.8	32.9
Brother/male cousin	8.6	4.0	6.5	2.9	7.6	5.3	6.5	5.5	6.0

Adult male relatives	1.7	.5	1.2	.7	2.8	1.8	1.3	1.4	1.4
Known women/girls from neighbourhood	9.1	15.4	12.0	10.0	15.3	12.7	9.4	15.4	12.3
Unknown women/girls	2.2	3.0	2.5	2.1	5.6	3.9	2.2	4.1	3.1
Girls (student) studying in my school	13.4	34.3	23.1	16.4	28.5	22.5	14.5	31.9	22.9
Adult female relatives	.9	5.5	3.0	.7	5.6	3.2	.8	5.5	3.1
Sister/female cousin	.9	.5	.7		1.4	.7	.5	.9	.7
Boyfriend/girlfriend	2.6	1.5	2.1	2.1	5.6	3.9	2.4	3.2	2.8
Male school staff/teacher	2.6	1.0	1.8	1.4	2.1	1.8	2.2	1.4	1.8
Female school staff/teacher	3.4	1.5	2.5	1.4	1.4	1.4	2.7	1.4	2.1
Number of students	232	201	433	140	144	284	372	345	717
Response to violence									
Reached out to anyone for help	36.9	36.8	36.9	27.9	28.5	28.2	33.5	33.3	33.4
Reported to Teacher or principal	14.7	16.0	15.3	7.8	5.6	6.7	12.1	11.6	11.9
Reported to Parents/guardians	27.0	27.1	27.1	14.9	20.1	17.5	22.5	24.2	23.3

Table V20 – Perpetrator of sexual violence experienced on the way to school in the last 6 months and response

Percentage of Students aged 12–17 by perpetrator and their response to sexual violence experienced in last 6 months on the way to school, according to age and sex of children, Vietnam, 2014

	12–14			15–17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Known men/boys	53.8	32.4	41.7	28.9	19.6	21.8	42.3	23.7	29.5
Unknown men/boys	32.7	51.5	43.3	26.7	72.0	61.2	29.9	65.4	54.2
Boyfriend/girlfriend	5.8	5.9	5.8	22.2	7.7	11.2	13.4	7.1	9.1
Brother/male cousin	1.9	1.5	1.7	4.4	2.1	2.7	3.1	1.9	2.3
Adult male relatives	1.9	1.5	1.7	8.9	1.4	3.2	5.2	1.4	2.6
Known women/girls	13.5	4.4	8.3	13.3	4.2	6.4	13.4	4.3	7.1
Unknown women/girls	9.6	4.4	6.7	6.7	.7	2.1	8.2	1.9	3.9
Adult female relatives	1.9		.8				1.0		.3
Sister/female cousin	5.8		2.5		1.4	1.1	3.1	.9	1.6
Male school staff/teacher	1.9		.8				1.0		.3
Female school staff/teacher	1.9		.8				1.0		.3
Number of students	52	68	120	45	143	188	97	211	308
Response – reported to									
Told to principal	3.8		1.7				2.0		.6
Told to teacher	9.6	1.5	5.0	6.5		1.6	8.2	.5	2.9
Told to parents	5.8	29.4	19.2	13.0	21.7	19.6	9.2*	24.2	19.4

Table V21 – Perpetration of violence in the last 6 months in and around school, and on the way to school
Percentage distribution of students aged 12–17 who reported perpetrating violence in the last 6 months in and around school, and on the way to school, according to their age and sex, Vietnam, 2014

	12–14			15–17			Total		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Perpetration of any form of physical violence in school	28.9*	20.5	24.7	20.4*	14.5	17.4	24.9*	17.6	21.2
Beat or hit or slap or kick or shove or pull someone's hair	18.1	13.1	15.6	11.4	8.7	10.0	15.0	11.0	12.9
Hit someone with an object	22.1*	13.1	17.6	13.6	11.5	12.5	18.0*	12.4	15.2
Threatened someone with knife/weapon	1.4	.8	1.1	1.1	.7	.9	1.3	.7	1.0
Perpetration of any form of emotional violence in school	34.2	35.0	34.6	30.8	28.1	29.4	32.6	31.6	32.1
Passed comments / jokes on someone because of looks, religion, economic status	10.3	9.4	9.9	11.4	9.7	10.6	10.9	9.6	10.2
Labelled someone based on body, character or background	20.0	18.1	19.1	21.0	17.2	19.0	20.5	17.7	19.0
Threatened someone verbally or by written note	2.2	1.9	2.1	1.9	1.8	1.9	2.1	1.9	2.0
Ignored someone	13.7	21.1	17.4	9.7	16.2	13.0	11.8	18.7	15.3
Turned people against someone	5.7	4.5	5.1	2.5	2.0	2.2	4.2	3.3	3.7
Deliberately kept someone out of the activities	4.6	5.9	5.3	2.3	2.0	2.1	3.5	4.0	3.8
Used humiliating/insulting language against someone	8.3	5.1	6.7	6.9	2.5	4.6	7.6	3.8	5.7
Perpetrated any form of sexual violence in school	5.9	3.0	4.5	7.9	3.7	5.7	6.8	3.4	5.1
Perpetrated any form of physical or emotional or sexual violence in school	43.1	41.3	42.2	37.6	32.3	34.9	40.5	36.9	38.7
Perpetration of any form of physical or emotional or sexual violence around and on the way to school	3.8	1.9	2.9	3.5	2.0	2.7	3.7	2.0	2.8
No. of students	629	625	1254	569	598	1167	1198	1223	2421

*Note – Significantly different at *p<0.05; Sexual violence includes Passed sexual comments/whistled/showed sexual photo/video/touched body/kissed/ fondled/asked for these act*

Table V22 – Victim of violence perpetrated by students in the last 6 months in and around school, and on the way to school

Percentage distribution of students aged 12–14 who reported perpetrating violence in last 6 months in and around school, and on the way to school according to their age and sex, Vietnam, 2014

		12–14			15–17			Total		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Victim of any form of physical violence in school	Girl	30.8	47.7	37.7	26.7*	55.2	38.9	29.2*	50.7	38.2
	Boy	84.1	73.4	79.7	84.5	73.6	79.8	84.2*	73.5	79.7
	Girlfriend or boyfriend	3.3	3.1	3.2	3.4	13.8	7.9	3.4	7.4	5.1
No. of students who perpetrated physical violence in school		182	128	310	116	87	203	298	215	513
Victim of any form of emotional violence in school	Girl	45.1	81.7	63.6	57.7	81.0	69.1	50.8	81.4	66.0
	Boy	83.3	54.8	68.9	84.6	61.9	73.5	83.8	57.9	70.9
	Girlfriend or boyfriend	2.8	3.7	3.2	4.0	11.3	7.6	3.3	7.0	5.1
No. of students who perpetrated emotional violence in school		215	219	434	175	168	343	390	387	777
Victim of any form of sexual violence in school	Girl	48.6	73.7	57.1	57.8	90.9	68.7	53.7	82.9	63.4
	Boy	70.3	42.1	60.7	57.8	50.0	55.2	63.4	46.3	57.7
	Girlfriend or boyfriend	16.2	5.3	12.5	13.3	13.6	13.4	14.6	9.8	13.0
No. of students who perpetrated sexual violence in school		37	19	56	45	22	67	82	41	123
Victim of any form of physical, emotion or sexual violence around and on the way to school	Girl	11.2	7.2	9.2	11.2	6.9	9.0	11.2	7.1	9.1
	Boy	4.9	9.9	7.4	5.5	10.3	7.9	5.2	10.1	7.7
	Girlfriend or boyfriend	.5	.5	.5	2.0	1.5	1.7	1.2	1.0	1.1
No. of students who perpetrated physical, emotional and sexual violence around and on the way to school		627	624	1251	563	595	1158	1190	1219	2409

Table V23 – Odds Ratio of perpetration of any form of violence in the last 6 months in school by students, Vietnam, 2014

Indicators	p-value	Odds Ratio	95% C.I. for OR	
			Lower	Upper
Age of students				
12-14 ^R				
15-17	.559	.949	.796	1.131
Sex of student				
Boy ^R				
Girl	.000	.619	.515	.746
Father education				
Up to secondary (1-9) ^R				
High school (10-12)	.594	.917	.667	1.260
University/college	.627	.918	.651	1.295
Do not know	.825	.964	.695	1.336
Mother education				
Up to secondary (1-9) ^R				
High school (10-12)	.119	.776	.565	1.067
University/college	.943	1.012	.724	1.416
Do not know	.129	.772	.552	1.078
Use internet				
Never ^R				
Daily	.008	1.659	1.143	2.408
Not daily	.295	1.223	.839	1.784
Have mobile phone for personal use				
No ^R				
Yes	.031	1.252	1.020	1.536
Ever seen beating father to mother				
No ^R				
Yes	.000	1.974	1.660	2.348
Attitude towards gender norm and violence				
Low/Moderate ^R				
High	.001	.730	.609	.875
Can talk teacher easily in case of facing harassment				
No ^R				
Yes	.141	1.142	.957	1.363

Table V24 – Witnessing violence and response in the last 6 months in school**Percentage distribution of students aged 12–17 who reported witnessing violence in last 6 months in school and their response, according to their age and sex, Vietnam, 2014**

		12–14			15–17			Total		
		Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Witnessed any form of violence happening to other students in school		43.7	45.9	44.8	39.9	38.0	38.9	41.9	42.0	42.0
No. of students		629	625	1254	569	598	1167	1198	1223	2421
Response to violence witnessed	Did nothing	39.3	42.5	40.9	51.5	46.7	49.1	44.8	44.4	44.6
	Tried to stop them	38.2	29.6	33.8	33.5	24.2	28.9	36.1	27.2	31.6
	Encouraged the perpetrator	.4	1.7	1.1	.9	1.3	1.1	.6	1.6	1.1
	Supported the perpetrator	.4		.2	.4	.4	.4	.4	.2	.3
	Supported the victim	9.5	4.9	7.1	7.5	3.5	5.5	8.6	4.3	6.4
	Complaint to teacher	28.0	33.1	30.6	17.6	20.7	19.2	23.3	27.6	25.5
	Told parents/guardian	4.4	11.8	8.2	7.9	16.3	12.1	6.0	13.8	9.9
	Called child helpline 18001567	1.5	1.0	1.2	.4	.9	.7	1.0	1.0	1.0
	Number of students	275	287	562	227	227	454	502	514	1016

Table V25 – Odds Ratio of Response To Violence Incidents Witnessed In School among students in Vietnam				
Indicators	p-value	Odds Ratio	95% C.I. for OR	
			Lower	Upper
Sex of student				
Boy ^R				
Girl	.016	1.433	1.070	1.918
Age in years				
12-14 ^R				
15-17	.001	.589	.433	.802
Father education				
Up to secondary (1-9) ^R				
High school (10-12)	.533	.854	.521	1.402
University/college	.262	.733	.427	1.260
Do not know	.169	.694	.413	1.167
Mother education				
Up to secondary (1-9) ^R				
High school (10-12)	.366	.797	.487	1.303
University/college	.124	.666	.397	1.118
Do not know	.128	.662	.389	1.126
Use internet				
Never ^R				
Daily	.934	.972	.495	1.908
Not daily	.805	1.089	.555	2.134
Have mobile phone for personal use				
No ^R				
Yes	.728	1.061	.761	1.479
Ever seen beating father to mother				
No ^R				
Yes	.912	.984	.741	1.307
Have sisters				
No ^R				
Yes	.215	1.239	.883	1.740
Have brothers				
No ^R				
Yes	.171	1.274	.901	1.802
High attitude toward gender				
No ^R				
Yes	.004	1.583	1.162	2.156
Can talk teacher easily in case of facing harassment				
No ^R				
Yes	.000	2.045	1.536	2.723

Section III: Regional Snapshot



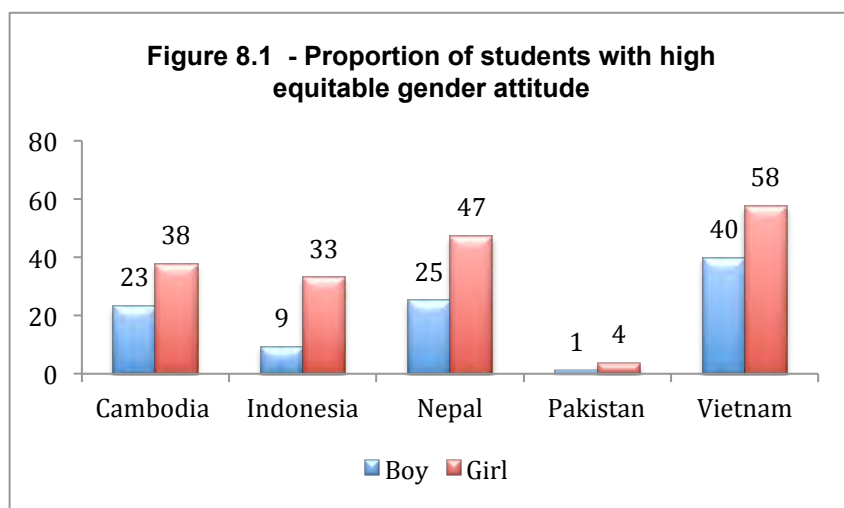
CHAPTER 8: REGIONAL SYNTHESIS: COMPARATIVE ANALYSIS ACROSS FIVE COUNTRIES

In this study, empirical data has been gathered on SRGBV in five countries using similar methods and tools, enabling a comparative analysis of the nature and extent of SRGBV. This chapter presents some key findings on the gender attitudes of young adolescents, their linkages to the experience of SRGBV and the response to it.

8.1 Gender Attitudes and Practices

More girls than boys report attitudes that demonstrate high support for gender equality across countries, though there is considerable variation in the overall proportion across countries

On the gender attitude scale, across the countries, most of the students fall into the moderately equitable category. The proportion varies from close to half (in Nepal, Pakistan and Vietnam) to two-third in Indonesia (refer Table S 1 in annexure).



However, the distribution in the high equitable category shows extreme variation across countries, as can be seen in Figure 8.1. Pakistan has the lowest proportion of students reporting egalitarian attitudes (4% for girls and 1% for boys), and Vietnam has the highest (40% boys and 58% girls). In Pakistan, close to half of the boys fall in the low gender equitable category. Across all five

countries there are more girls in the high equitable category than are boys.

Factors influencing gender attitude

Individual attitudes are measured as the degree of agreement to prevailing social norms that reinforce gender stereotypes, and the use of violence. The gender attitudes of young adolescents are likely to be influenced by a host of factors, at the individual, family and school level. This study measures some background or socio-demographic characteristics that influence attitudes, such as age, sex, parental education, access to internet and mobile phones. It does not, however, have a separate quantitative measure of parental and teachers attitudes, that are likely to impact the attitudes of young girls and boys. Witnessing of parental violence (ever seen your father beating your mother)

is taken as a measure of exposure to violence. Being told to behave like a girl/boy is taken as a measure of reinforcing gender stereotypes in school.

Girls are more vulnerable to sexual violence and the reason behind this is their modern approach towards life. However, in our village normally girls do not continue their education after 5th grade. So they are not seen outside much. Eventually, we do not face such issues in our villages. FGD with fathers, Pakistan

The social environment is not good these days. It is not safe. We cannot leave our young girls to move out freely and walk to the school. It is already quite difficult for us and we are under enormous pressure due to our culture and customs not to allow our girls to go outside home to the school every day.

Educating boys is also necessary and good. There is no issue with them. If a boy picks up a fight on the way to school, he can handle the situation on his own. FGD with mothers, Pakistan

Results from the regression analysis are shown in Table 8.1. Sex of the students emerged as a strong determinant of the gender attitude. In four countries, except Pakistan, girls are more likely to have more equitable

gender attitudes. Regressive social norms are barriers for girls, which shape their everyday lives. Hence, it is likely that they more easily recognize these norms, and would disagree with them. Boys on the other hand, would get messages of male power and privileges early on, and would more easily justify the need to control and blame women. In Pakistan it is likely that the norms are so rigid that girls internalize them completely and very early, as do boys which can be seen in the large proportion of boys falling in the low gender equitable category. The discussion with teachers and parents presents several examples of this: there is strong support for discontinuation of education in case of untoward instances of sexual violence, severe restriction on girls' mobility, tendency to blame girls for the violence that occurs, and a rejection of coeducation with preference for same sex teachers. Sexual violence is seen as result of co-education; parents categorically mention that boys get distracted from studies owing to co-education, and thus such instances are 'natural'.

Table 8.1 Factors influencing gender attitude in five study countries, 2014					
Outcomes	Cambodia	Indonesia	Nepal	Pakistan	Vietnam ¹
Gender Attitude	+Sex -Mother's education -Internet use	+Sex +Mother's education	+Sex +Father's education -Access to phone -Being told to behave like a boy/girl	+Age +Mother's education -Internet use -Exposure to parental violence	+Sex +Age +Mother's education +Internet use -Exposure to parental violence
Low and moderate attitude category (combined) is reference. Reference categories for sex=boy; age=12-14 years +indicates a positive influence, - indicates negative influence					

Normative behaviours seem to consolidate early in life in three of the countries; age does not have an influence on gender attitudes. However, in Pakistan and Vietnam, students in the age cohort of 15–17 years are more likely to have high equitable attitude

than those in the young age cohort. In depth research is needed to understand whether this is due to exposure to more egalitarian ideas, or with age one becomes more aware of what 'needs to happen'.

In Indonesia, Pakistan and Vietnam, mother's education showed positive influence on the attitude, indicating that higher the mother's education better is the gender attitude. However, in Cambodia it has a negative effect. This calls for further exploration.

Exposure to parental violence negatively influences attitudes in Vietnam and Pakistan, indicating that exposure to violence at home is leading to consolidation of regressive norms. 'Being told to behave like a boy or a girl' shows a negative influence only in Nepal. It is likely that this is a very limited quantitative measure. The discussion with teachers and parents reveal varied degrees of gender stereotyping in schools, as has been described in the country chapters. Often these instances are normalized in processes in schools – such as who is encouraged in sports, who is encouraged in academics and who is told to do what task (gender division of labour), so that they may never explicitly be recognized or interpreted as being told to conform to the gender norms. During discussion the different tasks given to the students by the teachers in Vietnam state-

For example, if the classroom was dirty and messy because male pupils were lazy and did not fulfil their duties of cleaning on that day, we said that: "female pupils should have been responsible for cleaning up the class room". Male pupils should be in charge of harder activities and strenuous works such as carrying heavy items, taking the doors off the wall for washing....and female pupils clean the glass windows. FGD with teachers, Vietnam

In a similar example from Indonesia, teacher's state- *I will simply ask the boys to move the heavy table if I want to hold discussion session in the class. I ask them because they are quite stronger. FGD with teachers, Indonesia*

Another strong stereotype that emerges is related to gender attributes: *Boys must be loud, gallant towards girls. Girls must be soft spoken, gentle* – state the teachers in Vietnam. They feel responsible for making sure that these attributes are cultivated in the students. In Indonesia, the following phrases emerges in the discussions–

Boys are stronger than girls. Girls are more diligent than boys, Girls are more dominant (in academic achievement), Boys are better in physic subject. FGD with teachers, Indonesia

Girls are better (academically) than the boys. Boys are better in the sports. The girls are more attentive to their study in the class.

In the day of worshipping Goddess Saraswati, girls are encouraged but not boys.

FGD with teachers, Nepal

[...]boys are expected to be more playful, while girls are gentler. FGD with teachers, Cambodia

Teachers use harsh language with boys as they are very naughty but teachers are not harsh with girls. Girls usually respond well to positive reinforcement whereas boys are not that softly manageable. FGD with teachers, Pakistan

Another striking similarity across the countries is the attitudes, and concerns regarding sexual expression and violence. There is apprehension about girls and boys 'mixing' in Indonesia and Nepal, and in Pakistan there is a strong advocacy for complete segregation of schools, and teachers. Accompanying this are narratives of 'blame', and of course, detailed discussion around 'dress'.

I accept that the girls are teased. But when an accident happens, it's between two vehicles...

Girls use short clothes that also prompt boys bullying girls.... We ask girls to wear pants instead of frocks but they prefer using short frocks. Boys and girls are kept together up to class 6 but after 6th grade there is separate seat for boys and girls. FGD with teachers, Nepal

In Indonesia, there is repeated discussion about how girls are increasingly exposed and that discussion around sexuality is 'very open'. Teachers lament the increasing use of videos, discussion around boyfriends and note the merits to separating boys and girls for some activities.

Gender stereotyping was evident in the data collected from students, though there are variations in the data collected from these countries. In Cambodia, and Pakistan, gender differentials were reported with regard to outdoor sports; stereotyping was evident in terms of lower reporting of participation of boys in classrooms activities, and communication of boys with teachers. In Nepal surprisingly, there is no significant gender-based difference noted with regard to outdoor sports or classroom activities. The fact that girls and boys don't often play together was reported in varying proportions across countries, from a third in Nepal to nearly two-third in Pakistan. The comparative picture, based on the analysis of the Gender Equality scorecard is presented below (refer Table S 2 in annexure).

Class participation: Gender differences appear to be minimum except in Pakistan. More than 80 percent of students in Cambodia and Vietnam reported that girls often participate in class as much as boys do. In other countries, this ranged between 50–80 percent. However, discussion reveals that in Cambodia and Indonesia, girls are perceived to be obedient and sincere, and often encouraged to participate. In Vietnam, there were mixed response on class participation and encouragement. Students shared that participation depends on interest. Interestingly, while mentioning the interest, students revealed the general notion that boys take more interest in math, while girls do so in literature. Some shared that boys are encouraged more as they are not serious, while others felt that they are encouraged as they are smart. In Pakistan, both boys and girls shared about the challenges girls face in attending school, including not having female teacher, household chores and low value to their education.

Division of work: In Vietnam, around 90 percent of students mentioned that boys often or always spend as much amount of time on chores in school as girls. Though most of the students shared that they often spend equal amount of time and take-up similar

activities in school, some contested this perception. While some boys mentioned that boys do more, girls mentioned that boys are lazy and they have to complete their tasks as well.

In Cambodia also there is some difference in allocation of chores to girls and boys. In Nepal, girls show more interest in cleaning and are often assigned this job. On the other hand, boys feel ashamed in doing this, so, they are asked to do 'manly' activities such as arranging tables. However, boys in some school insisted that they equally participate in cleaning activities. In Pakistan, students talk about division of work at home, where women and girls are responsible for household chores, and men and boys for outside work.

Sports: There is a clear gender difference on this dimension in all five countries. Often outdoor sports are not considered appropriate for girls. For example in Cambodia, parents and teachers shared that girls feel shy and believe that they are weak to play outdoor sports like football; though some of the mothers mentioned that girls are not encouraged enough to play. The notion that girls are weak is also expressed by boys in Indonesia. Participation of girls in sports in Pakistan is extremely low and students quoted several reasons for this including fewer girls in school, not comfortable in playing in front of male teachers and students. Further, girls are rarely encouraged to play and often, the boys takeover the playground. Both, girls and boys suggested having separate playgrounds would encourage girls to play. In Vietnam, students mentioned low interest of girls in sports as the reason for their low participation.

The proportion of girls and boys who were told to conform to their gender-specific behaviours was 13 percent in Cambodia, 17 percent in Indonesia, 16 percent in Nepal and Pakistan. More boys reported being told to behave like a boy, as compared to girls being told to align with their stereotypes.

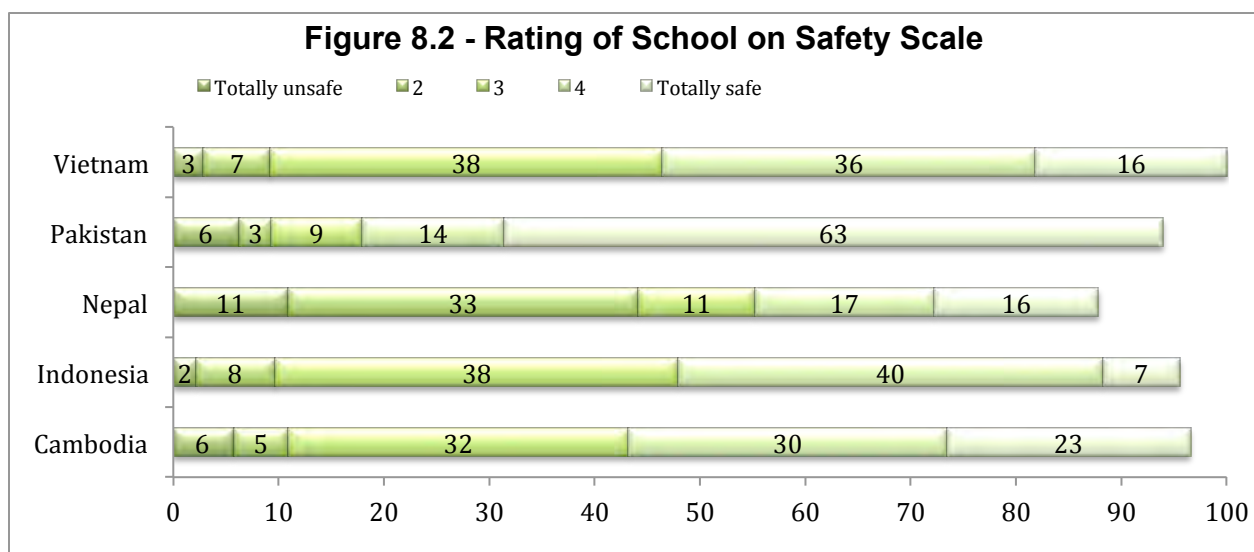
8.2 Perception of Safety in School

With the exception of Pakistan, close to half of the students in other countries have concerns regarding the safety of their school.

More than 80 percent of the students from Pakistan considered their school to be safe. Among the other countries, students who rated their school somewhat unsafe (3), unsafe (2) or totally unsafe (1), on the Safety Scale, varied from 43 percent in Cambodia to 55 percent in Nepal (Figure 8.2).

There is no difference between the rating of boys and girls on school safety, except for in Pakistan, where significantly more girls rated their school as safe (77%) as compared to boys (54%) (refer Table S 32 in annexure).

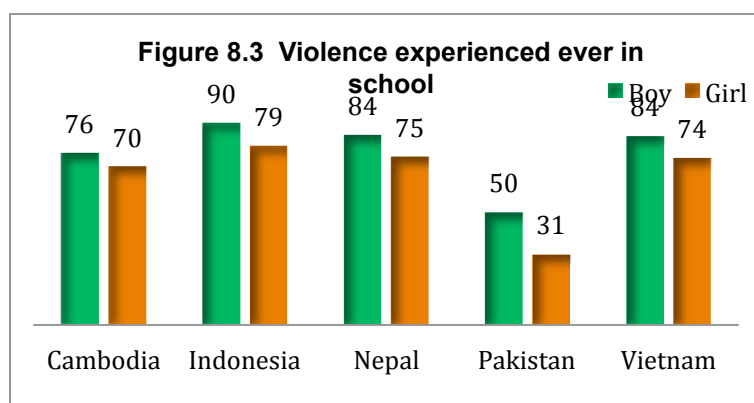
The common and most prominent factors that contribute to feelings of being unsafe in schools reported across all the countries include the use of humiliating language; frequent physical fights, and harassment from students; dirty pictures and words written in school; the poor state of toilets. In addition, In Vietnam close to a fourth report harassment by teachers and lack of responsiveness by teachers, a lesser proportion reported the same in Cambodia.



In Cambodia and Pakistan, the most prominent reason reported is the absence of a security guard. In Pakistan, given that use of punishment as a form of discipline is widely condoned, it is not surprising that punishment from teacher also emerged as a key reason for feeling unsafe in school. This was cited as a reason by close to 30 percent of students in Nepal and Indonesia too.

8.3 Experience of Violence in School

This section presents results on the different forms of violence experienced by students in school, ever and in the last six months. It also describes the experience and reporting of violence perpetrated by teaching/non-teaching staff; and violence among students in school.



8.3.1 Violence experienced in school, ever and in the last six months

Violence is very common and highly prevalent in schools across countries:

Experience of any form of violence, ever, in school was reported the highest in Indonesia at 84 percent, with 90 percent of boys and 79 percent of girls reporting it. In Pakistan, the reporting was comparatively lower; with 43 percent of students (50% boys and 31% girls) reporting experiencing any form of violence in school. Across the countries, significantly more number of boys report experiencing violence, as compared to girls.

As seen in Table 3, the prevalence of emotional violence is highest in all the countries followed by physical violence as second highest form of violence. Comparatively, smaller proportion of students reported experiencing sexual violence, ranging from 25 percent in Indonesia to around 3 percent in Pakistan and Cambodia. In Indonesia 16 percent of students reported experiencing all three forms of violence. Across all countries, significantly higher proportion of boys reported experiencing violence than girls. This holds true of all forms of violence except sexual violence in Vietnam, where significantly higher proportion of girls (21%) reported experiencing this than boys (17%).

Experience of violence in the last six months in school

Table 8.2 - Ever Experience of Violence in School

Percentage distribution of students aged 12–17 who have ever experienced violence in school, according to sex and country, 2014

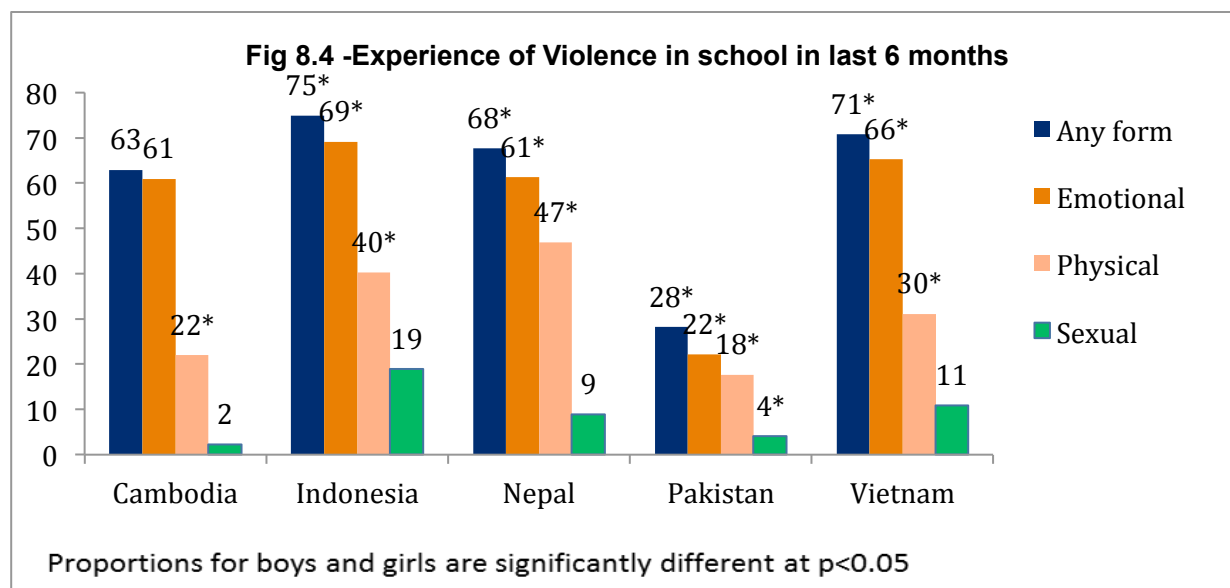
	Cambodia			Indonesia			Nepal			Pakistan			Vietnam		
FORM	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
PHYSICAL (Any form)	40.8*	25.5	32.0	66.4*	39.0	51.7	67.9*	53.3	59.9	31.4*	15.7	25.8	48.8*	32.2	40.4
EMOTIONAL (Any form)	74.9*	68.4	71.1	82.7*	75.4	78.8	79.4*	67.4	72.9	43.9*	26.0	37.6	78.6*	68.3	73.4
SEXUAL (Any form)	5.2	2.0	3.4	29.1*	20.9	24.7	13.5	11.2	12.2	7.3*	2.8	5.0	17.3*	21.3	19.3
Any form of Violence	76.3*	70.3	72.8	89.7*	79.4	84.1	84.3*	74.6	79.0	50.1*	31.3	43.5	84.1*	74.4	79.2
No. of students	596	811	1407	778	904	1682	655	789	1444	898	492	1390	1198	1223	2421

Note – Significantly different at * $p < 0.05$

The reporting of violence in school in the last 6 months is also considerably high, ranging between 75 percent in Indonesia to 63 percent in Cambodia, while in Pakistan it is considerably low at 28 percent.

As seen in Figure 8.4, even when asked about violence experienced in the past 6 months, a disturbingly high proportion of students across countries report experiencing different forms of violence – Indonesia (75%), Vietnam (71%), Nepal (68%) and Cambodia (63%), while reporting in Pakistan is the lowest (28%). In Pakistan, there was a distribution of single sex and mixed schools in the sample, and this could contribute to the low reporting. On the other hand, it could be that the students have hesitated in reporting.

Data on different forms shows that emotional forms are reported to be experienced highest by both boys and girls. Approximately two-thirds of students report this form, with the exception of Pakistan, where a fifth of students report this. The prevalence of physical violence is highest in Nepal (47%) followed by Indonesia (40%) and Vietnam (31%). Interestingly, prevalence of physical violence in Pakistan (18%) is closer to Cambodia (22%). In all the countries where the study was undertaken, significantly higher proportion of boys reported facing physical violence in school than girls.



Teachers are somewhat reluctant to acknowledge SRGBV, especially in Nepal and Pakistan. In Nepal, toilets as sites for violence are mentioned by parents and teachers. In the other countries, they speak mainly about comments, fights, sexual harassment of girls as common forms of violence. Violence due to discrimination (mocking, making fun, social isolation) based on social class is mentioned in Cambodia; and based on religion /ethnicity in Pakistan.

Experience of sexual violence

Overall, prevalence of sexual violence is low in all the countries, particularly in Cambodia (2%) and Pakistan (4%). The highest proportion is reported in Indonesia

(19%). It is important to note that there is a significant difference between proportion of girls' and boys' reporting of sexual violence in Vietnam and Pakistan. In Vietnam, more girls (21%) than boys (17%) report any form of sexual violence. In Pakistan, five percent of boys report this as against two percent reporting by girls (refer Table S4 in annexure).

The overall reporting is very low in some countries to enable further analysis, however these findings point to the need for more attention to sexual violence faced by young boys, which is a relatively under-researched area. In both the countries where the reporting is above 10 percent, further analysis reveals that although boys report experiencing various acts of sexual violence in the survey, they share fewer examples during the group discussions. In both countries, the reporting by boys to any authority-figure is lower than that of girls. In the few focus group discussions that it came up, the possibility of boys experiencing sexual violence was unequivocally dismissed. This, coupled with masculine norms, that encourage risk taking and regard reaching out for help as signs of weakness could be contributory factors. For girls, attitudes of teachers and the fear of repercussions suggest that these figures could be an under-estimate. As discussed in the section on attitudes earlier in the chapter, there is a tendency to blame girls for the sexual violence they face. Thus, girls may feel more apprehensive in admitting experiences of sexual violence even though it is an anonymous survey, and confidentiality is assured. In Pakistan, there is very limited sharing of information by both boys and girls in the focus group discussion. The negative repercussions for girls to sharing of instances of sexual violence are immense– including withdrawal from school and restrictions on mobility.

In the focus group discussions around school mapping, boys have shared limited information about sexual violence as compared to girls, who fear sexual violence in multiple sites in school²⁰. In Vietnam, the sharing of specific examples of sexual violence by boys is strikingly absent. Girls share different forms of harassment, including touching of thighs, buttocks, being pulled into toilets and groped/touched, flashing of private parts etc. In Indonesia, where the reporting of sexual violence is the highest, students have shared a range of specific examples. Girls cite sexual abuse and molestation by teachers and male students, pulling of bra straps by teachers as some of the forms experienced within the classroom. School corridors, canteen, garden are sites of staring, inappropriate touching, pulling of skirts etc. Toilets are sites of violence for both boys and girls with peeping, fear of someone entering (including teachers) being spoken repeatedly. Girls specifically speak about vulgar drawings, while boys fear being photographed. Boys talk of being asked to take off shirts in class, hugging by male teachers in corridors, photographs being uploaded on social media and being asked to 'pay tax' for having a girlfriend by older boys, as some of the forms of sexual violence in school. Both of them reported fear at being called to the teacher's room for personal work.

Findings on the perpetrators of sexual violence show some differences across the two countries. In Vietnam, half the students report that the perpetrators of sexual violence in school are boys from the same/junior class – though more boys (59%) than girls (44%) report this. Other perpetrators reported by girls include boys/men from outside school

²⁰ School maps with detailed information are presented in each country chapter.

(24%) and boys from older classes (21%). Among boys, the pattern is different: 18 percent report girls of the same class as perpetrators of sexual violence, while 205 state that they do not know. Of those experiencing violence, only 12 percent of students reported to parents, and six percent to teachers/principal. Girls were more likely (15%) to share with parents than did boys (8%).

Boys from within the school are the most commonly reported perpetrators in Indonesia, by both boys (80%) and girls (77%), followed by girls from school (21% and 23% respectively). Girlfriend/boyfriend and boys from outside schools are reported as perpetrators by 18 percent and 17 percent respectively, with no significant difference in reporting in any of these categories for boys and girls. Another difference noted in Indonesia is that male teachers figure in the list of perpetrators, though by only seven percent of girls and four percent of boys. Most of the instances of sexual violence go unreported, and girls are much more likely to report to any duty bearer as compared to boys – 10 percent of students (5 % boys and 15% girls) reported to a teacher or principal, while 14 percent (7% boys and 22% girls) report to parents.

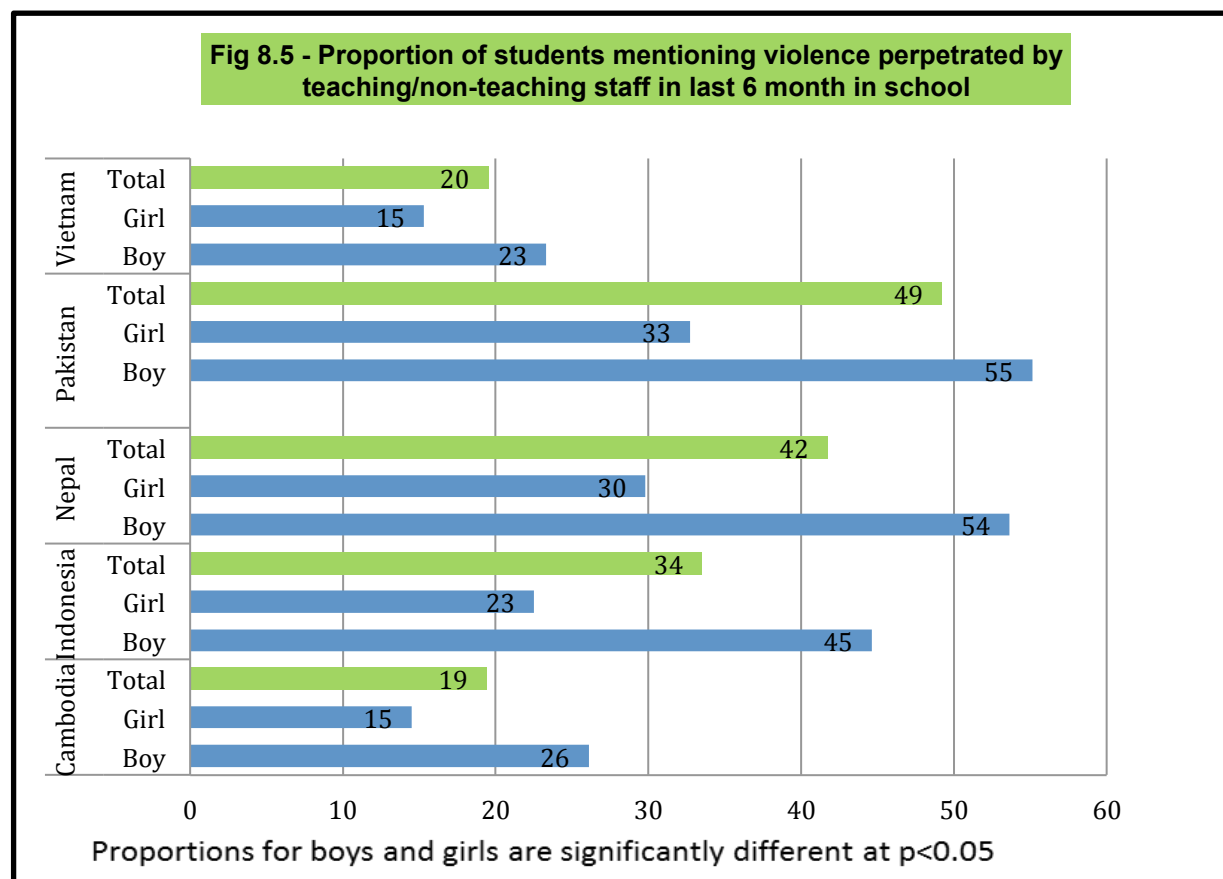
The finding that boys from outside school have easy access has implications for the security arrangement in schools.

8.3.2: Violence perpetrated by teaching/non-teaching staff in school in last 6 months²¹

Across countries, there is a wide variation in violence perpetrated by teachers or school staff. Of the students who reported experiencing violence in school in the last 6 months, a fifth reported teaching/non-teaching staff as the perpetrator in Cambodia and Vietnam; while nearly half reported this in Pakistan. More boys experience violence from teachers/staff than girls across the countries.

²¹ Section C2 and C3 focus on physical and emotional violence. Given the relatively low number of students reporting sexual violence, it has already been described in the previous section.

In Cambodia and Vietnam, 19 percent of students report that the perpetrator of physical or emotional violence experienced by them in the past six months was a person of school teaching/non-teaching staff. This was reported by 33 percent of students in Indonesia, 42 percent in Nepal and 49 percent in Pakistan.



Across the countries, significantly higher proportion of boys mentioned teachers or school staff as perpetrator compared to girls. There are also many students who have not reported about the perpetrator, across countries.

With regard to the kind of violence perpetrated, in Cambodia, both physical and emotional violence were reported almost equally (refer Table S 5 in annexure). In Vietnam and Indonesia, more students reported teacher/school staff as a perpetrator of emotional forms of violence, while in Pakistan and Nepal, more students reported perpetration of physical violence. Being locked in the toilet by teaching/non-teaching staff is a form that is reported by fewer than two percent of students in Cambodia, Indonesia and Vietnam: but it is reported by 10 percent of students in Nepal and 30 percent of students in Pakistan. These findings point to the critical need for enforcing the ban on corporal punishment, and building skills of teachers on alternate methods of discipline.

Teachers, on the other hand admit that they have 'heard of' corporal punishment, while insisting that physical punishment is rarely used and is a 'thing of the past'. In Vietnam,

teachers talk of regulated procedures for punishing students that include giving warnings, informing the parents, taking up the matter before a disciplinary committee. They state that:

We cannot expel students, cannot insult pupils and cannot use any corporal punishments to pupils. FGD with teacher, Vietnam

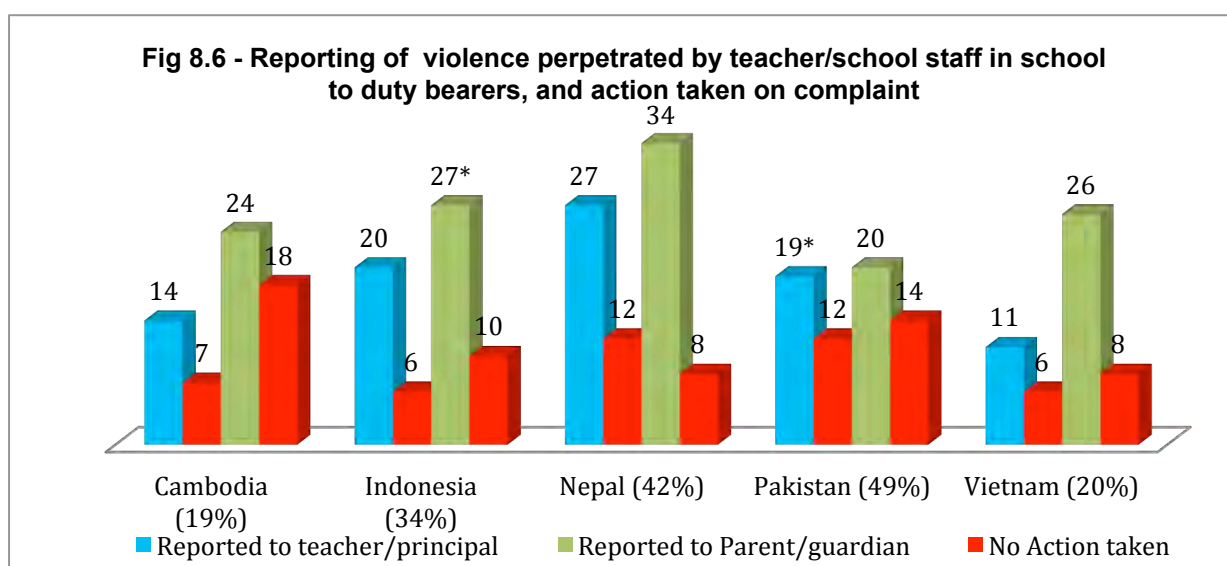
In Pakistan, there is some acknowledgment of the use of physical punishment with boys.

Girls that study here can easily be convinced through polite behaviour. If we become strict then they react negatively. In boys' school, most of the teachers are strict. If boys are being naughty, they discipline them. They also physically punish them. FGD with teachers Pakistan

Teachers in Indonesia share how physical punishment is avoided, but a teacher might 'mock' student in front of the class. They share their concern about retaliation from the students, who will then call the teachers names or comment on their physical appearance. The struggle to find a balance in disciplining is evident as one of the teacher states—

'When a child is getting a strict treatment, he/she will run away, or drop out. But when they get a soft treatment, they become insolent.'

Across countries, a low proportion of students report the violence experienced by teaching/ non-teaching staff in school to teachers or parents, though there is considerable variation across countries. Even when they reach out for help, action taken by the duty bearers is abysmally low.



Among the students who experienced violence in school by teacher/school staff less than 27 percent or less complained to any other teacher or principal; and 34 percent or less to parents (Figure 8.5). The highest reporting was in Nepal, where 27 percent of

students complained about violence to teacher or principal, and 34 percent to parents. Differences by sex are noted only in Pakistan and Indonesia (refer Table S 5 in annexure). In Indonesia, more girls (42%) share this with their parents as compared to boys (19%)

In Pakistan, more boys (21%) as compared to girls (8%) reported experiencing violence. However, most boys (66%) who complained about this say that no action was taken on their complaint.

Violence perpetrated by teachers could be regarded as normal, and a lack of trust on the part of students could contribute to the finding that most children do not reach out to any authority figure. Another reason could be that experiences of violence or discrimination from teachers themselves do not make children confident of approaching them. For example, in the group discussion with boys in Cambodia, students share that teachers would discriminate against them (used to describe behaviour such as labelling based on sex, economic status). The excerpt in the box below describes their response:

Across countries, there is little discussion on teacher's behaviours during the discussion with girls. In some discussions, girls elude the fact that teachers and school 'officials' are also likely perpetrators

of sexual violence, including rape. Parents report awareness of corporal punishment in schools. In Indonesia and Nepal, parents report the most vivid descriptions, including verbal abuse, physical beating, threats, coming to school in a drunk state, pinching. In Nepal and Pakistan, several parents justify beating as a necessary punishment to maintain discipline in school, and this could be a factor contributing to the lack of reporting by children.

Children don't share about such things even with parents because they are afraid that their parents would also scold or beat them assuming that their child is at fault. Moreover, children are also afraid that their father may talk to their teacher and as a result will again get punishment from their teachers in front of everyone.

My children are studying in different schools and if teachers punish any of them I don't mind because it will be good for their future.... We have been to school and we were also beaten up by our teachers but we never complained. It is because if those punishments today that I have completed my graduation.

FGD , fathers, Pakistan

Q. Do you tell anyone when you are discriminated (by teachers)?

(many): No, we don't tell.

R5: It's our own business.

Q. How would you feel with such treatment?

R10: We don't care, just ignore it.

(many): It's hurt and disappoints us.

R4: There could be dropping out school.

R1: Commit suicide [laughs].

FGD with boys, Cambodia

Factors influencing reporting of violence perpetrated by teaching or non-teaching staff to duty bearers

As discussed above, the attitudes and perceptions of key adults are possible barriers to children reporting the violence they face. While the qualitative analysis describes this, there is no

quantitative measure of this in the present data. However, teachers' and parents' attitudes do seem to be important variables to measure in order to fully understand their effect on reporting by children. Programmatic interventions too need to track these as indicators on which change is measured.

Excerpts from FGD with girls, Pakistan

Q. Does Marvi (the girls in the story) have anyone else to share such incidents (the behaviour of the clerk)?

R: Yes she shares everything with her best friend. Marvi has a group of friends.

Q. Can anybody help her in school?

R: Yes, class teachers, particular her favourite teacher.

Q. Has Marvi ever shared (this) with anyone?

R: No, she fears that teachers will not take her complaint. Similarly she does not tell to her parents as she feels that they might stop her going to school. In addition, clerk might blackmail and intimidate her if she decides to make a complaint. Thus, she continues to keep her silence because of her education and her desire to come to school.

The regression model to understand the effect of various variables on reporting of violence perpetrated by teachers shows that in all countries other than Cambodia, exposure to parental violence emerged as a factor positively influencing reporting (Table 8.3)²². Students who have seen parental violence are two times more likely to reach out for help and report the violence.

In Nepal and Pakistan, a few other variables also emerged as significant influencers— girls and students with high equitable gender attitude were less likely to report violence. The latter findings suggests the need to have deeper understanding on the pathways by which attitudes could

influence behaviours, suggesting that there may not be a linear relationship between the two. In these countries, students who knew a teacher they could speak to in case of violence were more likely to report such experiences. This has important programmatic implications – suggesting that where a teacher who was more approachable and trusted by the students could, in fact, enhance reporting of violence.

The influence of parental violence can operate in various ways; it could be that children who observe parental violence at home may consider it 'normal', and thus may not report it. However, the evidence point otherwise – it could be that children who are exposed to their fathers beating their mothers at home may recognize and dislike such behaviour, and thus maybe are more likely to report them. Understanding this from the perspective of children is another area of future research.

Table 8.3 - Factors influencing key outcomes in five study countries, 2014

Outcomes	Cambodia	Indonesia	Nepal	Pakistan	Vietnam
Reported violence perpetrated by teachers	-		-Sex +Internet use	-Sex +Father's education	-Age

²² The country-wise tables for logistic regression are presented in annexures of country chapters

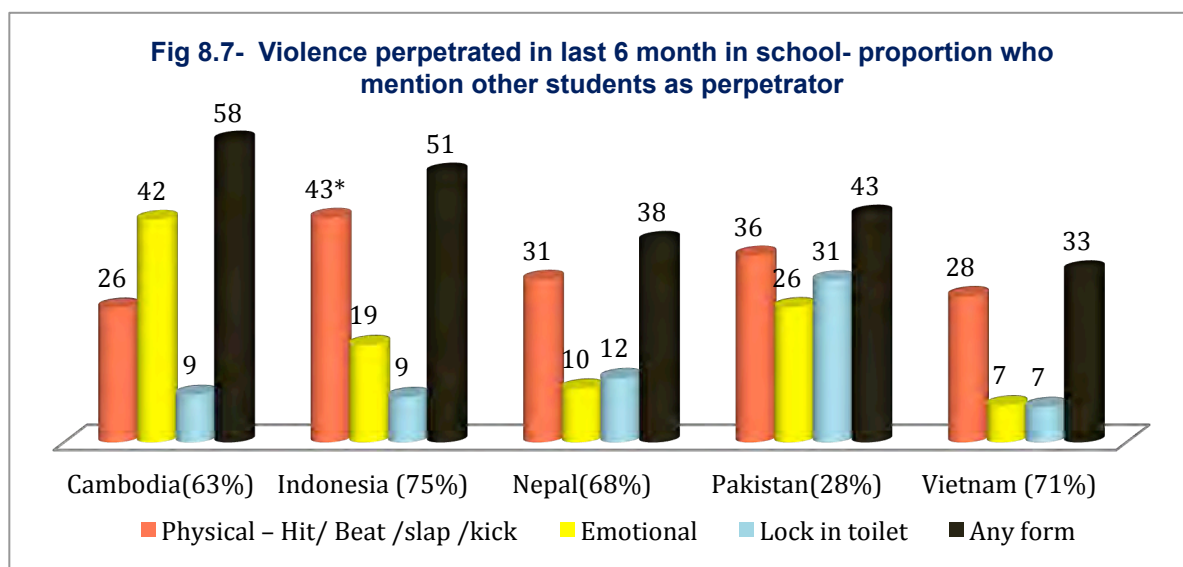
		+Exposure to parental violence	+Access to phone + Exposure to parental violence -Gender attitude +Can talk to teacher	+Exposure to parental violence -Gender attitude +Can talk to teacher	+Exposure to parental violence
Response to violence perpetrated by students	+ Exposure to parental violence + Can talk to teacher	+Sex -Mother's education +access to phone	+Internet use +Exposure to parental violence -Gender attitude +Encouraged to succeed	-Sex +Mother's Education + Exposure to parental violence - Encouraged to succeed	+Sex -Age +Father's education -Mother's education -Access to phone +Can talk to teacher
Note – Reference categories for sex=boy; age=12-14 years					

8.3.3: Experience of peer based violence in school in the last six months

Across countries, there is considerable variation in students reporting peer based violence in schools, from 33 percent to 58 percent. Reporting of violence to any duty bearer is again low indicating that irrespective of who perpetrates violence – teacher, school staff or student – reporting and response mechanisms are very weak.

Over half of the students experiencing violence in school in the last six months mentioned other students as the perpetrator in Cambodia (58%) and Indonesia (51%), while the proportion in other countries was lower, as seen in Figure 8.7.

Only in Indonesia, a significant difference is noted by sex, where more boys (59%) reported violence by a peer as compared to girls (44%). Across countries, some specific forms of violence appear more common– in Indonesia, physical violence is the highest (43%) , in Cambodia, emotion violence is reported by more students(42%), while in Pakistan , being locked in the toilet is a very commonly reported form (31%).



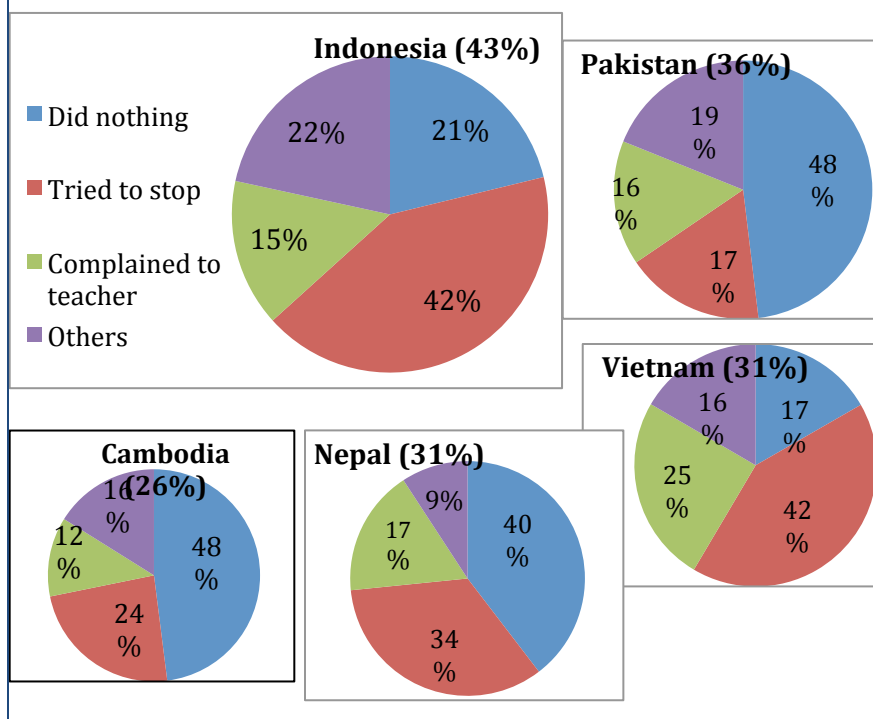
Response and reporting of peer based violence

With regard to physical violence, close to half the students from Cambodia and Pakistan, and 40 percent from Nepal, reported doing nothing (Figure 8.8). This proportion is considerably lower in Indonesia (21%) and Vietnam (17%), where 'tried to stop the perpetrator' is the predominant response. Several of the students, in the FGD talk about the fear of threats and retaliation from the perpetrators; that would stop them from taking any action.

Only 12–25 percent of students across countries complained to teachers. Reporting to parents was even lower, varying from 7 percent to

12 percent (not shown in figure – refer Table S 6 in annexure). Even though it is perceived that girls are more likely to report to teachers about violence, in Indonesia, a

Figure 8.8 Percentage of students reporting specific responses to peer based physical violence in school in past 6 months



significant difference was noted where 23 percent of girls report the matter to teacher as compared to 10 percent of boys. In Nepal, 16 percent of girls report to parents, as compared to 7 percent of boys.

In case of emotional violence, a similar pattern of low reporting is observed. Reporting to teachers varies from 13 percent (Cambodia) to approximately 20 percent (Vietnam, Nepal and Pakistan). Reporting to parents varies from seven percent to two percent. As with physical violence, it is only in Indonesia that a significant difference is noted between boys and girls in terms of reporting (refer Table S 6 in annexure).

The factors influencing a positive response to violence perpetrated by peers (such as complaining to duty bearer, trying to stop the violence) are varied across countries (Table 8.6). The influence of exposure to parental violence is once again seen, though in three countries– Cambodia, Nepal and Pakistan.

Determinants of response to violence perpetrated by students

In Indonesia and Vietnam, knowing a teacher they can confide in increases the likelihood of reporting violence. It is important to note that this factor influenced reporting in two different countries (Nepal and Pakistan) when it was the case of teaching/non-teaching staff as perpetrators. This emphasizes the need to pay attention to country specific variations. It is likely that in a context of high levels of violence by teachers (both these countries show highest experience if violence by teachers/staff) reporting only happens when there is a teacher they can trust. The fact that parents are likely to condone punishment by teachers in Pakistan has been discussed earlier. Mothers specifically, also mention the fear of teachers. These, along with the fear of restrictions for girls, and further punishment for boys creates an environment where reporting is certainly not viewed as a desirable option.

In Nepal, parents have given several examples of corporal punishment, all of which indicate the pervasiveness of violence and the difficulty in speaking up against it. It appears that even though multiple forms of violence makes children feel unsafe, they are unlikely to feel confident about reporting it.

There is clear acknowledgment among both teachers and parents that children would usually not share incidents of violence with them; due to fear of being blamed. In Pakistan and Nepal, parents share specific reasons why girls and boys will not share such incidents with them. For boys, it is the fear of being beaten, scolded, further victimized, and for girls, it is the fear of stigma, shame, and increased restrictions. According to them, the likelihood of sharing increases in two scenarios– when fight gets very aggravated between boys; for girls in cases of increased molestations/threat of rape.

The qualitative data provides some insights into why students would hesitate to approach teachers. The excerpt below, on whom boys would reach out to, describes the reaction of male and female teachers:

Based on my experience, I see that the boys are not going to count on male teacher for their problems. They usually go to female teachers instead. The

reason is that male teachers tend to laugh at them or even use bad expressions to deal with their problems.

I think the reason why the boys are afraid to talk with male teachers is their shyness. Another thing is that the male teachers tend to shout at the boys and sometimes the male teachers do not give immediate solution as the female teachers do. Better than the male teachers, the female tend to give immediate solution and help the students positively. However, the male teachers often suggest the boys to ask their friends instead. FGD with teachers, Cambodia

With persons in authority themselves indulging in violence, the normalization is complete. Even though teachers and parents across countries share the knowledge of violence among children, they are equally aware that children do not prefer sharing their experiences with them.

8.4 Consequences of violence

A third to half of the students reported no specific consequence of the violence they experienced in school in the last six months, with the exception of Vietnam. Among others, predominant consequences include feeling sad or depressed, feeling afraid of coming to school and being unable to concentrate on studies. In Nepal, missing school and injury are also reported.

As seen in Table 8.4, a third of students from Cambodia reported that they felt sad or depressed, while 15 percent mentioned that they feel afraid of coming to school. While significantly more girls report being depressed, more boys report fear of coming to school in Cambodia. In Indonesia, too, more girls (32%) reported feeling sad/depressed than boys (12%). Here a quarter of students mentioned inability to concentrate on studies; and attempts to avoid the perpetrator (refer Table S 7 in annexure).

Table 8.4 – Consequences of physical or emotional violence experienced in last 6 months in school					
Percentage distribution of students aged 12-17 years by consequences of physical/emotional violence experienced in last 6 months in school, 2014					
	Cambodia	Indonesia	Nepal	Pakistan	Vietnam
Feel afraid of coming to school	14.7*	6.4	14.1	19.7*	11.0
Unable to concentrate on studies	9.2	25.6	18.9	11.8*	26.4*
Felt sad/depressed	32.5*	21.7*	15.2	10.6	19.7
None of the above	38.6	33.2	53.9	58.0	1.6
Note – Significantly different at *p<0.05					

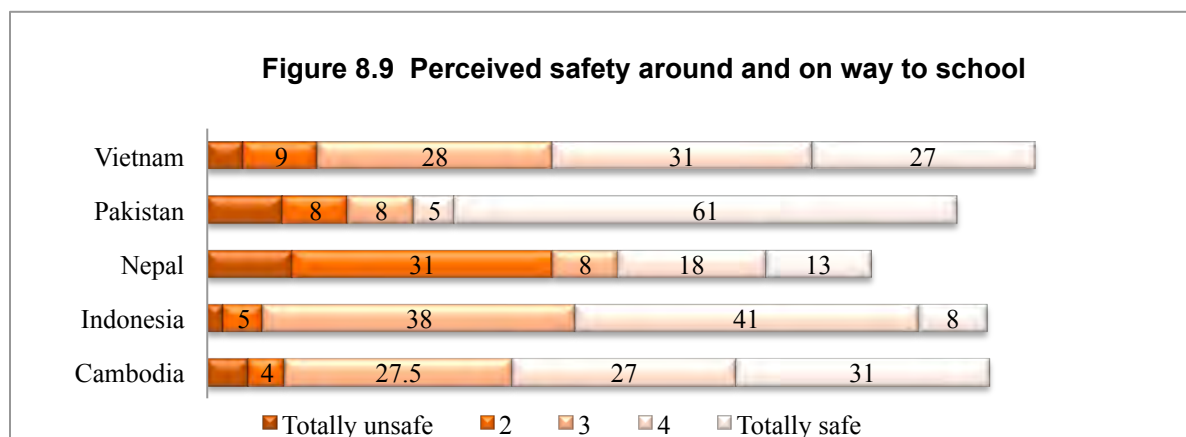
In Nepal, specific consequences include being unable to concentrate (19%), feeling afraid and sad is reported by equal proportions (14%). Here, two specific consequences— getting injured and missing schools for a few days are reported by around 14 percent of students, both girls and boys. In Pakistan more boys to report feeling afraid to come to school (22%) as compared to girls (11%), and being unable to

concentrate on studies (13% versus 6%). In Vietnam, a fourth of students reported being unable to concentrate and another fourth reported avoiding the perpetrator. Similar consequences are also shared with students during the FGDs. Boys also mentioned fear of the perpetrators as a prominent consequence.

The fact that a large proportion of students report no specific consequence across countries, with the exception of Vietnam, could be due to the normalization and acceptance of violence. The impact of violence experienced, and perpetrated needs to be discussed further with students during the programmatic sessions.

8.5 Perception of Safety Around and On the Way to School

Around half of the students from Indonesia and Nepal rate school surroundings and way to school as unsafe. On the other hand, only a quarter of Pakistani students reported so.



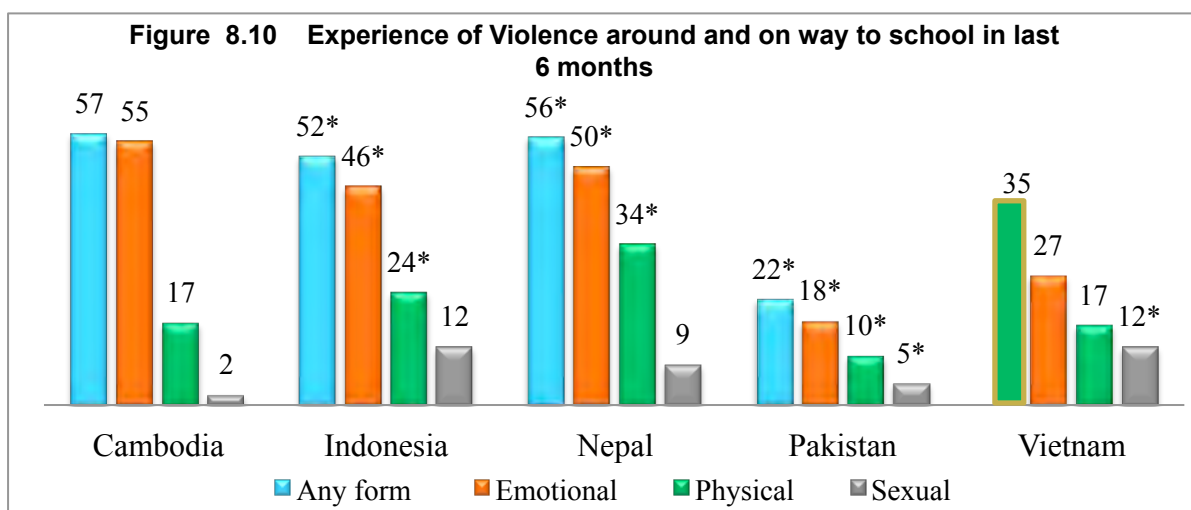
More students rated the surroundings/way to school as safe, when compared to safety within school. Students from Pakistan are most likely to report that the space around/on the way to school is totally safe (61%). In Cambodia and Vietnam around 30 percent reported the same as seen in Figure 8.9. There is no significant difference in reporting of boys and girls in any of the countries. In Nepal, a fifth of students did not provide rating (refer Table S 8 in annexure)

8.6 Experience of Violence Around and On the Way to School

Over half of students reported experiencing some form of violence around/on their way to school in the last 6 months in Cambodia, Nepal, and Indonesia; while a third report this in Vietnam and a fifth in Pakistan.

Among the forms of violence experienced by students around and on the way to school, emotional forms are reported to be the highest, ranging from 55 percent in Cambodia to 18 percent in Pakistan, as seen in Figure 8.10. A third or lesser, reported physical violence. The reporting of sexual violence is considerably lower, with 12 percent of students reporting this in Indonesia and Vietnam. The pattern of forms of

violence is similar to those observed in violence within schools, though the overall experience of violence is higher inside school.



More boys than girls report experiencing violence, with the exception of the experience of sexual violence in Vietnam.

Barring Cambodia and Vietnam, boys reported experiencing significantly more violence overall, however, in Vietnam, significantly more girls reported experiencing sexual violence around and on the way to school. In Pakistan reporting by boys of all forms of violence is significantly higher, and the same is true for Indonesia, except for sexual violence (refer Table S 9 in annexure).

Discussions with parents reveal that their concerns regarding violence that children face while going to school are different for girls and boys. For boys, they are concerned about fights that can go bad or become very severe; the risk of bad company, drugs and alcohol. On the other hand, various forms of sexual abuse are perceived as the major form of violence for girls. Across countries, with the exception of Vietnam, parents appeared to blame girls and put the onus of sexual harassment /violence on them by conforming to beliefs such as, 'she should not invite trouble' ; 'keep to herself' , 'not dress provocatively' , 'owing to their free behaviour with boys and short dresses'.

Across the countries, peers from their school, and known men and boys from the neighbourhood form the two most prominent categories of perpetrators reported for violence around and on the way to school. Some differences are noted in the reporting of perpetrators among girls and boys.

An important finding is that school peers are the main perpetrators of violence even around and on the way to school for a considerable proportion of students. This indicates that violence around/on the way to school is often an extension of the violence within schools, and thus interventions that are school based can impact some of the violence occurring while coming and going to school. As seen in the diagram below, for

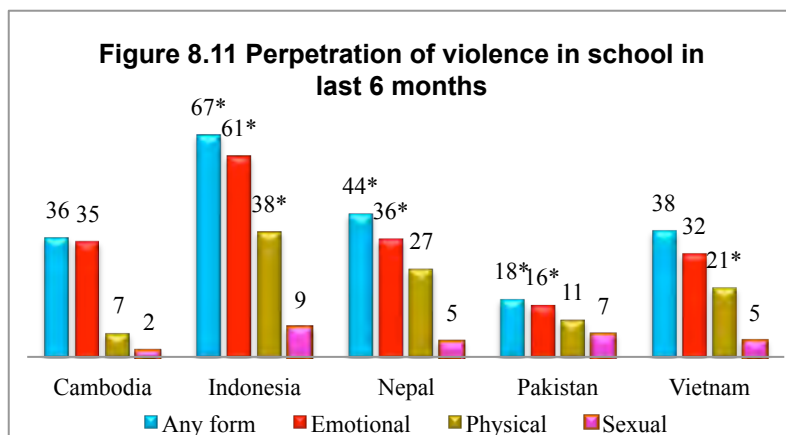
boys, another boy of their school, or known male in neighbourhood was the main perpetrator. For girl students, the perpetrators are more varied.

	Cambodia	Indonesia	Nepal	Pakistan	Vietnam
Boy	Boy of same school (40%); Unknown men/boys of neighbourhood (28%)	Boy of same school (44%); Known men/boys of neighbourhood (44%)	Boy of same school (40%); Known men/boys of neighbourhood (44%)	Boy of same school (31%); Known men/boys of neighbourhood (30%)	Boy of same school (38%); Known men/boys from neighbourhood (28%);
Girl	Girl of same school (44%); Boy studying in same school (30%);	Boy studying in same school (40%); Girl of same school (35%)	Known men/boys of neighbourhood (35%); Girl of same school (28%);	Known men/boys from neighbourhood (20%); Girl of same school (18%);	Girl of same school (32%); Boy of same school (28%);

Reporting to an adult figure of authority about the violence faced around /on the way to school ranged from 35 percent in Pakistan to 17 percent in Cambodia. With the exception of Pakistan, in all countries the students were more likely to report to parents than to teachers.

Patterns of reporting of violence are similar to the reporting of violence within school. Of the students who reported experiencing violence in the past 6 months, the students reaching out to someone for help ranged from 17 percent in Cambodia to close to 35 percent in Vietnam and Pakistan. Girls were significantly more likely to reach out for help in Indonesia, while in Nepal and Pakistan boys were more likely to seek help. Action taken, based on their complaints, was reported by around a third of students in Indonesia and Nepal, and around 20 percent in Pakistan and Cambodia (Table 11).

8.7 Perpetration of and Witnessing of Violence in School



Self-reported perpetration of violence ranges from 18 percent in Pakistan to 68 percent in Indonesia, with more boys reporting this than girls in all countries, except Cambodia

More students reported perpetrating emotional violence than physical and sexual as seen in Figure 8.11,

which corroborates the pattern of violence experienced in school.

With the exception of Cambodia, boys are significantly more likely to report perpetration than girls are. For boys, there is a correlation between violence experienced and perpetrated²³.

Students who have seen parental violence at home are more likely to perpetrate violence in school in all the countries. A more egalitarian gender attitude decreases the likelihood of perpetration of violence in all countries, except in Pakistan.

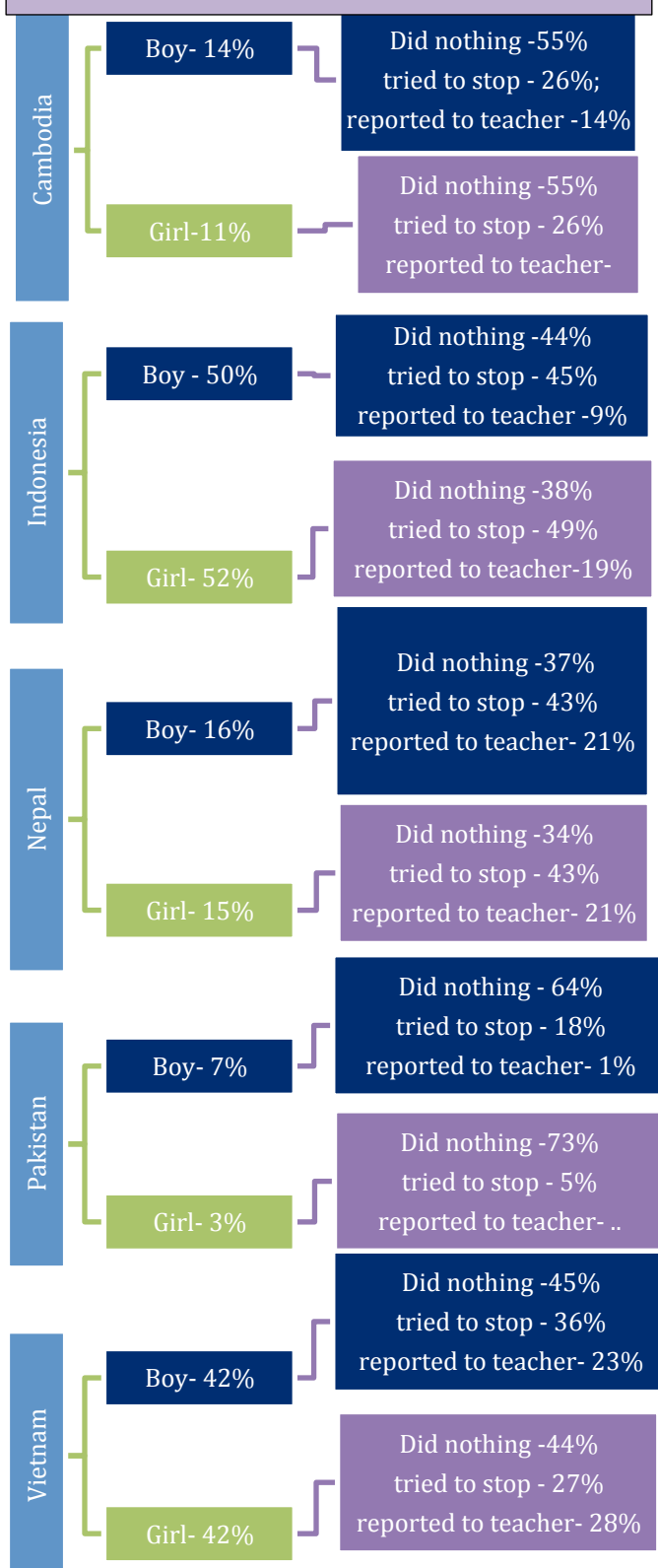
Among the socio-demographic characteristics, sex, access to internet and phone, emerged as influencing factors in different countries. In Vietnam, girls are less likely to perpetrate violence as compared to boys. However, no such variation by sex is noted in other countries. Access and use of internet and phone are directly influencing perpetration: in Cambodia, those who are using internet and mobile phone are more likely to report perpetration. Similar findings emerged related to internet and phone uses in Vietnam; phone use in Nepal and internet use in Pakistan (Table 8.5).

The inter-generational effect of violence is very much evident: exposure to parental violence emerges as a consistent and strong factor in influencing perpetration adversely in all five countries. This strengthens the argument for starting interventions on recognizing and challenging violence early in life, in effort to break the cycle of seeing and perpetration violence through successive generations.

²³ Coefficient among boys : 0.299 in Indonesia to 0.406 in Nepal; and 0.187 in Pakistan to 0.430 in Indonesia.

Table 8.5 Factors influencing key outcomes in five study countries, 2014					
Outcomes	Cambodia	Indonesia	Nepal	Pakistan	Vietnam
Perpetration of violence	+Internet use +Access to phone + Can talk to teacher + Exposure to parental violence - Gender attitude	 +Exposure to parental violence -Gender attitude	-Age +Father's education -Mother's education +Access to phone +Exposure to parental violence -Gender attitude	-Age +Internet use +Exposure to parental violence	-Sex +internet use +Access to phone +Exposure to parental violence -Gender attitude
Bystander intervention (Respond to violence witnessed)	+Sex +Encouraged to succeed	+Sex +Can talk to teacher +Encouraged to succeed	-Internet use	(number is not enough for analysis)	-Age +Sex +Gender attitude +Can talk to teacher
Note – Reference categories for sex =boy; age=12-14 years					

Figure 8.12: Witnessing and response to violence in school in last 6 months



Across countries, there is considerable variation in the witnessing of violence, ranging from 51 percent in Indonesia, to five percent in Pakistan. Bystander intervention was low: one-third to two-third reported not taking any action.

Even though there is considerable reporting of violence experienced within school, comparatively lower proportion of students state that they have witnessed violence in schools (Figure 8.12). The two most commonly reported responses across the countries include – not taking any action, and trying to stop the perpetrator. In addition, no variation is noted between girls and boys (refer Table S 13 in annexure).

Witnessing of violence and bystander intervention is the lowest in Pakistan. In Indonesia approximately 50 percent and in Vietnam 42 percent of students reported witnessing violence; of these, between 38–45 percent reported that they did not take any action.

A fifth of the students from Cambodia and Nepal mentioned about reporting these incidents to teachers. In Nepal, 10 percent mentioned that they reported to police/authority/committee.

Girls were more likely than boys to report bystander intervention

Across countries, apart from sex, there is no consistent factor that appears to be influencing bystander intervention (Table 8.5). In Vietnam and Indonesia, those who knew a teacher they could talk to about violence are more likely to take some action in case of witnessing a violent incident.

8.8 Mechanisms for Responding to school-Related Gender-Based Violence

In discussion with parents and teachers, several suggestions were made for a redressal system. There was a general agreement that existing forums within schools could be further strengthened towards this. The involvement of children, and a strong interface with parents was emphasized. Some of the key suggestions include:

- Setting up a formal system /specific committee with trained coordinators and teachers. Such a system should build upon existing forums. For example in Cambodia – most schools have a council of discipline or children's council comprising of representatives of the students; Nepal mentions involving School Management Committees towards increased awareness and training on Code of Conduct, while in Indonesia the class -teacher and counsellor are required to be strengthened towards addressing SRGBV
- Enhance co-ordination mechanism between parents and the school by holding meetings with parents at regular intervals.
- Improving conveyance/transportation system
- Efficient counselling services for students
- Teachers need to make the school environment safe so that students feel confident in sharing their problem.

8.9 Annexures

Table S1 – Attitude towards gender norm and violence															
Percentage distribution of students aged 12–17 by their score on the gender equality scale, by sex and country, 2014															
	Cambodia			Indonesia			Nepal			Pakistan			Vietnam		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
High	23.2 **	37.6	31.5	9.3 *	33.0	22.0	25.1 **	47.4	37.3	1.1**	3.6	2.0	39.9**	57.6	48.9
Moderate	70.4	59.6	64.2	85.6	66.6	75.5	66.7	48.4	56.6	41.9	67.6	51.0	57.9	41.9	49.7
Low	6.4	2.8	4.3	5.0	.4	2.5	8.3	4.2	6.0	57.1	28.8	47.1	2.2*	.5	1.3
No. of students	595	809	1404	748	889	1607	526	637	1163	894	489	1384	1130	1178	2308
<i>Note –Proportions and means are significant different between girls and boys in both the age cohorts at **p<0.000</i>															

Table S2 Perception of gender differential in school										
Percentage distribution of students who mentioned often or always to the different dimensions of School Equality Score Card, for five study countries, 2014										
	Cambodia		Indonesia		Nepal		Pakistan		Vietnam	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
1. Sports participation: Girls participate in sports activities as much as boys	40	48	12	15.3	54	31	0	4	30	9
2. Class participation: Girls participate in class as often as boys	85	85	62	52.5	78	57	56	50	84	99
3. Chore burden: Girls spend the same amount of time doing chores (tidying, sweeping, cleaning) at school as boys	89	60	25	23	59	62	13	34	96	88
4. Latrines: Toilets at school that girls feel comfortable to use	63	77	9	17.3	64	47	29	31	11	50
5. Seeking help: Girls talk to teachers about their concerns as much as boys	51	59	13	13.5	51	48	15	31	29	35
6. Leadership: Girls participate as leaders of student groups as much as boys	80	89	39	29.9	47	47	22	29	94	63
7. Encouragement: Girls encouraged to succeed in their schoolwork as much as boys	66	85	54	48.4	64	71	43	69	90	91
8. Safety going to school: Girls are as safe as boys on their way to and from school	43	60	12.9	14.2	45	41	46	59	59	53
9. Safety at school: Girls as safe as boys when they are at school	68	75	20.4	27.9	54	64	39	80	61	60

Table S3 – Perception of Safety in School															
Percentage distribution of students aged 12–17 according to their rating of schools on safety scale by sex and country, 2014															
	Cambodia			Indonesia			Nepal			Pakistan			Vietnam		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Totally unsafe	5.3	6.0	5.7	1.6	2.8	2.2	13.2	8.9	10.9	8.6*	2.2	6.3	2.7*	1.7	2.2
2	4.7	5.6	5.2	10.0	5.3	7.5	32.6	33.7	33.2	4.0	1.1	3.0	7.6	6.0	6.8
3	35.2	30.1	32.3	40.8	35.9	38.2	13.1	9.5	11.1	11.5*	3.4	8.6	38.2	38.3	38.2
4	31.4	29.3	30.2	35.9	44.1	40.3	17.6	16.4	17.0	14.6	11.6	13.5	33.5	39.3	36.4

Totally safe	19.9	25.4	23.1	8.6	6.2	7.3	12.4	18.2	15.6	54.4*	77.2	62.5	18.0	14.7	16.4
Can't say	3.4	3.6	3.5	3.1	5.7	4.5	11.1	13.1	12.2	2.3	.5	1.7			
No. of students	905	503	1408	778	904	1682	655	789	1444	898	492	1390	1198	1223	2421

Table S4 Experience of Violence in School in LAST 6 MONTHS

Percentage distribution of students aged 12-17 who have experienced violence in school IN LAST 6 MONTHS, according to sex and country, 2014

	Cambodia			Indonesia			Nepal			Pakistan			Vietnam		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Any form of physical violence	29.1*	16.7	22.0	51.6*	30.6	40.3	52.4*	42.3	46.9	22.8*	8.0	17.6	48.8*	32.2	40.4
Any form of emotional violence	61.0	60.8	60.9	73.1*	65.5	69.1	69.0*	55.0	61.3	28.5*	10.6	22.2	78.6*	68.3	73.4
Any form of sexual violence	3.5	1.2	2.2	20.8	17.3	18.9	9.4	8.3	8.8	5.1*	2.0	4.0	17.3*	21.3	19.3
Any form (physical or emotional or sexual)	63.3	62.7	62.9	80.7*	69.9	74.9	74.4*	62.2	67.7	35.6*	14.8	28.2	84.1*	74.4	79.2
All forms (physical, emotional and sexual)	2.1	.6	1.2	13.6	7.5	10.3	5.3	4.3	4.7	2.1	0.9	1.7	11.5	10.9	11.2
No. of students	596	811	1407	778	904	1682	655	789	1444	898	492	1390	1198	1223	2421

Note – Significantly different at * $p < 0.05$

Table S 5 - Violence perpetrated by teacher in school and response of students

Percentage distribution of students aged 12–17 who have experienced violence from teachers in last 6 months in school, by age, all countries, 2014

	Cambodia			Indonesia			Nepal			Pakistan			Vietnam		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Physical – Hit/ Beat /slap /kick	17.0*	9.0	12.4	27.2*	9.4	18.2	47.7	26.3	37.0	49.4*	30.0	44.3	9.6	4.5	7.2
Emotional	14.0	8.2	10.7	30.7*	16.9	23.8	27.7	15.7	21.7	42.9*	22.2	37.5	17.3	12.4	15.0

Lock in toilet	1.9	1.8	1.8	0.8	0.8	0.8	10.0	8.9	9.5	32.6*	21.7	29.8	1.0	0.3	0.6
<i>Any form by teacher in last 6 months</i>	26.1*	14.5	19.4	44.6*	22.5	33.5	53.6*	29.8	41.7	55.1*	32.7	49.2	23.3*	15.3	19.5
No of students who have experienced any form of violence in the last 6 months (N)	377	506	884	613	619	1232	484	483	967	440	155	595	898	799	1697
Reported to teacher/principal	12.4	16.0	13.9	17.1	24.8	19.7	27.6	25.6	26.8	20.6*	8.3	18.5	10.5	10.7	10.6
No. of students who experienced violence from teachers in the last 6 months (N)	99	73	172	273	139	413	259	144	403	241	49	290	209	122	331
No Action taken	48.4	55.8	51.7	36.4	22.9	30.6	51.2	32.8	45.3	66.3		64.9	59.1	53.8	57.1
No. of students who reported about violence (N)	15	12	26	42	31	73	70	33	103	43	3	47	22	13	35
Reported to Parent/guardian	26.6	20.3	23.9	18.6*	42.4	26.7	31.8	38.0	34.0	19.3	25.7	20.4	24.9	27.0	25.7
No. of students who experienced violence from teachers in the last 6 months (N)	99	73	172	273	139	413	259	144	403	241	49	290	209	122	331
No Action taken	77.7	66.2	73.6	30.9	42.6	37.2	28.6	14.8	23.0	61.8	86.0	67.5	26.9	39.4	31.8
No. of students who reported about violence (N)	26	15	41	51	59	110	77	53	130	41	13	54	52	33	85
<i>Note – Significantly different at *p<0.05; †Data includes proportion of students who mentioned teachers as perpetrator.</i>															

Table S6 – Violence perpetrated by any student in school and response of students Percentage distribution of students aged 12–17 who have experienced violence from teachers in last 6 months in school, according to sex and country, 2014															
	Cambodia			Indonesia			Nepal			Pakistan			Vietnam		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Physical – Hit/ Beat /slap /kick	32.9	20.3	25.7	52.3*	33.3	42.8	34.0	27.9	31.0	35.5	36.0	35.6	31.6	23.7	27.9
Emotional	41.9	42.7	42.4	17.2	20.0	18.6	10.3	10.4	10.3	26.0	25.3	25.8	6.9	7.3	7.1
Lock in toilet	10.7	7.9	9.1	11.4	6.1	8.7	11.5	13.0	12.3	29.2	35.4	30.9	8.4	5.0	6.8
Any form	60.3	55.4	57.5	58.9*	44.0	51.4	41.2	35.5	38.4	43.3	43.8	43.4	36.5	28.5	32.8
No of students who have experienced any form of violence in the last 6 months	377	506	884	613	619	1232	484	483	967	440	155	595	898	799	1697
Response to physical violence															
Did nothing	49.4	46.4	48.0	23.7	17.1	21.2	45.4*	32.4	39.6	45.6	54.4	48.1	17.6	13.8	16.1
Tried to stop them	24.7	22.8	23.8	45.0	37.4	42.1	37.8	29.0	33.8	21.3	7.6	17.4	41.5	40.2	41.0
Hit back	7.2	12.6	9.7	28.9*	40.3	33.3	13.4	22.8	17.7	9.8		7.1	20.8	40.2	28.5
Sought help from student standing nearby	14.9	14.2	14.6	8.7	12.6	10.2	15.3	20.2	17.5	7.2	30.4	13.8	21.1	26.5	23.3
Complained to teacher	11.7	12.7	12.1	10.3*	23.0	15.1	13.8	21.8	17.4	21.8		15.6	21.1	22.8	21.8
Complained to parents	9.4	7.2	8.4	2.3*	10.6	5.5	7.4*	15.7	11.1	7.7	5.7	7.1	8.8	16.9	12.1
Called helpline/police	0.9		0.5	0.3	0.0	0.2	2.5	9.0	5.4	4.8	13.4	7.2	2.1	4.8	3.2
No of students who have experienced physical violence in the last 6 months	124	103	227	318	196	514	141	116	257	53	21	74	284	189	473
Response to emotional violence															
Did nothing	63.7	64.4	64.1	38.2	33.9	36.0	40.0	27.6	34.8	39.9	42.6	40.4	43.5	44.8	44.2
Tried to stop them	19.6	14.5	16.6	34.7	34.8	34.8	35.9	33.7	35.0	30.5	15.7	28.1	46.8	37.9	42.5
Hit back	6.8	4.9	5.7	16.8	11.9	14.3	17.3	27.9	21.8	12.0	10.7	11.8	19.4	20.7	20.0
Sought help from student standing nearby	8.4	7.0	7.6	6.7	10.6	8.7	14.6	17.3	15.7	16.7	30.9	19.1	32.3	34.5	33.3
Complained to teacher	11.5	13.8	12.8	12.3*	19.4	15.9	15.	25.4	19.8	23.2		19.3	22.6	15.5	19.2

							7								
Complained to parents	5.0	8.3	6.9	3.7*	10.9	7.4	10.1	18.2	13.5	14.6	15.7	14.8	12.9	34.5	23.3
Called helpline/police	0.3		0.1	0.3	0.0	0.1		5.9	2.5	1.8		1.5	1.6	6.9	4.2
No of students who have experienced emotional violence in the last 6 months	254	364	618	304	316	620	103	75	178	56	11	67	62	58	120
Response to being locked in room or toilet															
Did nothing	34.9	45.2	40.0	40.7*	11.7	31.5	46.0	39.6	42.6	69.6	61.7	69.0	28.4	20.0	25.4
Tried to stop them	25.9	19.0	22.5	38.7	42.8	40.0	30.4	34.8	32.7	5.9		5.5	29.7	22.5	27.2
Hit back	4.4		2.2	3.9	6.2	4.6	13.8	21.0	17.6	5.3		4.9	10.8	20.0	14.0
Sought help from student standing nearby	34.1	20.4	27.3	18.1	26.0	20.6	23.9	17.1	20.3	16.3	38.3	17.9	35.1	47.5	39.5
Complained to teacher	7.9	15.5	11.7	6.6	25.8	12.7	15.4	9.8	12.5	13.4		12.5	10.8	25.0	15.8
Complained to parents	9.2	9.6	9.4	2.0	6.0	3.3	9.8	19.4	14.8	2.9		2.7	4.1	7.5	5.3
Called helpline/police	1.6		0.8	1.4	0.0	0.9	2.6	7.4	5.1				1.4	5.0	2.6
No of students who are locked in room/toilet in the last 6 months	40	40	81	65	30	95	43	48	91	33	3	36	74	40	114
<i>Note – Significantly different at *p<0.05</i>															

Table S7 – Consequences of physical or emotional violence experienced in last 6 months in school
Percentage distribution of students aged 12–17 by consequences of physical/emotional violence experienced in the last 6 months in school, by sex and countries, 2014

	Cambodia			Indonesia			Nepal			Pakistan			Vietnam		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Feel afraid of coming to school	19.0*	11.5	14.7	6.4	6.3	6.4	14.1	14.1	14.1	22.1*	11.5	19.7	10.7	11.4	11.0
miss school for few days	6.6	4.7	5.5	2.7	1.4	2.1	14.6	12.5	13.5	11.2	8.9	10.7	5.0	2.8	4.0
get injured	6.1	4.6	5.2	6.7	5.7	6.2	18.7	9.2	14.0	7.7	3.2	6.7	6.2	2.6	4.5
were unable to concentrate on studies	9.5	8.9	9.2	27.3	24.0	25.6	17.9	19.9	18.9	13.4*	6.4	11.8	21.6*	31.6	26.4
avoid the perpetrator	6.1	3.1	4.4	24.4	27.0	25.7	9.2	8.2	8.7	10.0	5.5	9.0	23.7	24.4	24.0
felt sad/depressed	28.0*	35.9	32.5	11.8*	31.5	21.7	15.1	15.3	15.2	11.3	8.1	10.6	21.1	18.1	19.7

isolated/tried to be alone	11.7	7.7	9.4	4.5	9.9	7.2	6.7	7.9	7.3	5.2	2.0	4.5	3.3	6.7	5.0
None of the above	36.9	39.8	38.6	33.9	32.5	33.2	52.4	55.5	53.9	52.1*	78.1	58.0	.9	2.3	1.6
Other	1.0	.2	.5	11.8	10.3	11.0	1.5	.4	1.0	5.5	3.3	5.0	422	386	808
Number of students	376	506	883	606	607	1213	473	468	941	351	103	455	10.7	11.4	11.0
<i>Note – Significantly different at *p<0.05</i>															

Table S8 – Perception of Safety around and on way to School
Percentage distribution of students aged 12–17 according to their rating of spaces around/on way to schools on safety scale by sex and country, 2014

	Cambodia			Indonesia			Nepal			Pakistan			Vietnam		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Totally unsafe	6.5	3.9	5.0	2.2	1.9	2.0	10.5	10.2	10.3	11.5	4.7	9.1	3.7	3.8	3.8
2	4.5	4.4	4.4	5.5	4.1	4.8	34.8	28.7	31.4	9.3	5.4	7.9	8.8	11.0	9.9
3	28.2	27.0	27.5	39.3	36.3	37.7	9.4	6.7	7.9	8.7	6.9	8.0	27.9	31.5	29.7
4	27.0	27.0	27.0	37.5	44.7	41.4	17.8	17.9	17.9	4.9	5.0	4.9	30.5	34.8	32.6
Totally safe	28.1	32.5	30.6	11.0	6.0	8.3	11.3	14.0	12.8	54.2	72.4	60.7	29.2	18.9	24.0
Can't say	5.7	5.2	5.4	3.7	6.7	5.3	15.4	21.4	18.7	8.3	2.2	6.1			
No. of students	596	811	1407	778	904	1682	655	789	1444	898	492	1390	1198	1223	2421

Table S9. Experience of Violence around and on way to School in last 6 months
Percentage distribution of students aged 12–17 who have experienced violence around and on way in the last 6 months, according to sex, All countries , 2014

	Cambodia			Indonesia			Nepal			Pakistan			Vietnam		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Any form of physical violence	24.2	11.9	17.2	32.8*	15.6	23.6	37.3*	30.7	33.7	14.4*	3.0	10.3	19.4	12.1	15.7
Any form of emotional violence	56.6	54.2	55.2	49.1*	43.0	45.8	58.1*	43.0	49.9	23.9*	5.9	17.6	26.8	25.9	26.4
Any form of sexual violence	2.3	1.9	2.1	12.4	12.0	12.2	7.7	9.2	8.5	6.3*	1.6	4.6	8.8*	15.6	12.2
Any form of Violence (physical or emotional or sexual)	58.8	55.3	56.8	56.3*	48.6	52.1	63.1*	50.3	56.1	29.8*	8.3	22.2	33.1	36.6	34.9
No. of students	596	811	1407	778	904	1682	655	789	1444	898	492	1390	1198	1223	2421

Table S10 - Perpetrator of physical and emotional violence experienced in last 6 months around and on the way to school															
Percentage of Students aged 12–17 by perpetrator of physical and emotional violence experienced in the last 6 months around and on the way to school, according to their sex and country, 2014															
	Cambodia			Indonesia			Nepal			Pakistan			Vietnam		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
<i>Note – Significantly different at $p < 0.05$</i>															
Known men/boys from neighbourhood	26.6*	14.3	19.7	44.2*	26.1	35.4	43.7*	35.3	39.8	29.9	19.5	28.7	28.0	18.0	23.2
Unknown men/boys	27.7*	15.3	20.8	23.1*	12.0	17.7	26.0	22.0	24.2	22.4	13.0	21.3	15.1	14.5	14.8
Boy (student) studying in my school	40.4*	30.2	34.7	44.2	40.3	42.3	40.4*	22.5	32.1	30.6*	15.7	28.9	37.6	27.8	32.9
Brother/male cousin	7.0	4.0	5.3	4.2	4.7	4.5	5.9	9.3	7.5	15.6	12.0	15.2	6.5	5.5	6.0
Adult male relatives	5.1	3.8	4.3	5.2	1.5	3.4	6.9	6.2	6.6	5.6*	20.0	7.2	1.3	1.4	1.4
Known women/girls from neighbourhood	8.7	12.4	10.8	7.1*	26.3	16.5	10.6*	19.6	14.7	6.3	9.5	6.7	9.4	15.4	12.3
Unknown women/girls	6.5	8.5	7.6	2.4	8.4	5.4	10.8	8.6	9.7	5.8	14.9	6.8	2.2	4.1	3.1
Girls (student) studying in my school	19.9*	43.8	33.3	12.9*	35.5	23.9	24.0	27.6	25.6	6.2	18.4	7.6	14.5	31.9	22.9
Less than 10 % response for categories- Unknown women /girls , Adult female relatives, Sister/female cousin, Boyfriend/girlfriend, Male school staff/teacher, Female school staff/teacher															

Table S 11 - Response to physical and emotional violence experienced in last 6 months around and on the way to school															
Percentage of Students aged 12–17 by their response to physical and emotional violence experienced in the last 6 months around and on the way to school, according to their sex and country, 2014															
	Cambodia			Indonesia			Nepal			Pakistan			Vietnam		
	Boy	Girl	Total	Bo y	Girl	Total	Bo y	Girl	Tota l	Boy	Girl	Tota l	Boy	Girl	Tota l
Reached out to someone for help	18.8	15.3	16.9	28.5*	35.1	31.7	27.2	26.1	26.7	38.5*	22.3	35.3	33.5	33.3	33.4
Reported to	Principal	4.1	4.6	4.4	1.0	1.0	1.0	13.6*	8.5	11.2	17.9	8.6	12.1	11.6	11.9
	Teacher	6.9	4.7	5.7	5.4	6.9	6.2	14.8*	9.2	12.2	18.9	13.8			
	Parents	15.7	15.5	15.6	9.6*	26.3	17.8	24.8	28.9	26.7	13.2	6.3	22.5	24.2	23.3
	None of them	77.8	78.1	77.8	83.6	67.2	75.6	60.3	62.5	61.4	58.8*	76.7			
No. of students who experienced violence	351	448	799	421	402	823	406	361	767	272	47	319	372	345	717

(N)																
Principal, teacher or parents took some action	Yes	26.7	14.6	19.9	30.8	36.2	34.3	37.8	31.5	34.8	20.9	10.9	18.8			
	No	39.7	39.2	39.4	23.9	24.0	23.9	15.7	18.7	17.1	26.2	8.7	22.5			
	Don't know	33.6	44.2	39.5	32.9	35.4	34.5	29.4	24.2	26.9	13.7	12.2	13.3			
	Missing	.0	2.1	1.1	12.5	4.4	7.2	17.1	25.6	21.1	39.3	68.1	45.4			
No. of students who reported to principal/teacher/parent (N)		78	98	177	69	132	201	177	159	335	112	11	123			
Note – Significantly different at *p<0.05																

Table S12 Perpetration of violence in School in LAST 6 MONTHS																
Percentage distribution of students aged 12–17 who reported perpetrating violence in school in the last 6 months, according to sex and country, 2014																
	Cambodia			Indonesia			Nepal			Pakistan			Vietnam			
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	
Any form of physical violence	9.5	5.6	7.3	45.6*	31.5	38.0	29.1	24.7	26.7	11.3	11.4	11.4	24.9*	17.6	21.2	
Any form of emotional violence	36.1	34.4	35.1	66.1*	56.6	61.0	42.3*	30.5	35.9	17.7*	12.3	15.8	32.6	31.6	32.1	
Any form of sexual violence	3.5	1.3	2.2	12.5*	6.1	9.0	6.1	3.8	4.9	6.3	8.3	7.0	6.8	3.4	5.1	
Any form of Violence (physical or emotional or sexual)	37.6	35.3	36.3	73.1*	62.5	67.4	49.3*	38.6	43.5	19.6*	14.2	17.7	40.5	36.9	38.7	
No. of students	596	811	1407	778	904	1682	655	789	1444	898	492	1390	1198	1223	2421	
Note – Significantly different at *p<0.05																

Table S13 – Witnessing violence and response in last 6 months in school																
Percentage distribution of students aged 12–17 who reported witnessing violence in the last 6 months in school and their response, according to their age and country, 2014																
	Cambodia			Indonesia			Nepal			Pakistan			Vietnam			
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	

Witnessed any form of violence happening to other students in school	13.5	10.9	12.0	50.4	52.0	51.3	16.2	15.2	15.7	6.6	3.2	5.4	41.9	42.0	42.0
No. of students	596	811	1407	778	904	1682	655	789	1444	898	492	1390	1198	1223	2421
Response															
Did nothing	55.2*	33.8	44.0	43.6	38.2	40.7	37.0	34.3	35.5	63.7	72.7	65.3	44.8	44.4	44.6
Tried to stop them	25.8	39.2	32.8	44.6	48.9	46.9	43.6	43.0	43.3	18.0	5.2	15.8	36.1	27.2	31.6
Encouraged the perpetrator	1.1	3.3	2.2	2.5	1.5	1.9	9.8	6.6	8.1	9.5		7.9	.6	1.6	1.1
Supported the perpetrator		1.2	.7	2.6	1.8	2.2	6.1	3.1	4.5	10.2	8.2	9.8	.4	.2	.3
Sought help from other students standing nearby	14.5	12.5	13.5	6.5*	16.2	11.8	15.2	18.1	16.7	6.8		5.6			
Reported to teacher	14.0	29.5	22.1	8.8*	18.7	14.2	20.6	21.2	20.9	1.4		1.1	23.3	27.6	25.5
Reported to police/authority/committee	4.0	8.3	6.2	1.4	.7	1.1	8.0	12.9	10.6	1.1		.9			
Other	3.1		1.5	2.8	.7	1.7	2.2	1.5	1.8	4.4	22.1	7.4			
Number of students	81	88	169	391	469	859	107	117	223	72	15	87	502	514	1016
<i>Note – Significantly different at *p<0.05</i>															

CHAPTER 9: CONCLUSIONS AND RECOMMENDATIONS

The PEASS baseline study has gathered extensive data across five countries on SRGBV. Though there are differences in each country's situation, there are some overall conclusions that can be drawn from the study data:

- **School as a gender-equal space:** Schools are not gender-neutral spaces: gender-based stereotyping with regard to various aspects of school infrastructure and processes is evident in the data. The arena of sports, participation in classroom activities are spaces where gender differentials are expressed implicitly, along with explicit messages to some students to behave 'in accordance' with their gender. While in some countries, more symbolic forms reinforce gender discrimination, in other countries teachers are uncomfortable with girls and boys behaving like each other, and take it upon themselves to teach them the right way.
- **Gender attitudes of students:** Within the same age group, girls report more equitable and egalitarian attitudes than boys do, across the countries. However, the norms of appropriate gender related behaviour for girls and boys have already been internalized by students even at an early adolescence stage. Boys already have a sense of masculine privileges and rights that needs to be discussed and challenged.

Gender attitudes are formed through a complex interplay of factors at multiple levels. The study finds that no single factor consistently impacts gender attitudes across countries, apart from sex of student. Some of the other factors that influence gender attitudes include educational level of mother and exposure to parental violence at home. In three countries (Vietnam, Pakistan and Indonesia) mothers' education has a positive impact (higher the education level, better is the gender attitude) while in Cambodia it has an inverse relation, which needs further exploration. Students in Pakistan and Vietnam who were exposed to their father beating their mother at home were more likely to have a low gender attitude.

- **School as a safe space:** Schools are not perceived as safe spaces by close to half of students across countries, with the exception of Pakistan. Both girl and boys feel equally unsafe in schools. Though, across the countries, there are differences in the proportions of who consider their school as safe, much is left to be desired towards making schools as safe spaces. Apart from infrastructure and systemic issues such as non-presence of adequate security, unsafe and non-functioning toilets for boys and girls, the everyday practices contribute in making an unsafe and undesirable atmosphere in schools. The use of abusive language is mentioned by most students as a factor contributing to feeling of being unsafe, along with offensive pictures drawn on walls, frequent fights, bullying, harassment among students, and apathy of teachers are all aspects that need attention to make schools safe and gender responsive.

Mapping of unsafe spaces in school by students leave few spaces untouched. Classrooms, school corridors, playgrounds, toilets, canteen, library and other secluded rooms are all sites of harassment and unpleasant experiences. With the exception of Pakistan, where more boys rate their school as unsafe, there is no difference in reporting by girls and boys. However, during discussion, boys report fewer specific forms of violence and harassment.

- **Violence in school:** The actual reported experience of students bears out many of the factors contributing to lack of safety in schools. Violence is very common and highly prevalent in schools across countries. Prevalence of current violence (violence in the past 6 months) ranges between 75 percent in Indonesia to 63 percent in Cambodia, with reporting in Pakistan being considerably lower at 28 percent. This could be due to the fact that both single and mixed sex schools were part of the sample in Pakistan, or that fear of blame or restrictions has impacted the reporting. Emotional violence, often trivialized and ignored in programming and advocacy efforts, is the highest form reported. This is also the dominant factor that makes children feel unsafe in schools.

The reporting of violence by boys is higher, or equal to violence reported by girls for most forms, and this aspect needs attention. There are few studies that have gathered empirical data on violence experienced by boys, even as it is widely accepted that violence is a part of everyday life for boys. Masculine norms encourage violence and risk taking, and regard reaching out for help as signs of weakness. Specifically, sexual violence faced by young boys is a relatively under-researched area, and often dismissed lightly. For example, parents and teachers would rarely consider sexual violence as a form experienced by boys.

Despite high prevalence reported by the students, and acknowledgment of some forms of violence by teachers and parents, these key adults consider school to be largely safe. Parents' concern is mostly centred around corporal punishment; or girls being subject to sexual violence on the way to school, and boys falling prey to bad company and risky habits.

Of the students reporting violence in school, a fifth reported teaching/non-teaching staff as the perpetrator in Cambodia and Vietnam; while nearly half reported this in Pakistan. Peer based violence, varies considerably across countries, from 33 percent in Vietnam to 58 percent in Cambodia.

- **Reporting to authority figures to seek help for violence faced in school:** The reporting of violence by students is very low; irrespective of the perpetrator (teacher, school staff or student), not more than a third of students reporting this to a key adult. However, it is equally concerning that even when students report or complain, action taken by the duty bearers is abysmally low. This could be owing to a confluence of factors: a widespread acceptance of violence in schools, lack of recognition or seriousness by key adults, lack of trust among children towards them, or violence perpetrated by the key adult themselves, as shared by students in their discussions. Both teachers and parents acknowledge that children would prefer not to share experiences of violence with them, unless they become serious.

It is evident that reporting mechanisms in schools are either non-existent, or are not doing enough to win the trust of children or respond adequately.

Regression analysis showed that in two countries, Cambodia and Vietnam, students who knew a teacher they could speak to in case of violence, were more likely to report such experiences. This has important programmatic implications – suggesting the presence of a teacher who is more approachable and trusted by the students could, in fact, enhance reporting of violence. In all countries other than Cambodia, exposure to parental violence emerged as a factor positively influencing reporting, i.e, students who have seen parental violence are more likely to reach out for help and report the violence to teachers or parents. It is likely that children who are exposed to their fathers beating their mothers at home may recognize and dislike such behaviour, and are thus, maybe, more likely to report them. Understanding this from the perspective of children is another area of future research.

- **Consequences of violence:** A third to half of the students report no specific consequence of physical or emotional violence experienced in school in the last six months, with the exception of Vietnam. This could indicate habituation, as it becomes an ‘everyday affair’ for students. Among others, predominant consequences include feeling sad or depressed, feeling afraid of coming to school and being unable to concentrate on studies in most countries. In Nepal, missing school and injury are also reported.
- **Violence around and on the way to school:** The spaces around and on the way to schools are also unsafe for a considerable proportion of students: varying from half to about a quarter in different countries. Actual experience of violence also follows the same pattern: over half of the students reported experienced some form of violence around/on their way to school in the last six months in Cambodia, Nepal and Indonesia; while a third reported this in Vietnam and a fifth in Pakistan. This is an extension of the violence experienced in school, as a large proportion of the perpetrators are peers of the same school. Reporting is again low, with one-fourth or less doing so across countries.
- **Perpetration of violence:** Self-reported perpetration of violence ranges from 18 percent in Pakistan to 68 percent in Indonesia, with more boys reporting this than girls.

Students who have seen parental violence at home are more likely to perpetrate violence in school in all the countries. This provides compelling evidence on the inter-generational effect of violence and the critical need for interventions aimed at recognizing and challenging violence early in life, in an effort to break the cycle of witnessing and perpetration violence through successive generations. There is also a correlation between violence perpetrated and experienced.

A more egalitarian gender attitude decreases the likelihood of perpetration of violence in all countries, except in Pakistan.

- **Witnessing of violence and bystander intervention:** Across countries, there is considerable variation in the witnessing of violence, ranging from a reporting of 51 percent in Indonesia, to a low of 5 percent in Pakistan. Bystander intervention was low: one-third to two-third reported not taking any action. Girls are more likely to report witnessing violence, as compared to

boys. In Vietnam and Indonesia, those who ‘knew a teacher they could talk to about violence’ are more likely to take some action in case of witnessing a violent incident.

Recommendations

The findings provide compelling evidence to prioritize programming on school-related gender-based violence in the Asia region, urgently. Patriarchal norms prevailing in social institutions, silently but surely, will consolidate themselves if we are not made aware of them and taught how to challenge them. This recognition has to permeate both policy-making as well as socialization processes. As children start recognizing and challenging these norms and speaking out against violence, adequate and efficient response systems must be put into place, and be regularly monitored and periodically evaluated.

In concurrence with the findings, a programme approach to prevent and respond to SRGBV must be comprehensive and long term. It needs to address barriers at all levels– individual, institutional (family, community, school) and at the policy level. The specific components to be considered include:

- Undertake comprehensive review of all education related policies and advocate for inclusion of gender equality and prevention of gender based violence gender in policies and operational plans
- Identify specific infrastructure changes that can contribute to enhanced safety in schools, such as clean and functional separate toilets for boys and girls located in different parts of the school, presence of security guards, counselling rooms.
- Undertake curricula review and revision: both for school students and teacher training institutes, but go beyond it to have specific transformative programmes for students and teachers that enable them to recognize discriminatory and violent behaviours in everyday lives, and challenge them.
- Include gender transformative content in teacher trainings and other school-based orientation forums for teacher and parents, male and female.
- Initiate dialogue on punishment and discipline with both teachers and parents. In addition, have specific trainings on alternate forms of discipline.
- Institutional arrangements, procedural protocols, code of conducts must be mandated by policy. Awareness of these must be widespread– among teachers, parents and communities so that all stakeholders can access these as needed.
- Identify a few key/focal teachers, and school-based management structures or bodies such as School Management Committees (SMCs), Parent Teacher Associations (PTA) and build their capacity to recognize and address the issue.

- Strengthen the interface between school and parents: have school initiated awareness and capacity building events on this issue to reenergize their interaction.
- Ensure inclusion of gender analysis, as well as an understanding of all forms of SRGBV as a necessary and inclusive part of school curricula through classroom-based sessions or Group Education Activities for both girls and boys and school-based campaigns.
- Given that boys appear to have more rigid and stereotypical attitudes, consider specific sessions targeted at boys.
- Use examples of positive role models to suggest practical possibilities and viable alternatives of change and egalitarian processes.
- Use existing forums such as school/child clubs as platforms to raise and challenge SRGBV and provide specific training to mentors who lead them.
- Focus on emotional forms of violence through school-based campaigns such as 'stop verbal abuse day' to publically denounce certain forms of behaviour in schools.
- Conduct safety audits with the participation of children to regularly monitor school infrastructure and check the physical aspects of a 'safe' school.
- Establish a response mechanism that is school-based. It can build on existing forums within the school, as well as have specialized services such as that of a trained professional counsellor or child protection expert. Teachers and existing student support platforms could be, however, the first step of response for which they require specific training. A referral system with legal, social and psychological support must be set up to support the reporting and response to specific complaints.
- Map existing stakeholders in the community and link school based programme to community based child protection mechanism.
- Work with local authorities to improve transport on the way to school.

Programming to achieve gender equality and preventing gender based violence is as much about empowering girls as it is about redefining masculinity and ideas of manhood. Widely accepted ideas of masculinity have power and the use of violence at their core, where boys are groomed into violence from young ages; and revel in the use of power 'over others'. Till this notion of violence remains central to relationships- between peers, with adults and in future adult relationships, the move to prevent gender-based violence will remain incomplete.

School focused efforts must be accompanied by policy advocacy and community-based awareness building. It is desirable that school-based programmes be set-up in communities that have strong rights-based community organizations so that the efforts can be complimented and synchronized. Gender and gender-based violence need to be an explicit focus in all education policies, and incorporated as a 'learning' component within the school curriculum. Community-based component not only

creates a larger public discourse on gender equality and non-tolerance of violence, it will also improve school safety on the way to school.

The process of questioning and changing attitudes and behaviours towards deeply ingrained beliefs about gender and violence is a long and arduous journey. It needs a peer supportive environment and institutional backing. It also needs to be monitored rigorously to ensure that outcomes are realized and evidence of change is generated. Finally, it is critical to remember to 'start early', but not 'stop' early, lest the initial gains wither away. Thus, long-term programmes must be planned, till the goal of institutionalization of a gender-graded curriculum and gender responsive schools are realized.²⁴

²⁴ This research report is complimented by a Programme Framework document that proposes a Theory of Change to address SRGBV and provides details of strategies and activities, monitoring and evaluation.



Plan international is an international development organization operating in 50 countries across Africa, Asia, and the Amaerics to promote and protect rights of children.