

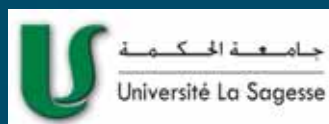


School-Related Gender Based Violence (SRGBV) in Lebanon

A study implemented by UNESCO Regional Bureau for Education in the Arab States in collaboration with La Sagesse University and funded by the Government of Italy



UNESCO Regional Bureau for Education in the Arab States - Beirut



■ School-Related Gender Based Violence (SRGBV) ■ in Lebanon ■

Prepared for:

The United Nations Educational,
Scientific and Cultural Organization (UNESCO), Lebanon

By

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Foreword

The phenomenon of school related gender based violence is a serious obstacle to learning causing not only physical harm but also severe psychological and educational damages. Despite the growing mobilization around this phenomenon this kind of violence persists in all countries and represents a generalized violation of human rights and a major obstacle to the achievement of gender equality.

Within the framework of the project “**Supporting Gender Equality in Education in Lebanon**”, implemented by UNESCO and funded by the Government of Italy, UNESCO Regional Bureau for Education in the Arab States is pleased to present the findings of a national study on “**School Related Gender Based Violence (SRGBV) in Lebanon.**” The current study was carried in order to investigate and understand the nature, extent and causes of SRGBV in schools and its effect on all school age students with particular attention to girls and their education attainment, with the overall aim of better understanding the phenomenon and identifying recommendations for addressing and preventing it at school and through education.

UNESCO believes that the findings of this study on school-related GBV in Lebanon will enhance the understanding around the issue of GBV violence, especially with relation to education settings. We hope that the recommendations provided by the study will be used to carry on policy dialogue on school related GBV and to contribute to appropriate corrective and preventive action in an effort to promote a safe learning environment that allows all learners, girls and boys, to attend school, free from the fear and consequences of violence. The study clearly demonstrates the need to ensure that GBV responses are an integral part of the educational and social policies translated in the plan of actions of the relevant Ministries and all Education Institutes whether being schools or universities. It also shows that combating gender based violence in schools and universities is more profoundly challenging. Some forms of violence are caused by deeper forces in society that extend well beyond the boundaries of educational systems, institutions and processes.

I am convinced that Lebanon is on the path towards gender equality in education, but there remains some way to travel. This study provides a road map for at least the first part of the journey. A multi-sectorial coordination approach including education, social services, justice, media and communication will be crucial to ensure maximum possible progress as the route unfolds.

I would like to take this opportunity to thank the Government of Italy for funding this important initiative. Many thanks to La Sagesse University and its research team who have made this report possible. I appreciate their collaboration and high technical expertise in this field. I am also grateful to the support and contribution of the Ministry of Education and Higher Education, the Ministry of Social Affairs, The Higher Council for Childhood, and the National Commission for UNESCO in Lebanon.

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Acknowledgments

This national study is wide-ranging in both discussed subjects and geographical coverage and draws on different perspectives and a rich body of research and field work. It represents a strong collective effort, in the best spirit of education.

This study was made possible thanks to the support and advice of many partners, individuals, and organizations who contributed to this endeavour.

We are indebted to the Faculty of Health Sciences (FHS) of La Sagesse University (LSU) for carrying the study, drafting and finalizing this Report. Special thanks to Father Kamil Mubarak, Dr. Amal Mansour, and Dr. Ziad Mansour.

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The production of the Report depended heavily on the editorial expertise and technical review of Maysoun Chehab.

A number of experts generously gave their time to, participate in meetings, provide feedback on the methodology and research tools, and review drafts of the Report. Special thanks go to Asma Kurdahi, Amal Karaki, Elie Mekhayel, Jinane Usta, Bassel Akar, Garene Kaloustian, Hala Alawiyeh, Ahmad Dirani, Fouad Ziade, Suha Karam, Azza Sharara Baydoun, Jean El Hayek, Mona El Tawil, Mehrinaz El Awady.

We are also grateful to the participation of children, young people, parents, schools, teachers, health coordinators, and universities who have been involved in the Study process since the very beginning. Their contributions, feedback, and energy have been extremely valuable.

Much appreciation to the Government of Italy for their generous financial support that made this study feasible, and to the Government of Lebanon, namely the Ministry of Education and Higher Education and the Ministry of Social Affairs as well as the Higher Council for Childhood, that facilitated the work of the research team and provided the needed support.

The analysis and policy recommendations of this Report do not necessarily reflect the views of UNESCO. The Report is an independent publication commissioned by UNESCO. It is the product of a joint effort involving members of the Report team and many other people, agencies, institutions and governments.

Table of Contents

Foreword	3
Acknowledgments	5
List of tables	11
List of figures	13
Acronyms and Abbreviations	15
Executive Summary	17
I. LITERATURE REVIEW	21
A. Overview	22
B. Root Causes and Perpetrators of GBV, SRGBV and URGBV	23
C. Types of Violence	24
D. Consequences of SRGBV and URGBV	26
E. Implications for Research and Prevention/Response Programs	27
F. GBV in Lebanon	29
G. Study Rational	32
II. QUANTITATIVE PART	35
A. SURVEY METHODOLOGY	36
I. AMONG PRIVATE AND PUBLIC SCHOOLS	36
1. Sampling and fieldwork	36
a. <i>Target groups</i>	36
b. <i>Sampling frame</i>	36
c. <i>Schools' recruitment</i>	37
d. <i>Parental consent</i>	37
e. <i>Training of fieldworkers</i>	37
2. Tool	37
3. Data collection	39
4. Data management and Plan of analysis	39
II. AMONG PRIVATE AND PUBLIC UNIVERSITIES	41

1. Sampling and fieldwork	41
<i>a. Target groups</i>	41
<i>b. Sampling frame</i>	41
<i>c. Universities' recruitment</i>	41
<i>d. Training of fieldworkers</i>	41
2. Tool	42
3. Data collection	43
4. Data management and Plan of analysis	43
B. RESPONSE RATE	44
1. Among private schools	44
2. Among public schools	44
C. RESULTS: PRIVATE SCHOOLS	45
I. DESCRIPTIVE ANALYSIS	45
1. Social characteristics	45
2. Sources of information and knowledge on school-related violence and SRGBV	46
3. School safety	46
4. Physical harm at school	47
5. Psychological and moral harm at school	52
6. Sexual harm/harassment at school	58
7. Attitudes, Behaviors and Practices	60
II. SCHOOL SAFETY, PHYSICAL, PSYCHOLOGICAL AND MORAL HARM SCALES	71
D. RESULTS: PUBLIC SCHOOLS	73
I. DESCRIPTIVE ANALYSIS	73
1. Social characteristics	73
2. Sources of information and knowledge on school-related violence and SRGBV	74
3. School safety	74
4. Physical harm at school	75
5. Psychological and moral harm at school	81
6. Sexual harm/harassment at school	89
7. Attitudes, Behaviors and Practices	91

II. SCHOOL SAFETY, PHYSICAL, PSYCHOLOGICAL AND MORAL HARM SCALES	102
E. RESULTS: UNIVERSITIES	104
1. Social characteristics	104
2. Sources of information and knowledge on violence at university	105
3. University safety	106
4. Physical harm at university	108
5. Psychological and moral harm at university	112
6. Sexual harm/harassment at university	118
7. Attitudes, Behaviors and Practices	122
F. CHALLENGES	132
I. During recruitment of schools and universities	132
1. Among private and public schools	132
2. Among private and public universities	133
II. During data collection	134
1. Among private and public schools	134
2. Among private and public universities	134
III. During data analysis	135
G. REFUSAL REASONS	135
I. Among schools	135
II. Among universities	136
H. LIMITATIONS	136
III. QUALITATIVE PART	137
A. INTRODUCTION AND RATIONAL	138
B. DATA COLLECTION, MANAGEMENT AND ANALYSIS	139
1. Student (aged 5 to 11) recruitment	139
2. School personnel (school principals, teachers, health coordinators and school nurses) recruitment	140
3. Parent recruitment	141

4. Stakeholder recruitment	141
C. FINDINGS	141
1. FGDs with students	141
2. Semi-structured interviews with school principals	148
3. FGD with teachers	153
4. FGD with health coordinators	157
5. FGD and in-depth interviews with parents	160
6. Semi-structured interviews with stakeholders	163
D. LIMITATIONS	165
IV. DISCUSSION	167
A. SRGBV within private and public schools	168
B. URGBV within universities	170
C. Students' Rights	171
D. Working on an integrated system to lessen GBV within schools and universities (including education institution personnel and parents)	172
E. Stakeholders' Involvement and lobbying for a child friendly law	173
V. CONCLUSION AND RECOMMENDATIONS	175
VI. APPENDICES	179

List of tables

Table 1.	Distribution of participating private schools by caza	44
Table 2.	Distribution of participating public schools by caza	44
Table 3.	Frequencies distribution of the answers to “Physical harm: In the current school year, how often has anyone at school done any of the following?” among private schools students	48
Table 4.	Frequencies distribution of the answers to “Physical harm: In the current school year, WHO did any of the following to you at school – Adults as perpetrators?” among private schools students	49
Table 5.	Frequencies distribution of the answers to “Physical harm: In the current school year, WHO did any of the following to you at school – Students as perpetrators?” among private schools students	50
Table 6.	Frequencies distribution of the answers to “Psychological and Moral harm: In the current school year, how often has anyone at school done any of the following?” among private schools students	52
Table 7.	Frequencies distribution of the answers to “Psychological and moral harm: In the current school year, WHO did any of the following to you at school – Adults as perpetrators?” among private schools students	54
Table 8.	Frequencies distribution of the answers to “Psychological and moral harm: In the current school year, WHO did any of the following to you at school – Students as perpetrators?” among private schools students	56
Table 9.	Students’ opinions regarding gender roles among private schools students	61
Table 10.	Students’ opinions regarding school-related gender roles among private schools students	63
Table 11.	Teachers’ attitudes, behaviors and practices at school among private schools students	66
Table 12.	Reliability testing of the scales	71
Table 13.	Summary of scales correlation results	72
Table 14.	Frequencies distribution of the answers to “Physical harm: In the current school year, how often has anyone at school done any of the following?” among public schools students	76
Table 15.	Frequencies distribution of the answers to “Physical harm: In the current school year, WHO did any of the following to you at school – Adults as perpetrators?” among public schools students	78
Table 16.	Frequencies distribution of the answers to “Physical harm: In the current school year, WHO did any of the following to you at school – Students as perpetrators?” among public schools students	80
Table 17.	Frequencies distribution of the answers to “Psychological and Moral harm: In the current school year, how often has anyone at school done any of the following?” among public schools students	81

Table 18.	Frequencies distribution of the answers to “Psychological and moral harm: In the current school year, WHO did any of the following to you at school – Adults as perpetrators?” among public schools students	84
Table 19.	Frequencies distribution of the answers to “Psychological and moral harm: In the current school year, WHO did any of the following to you at school – Students as perpetrators?” among public schools students	87
Table 20.	Students’ opinions regarding gender roles among public schools students	92
Table 21.	Students’ opinions regarding school-related gender roles among public schools students	94
Table 22.	Teachers’ attitudes, behaviors and practices at school among public schools students	97
Table 23.	Reliability testing of the scales	102
Table 24.	Summary of scales correlation results	103
Table 25.	Frequencies distribution of the answers to “Physical harm: In the current university year, how often has anyone or a mob at university done any of the following?” among university students	108
Table 26.	Frequencies distribution of the answers to “Physical harm: In the current university year, WHO did any of the following to you at university – Adults as perpetrators?” among university students	109
Table 27.	Frequencies distribution of the answers to “Physical harm: In the current university year, WHO did any of the following to you at university – Students as perpetrators?” among university students	110
Table 28.	Frequencies distribution of the answers to “Psychological and moral harm: In the current university year, how often has anyone or a mob at university done any of the following?” among university students	112
Table 29.	Frequencies distribution of the answers to “Psychological and moral harm: In the current university year, WHO did any of the following to you at university – Adults as perpetrators?” among university students	114
Table 30.	Frequencies distribution of the answers to “psychological and moral harm: In the current university year, WHO did any of the following to you at university – Students as perpetrators?” among university students	116
Table 31.	Frequencies distribution of the answers to “Sexual harm/harassment: In the current university year, how often has anyone or a mob at university done any of the following?” among university students	119
Table 32.	Students’ opinions regarding university-related gender roles among university students	125
Table 33.	Professors’ attitudes, behaviors and practices at university as reported by university students	127

List of figures

Figure 1.	Gender distribution of private school students	45
Figure 2.	Nationality distribution of private school students	45
Figure 3.	Most frequent form(s) of school related violence among peers among private schools students	46
Figure 4.	Frequencies distribution of the answers to “at school, how safe do you feel in the following places” among private schools students	47
Figure 5.	Students reported as perpetrators of physical harm at school among private schools students	51
Figure 6.	Adults reported as perpetrators of psychological and moral harm at school among private schools students	55
Figure 7.	Students reported as perpetrators of psychological and moral harm at school among private schools students	57
Figure 8.	Frequency of sexual harm/harassment estimated by private schools students	58
Figure 9.	People vulnerable to sexual harm/ harassment estimated by private schools students	58
Figure 10.	Frequency of sexual harm/harassment experienced by private schools students	59
Figure 11.	Attitudes towards gender roles among private schools students	62
Figure 12.	Attitudes towards school related gender roles statements disagreed upon among private schools students	64
Figure 13.	Attitudes towards school related gender roles statements agreed upon by private schools students	65
Figure 14.	Identification of the Children Rights by private schools students	68
Figure 15.	Students’ perception regarding their rights at school among private schools students	69
Figure 16.	Availability of support structures and official reporting mechanisms at schools among private schools students	69
Figure 17.	Ways of prevention of school-related violence as reported by private schools students	71
Figure 18.	Gender distribution of public school students	73
Figure 19.	Nationality distribution of public school students	73
Figure 20.	Most frequent form(s) of school related violence among peers among public schools students	74
Figure 21.	Frequencies distribution of the answers to “at school, how safe do you feel in the following places” among public schools students	75

Figure 22.	Students reported as perpetrators of physical harm at school among public schools students	80
Figure 23.	Adults reported as perpetrators of psychological and moral harm at school among public schools students	85
Figure 24.	Students reported as perpetrators of psychological and moral harm at school among public schools students	88
Figure 25.	Frequency of sexual harm/harassment estimated by public schools students	89
Figure 26.	People vulnerable to sexual harm/ harassment estimated by public schools students	89
Figure 27.	Frequency of sexual harm/harassment experienced by public schools students	90
Figure 28.	Attitudes towards gender roles among public schools students	93
Figure 29.	Attitudes towards school related gender roles statements disagreed upon among public schools	95
Figure 30.	Attitudes towards school related gender roles statements agreed upon by public schools students	96
Figure 31.	Identification of the Children Rights by public schools students	99
Figure 32.	Students' perception regarding their rights at school among public schools students	100
Figure 33.	Availability of support structures and official reporting mechanisms at schools among public schools students	100
Figure 34.	Ways of prevention of school-related violence as reported by public schools students	101
Figure 35.	Gender distribution of university students	104
Figure 36.	Nationality distribution of university students	104
Figure 37.	Socio-economic status as perceived by university students	105
Figure 38.	Most frequent form(s) of university-related violence among peers	106
Figure 39.	Frequencies distribution of the answers to "at university, how safe do you feel in the following places" among university students	107
Figure 40.	Students' opinions regarding the role of women and men in today's society among university students	123
Figure 41.	Students' opinions regarding university-related gender roles statements among university students	126
Figure 42.	Students' opinion about research activities at their university	129
Figure 43.	Students' perception regarding their rights at university	131
Figure 44.	Availability of adequate support resources and official reporting mechanisms at university	131

Acronyms and Abbreviations

CAWTAR	Centre of Arab Women for Training and Research
CEDAW	Convention on the Elimination of All forms of Discrimination against Women
CRC	Convention on the Rights of the Child
CRDP	Centre for Educational Research and Development
DEVAW	Declaration on the Elimination of Violence against Women
DG	Director General
EDC	Education Development Center
EfC	Education for Change
FGD	Focus Group Discussion
FGM	Female Genital Mutilation
GBV	Gender Based Violence
GSHS	Global School Health Survey
HCC	Higher Council for Childhood
HIV	Human Immunodeficiency Virus
ICPD	International Conference on Population and Development
ILO	International Labor Organization
KABP	Knowledge, Attitude, Behavior & Practices
LECORVAW	Lebanese Council to Resist Violence Against Woman
LSU	La Sagesse University
MDG	Millennium Development Goals
MoEHE	Ministry of Education and Higher Education
MOPH	Ministry of Public Health
MOSA	Ministry of Social Affairs
NGO	Non-Governmental Organization
OHCHR	Office of High Commissioner for Human Rights
SPSS	Statistical Package for Social Sciences
SRGBV	School-Related Gender Based Violence
STI	Sexually Transmitted Infection
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children’s Fund
UNIFEM	United Nations Development Fund for Women
UNRWA	United Nations Relief and Works Agency
URGBV	University-Related Gender Based Violence
USAID	U.S. Agency for International Development
VAW	Violence against Women
WHO	World Health Organization
YWCA	Young Women Christian Association

Executive Summary

It is well known that the cultural norms and the patriarchal society in Lebanon contribute to encouraging discrimination and any form of violence against women and children. More specifically, GBV in schools (SRGBV) and universities (URGBV) go unchecked in the face of indifference from the institutions' administrations, community and the Ministries within the country. Hence, the health and educational implications and consequences of GBV in schools and universities had to be assessed and confronted resulting in a national survey falling within the framework of the project "Supporting Gender Equality in Education in Lebanon" funded by the Government of Italy.

The study discussed in this report aimed at contributing to the promotion of gender equality and education for girls and boys, by generating knowledge that raises awareness and fights against the phenomenon of SRGBV. Its main objectives were:

1. To provide a comprehensive account of the nature and the extent to which the phenomenon of SRGBV occurs in or in relation to education settings in Lebanon.
2. To examine the root causes of school related gender based violence and its main perpetrators.
3. To study the impact of school gender based violence on students in general and girls in particular, and on their educational choices and achievement.
4. To examine the complain avenues and the referral processes used by children and adults in cases of violence and/or abuse, assessing issues related to both physical concerns and human resources aspects.

The methodology adopted in the study was a cross-sectional design, using both quantitative and qualitative approaches. The quantitative approach followed structured questionnaires targeting school students (12-18 years old) and university students (18-24 years old). Whereas the qualitative approach used Focus Group Discussions (FGDs), in-depth interviews and semi-structured interviews targeting children and youth aged 5 to 11 years old, stakeholders, school directors, teachers, health coordinators, and parents.

The main findings of this survey showed that in case any form of violence occurred within schools and universities, most of the time it was not gender specific. All forms of violence were expressed in schools and universities, psychological and moral harm being the most common form of violence followed by physical violence. As for sexual violence, it was rarely mentioned by students. From those who reported being sexually abused the majority were females. However, the incident was not reported either because they did not know who to report to or because they felt ashamed.

Regarding the root causes of violence, the following were mentioned as factors that help enhance violence in Lebanon, whether in schools, universities or within households. These factors included: poverty, underdevelopment and discrimination, cultural beliefs and values, miscommunication between parents, parents' ignorance, families living in one room apartments and thus not having enough space, religious beliefs interpreted in a wrong way, political instability in Lebanon, action movies and videogames that children are being exposed to, and humans becoming materialistic and spoiled. Concerning the perpetrators of violence, students mentioned both adults and their student peers as perpetrators.

When discussing their rights, students older than 11 years old were more familiar with their rights and clearly stated them as they are mentioned in the Child's Rights Convention. As for students aged 5-11, the majority did not know what their rights were and were not even familiar with the word "rights". Interestingly enough however, in both quantitative and qualitative analyses, whether students were familiar with their rights or not, many stated that they had a right to hit back if someone hurt them, and explained further by stating this as one of their rights as a child. As for university students, the majority was well informed about their rights. Moreover, the majority considered that their rights were respected within their university. Most of the students reported that their university had a set mechanism for reporting any form of violence, and the majority knew how to report within the university in case a violent incident occurred. Most of the students also mentioned that the university took extreme measures such as expelling the student in case of a violent act.

In regards to stakeholders' commitment towards minimizing GBV, many civil organizations have been working to contest GBV in Lebanon. Moreover, Ministries have seen GBV within schools and universities as a major issue and have shown their willingness to work on improving the situation within the educational system in Lebanon. Issues regarding the legislative aspect of GBV in schools and corporal punishment were raised. It was noted that the current law suffers from many loopholes and does not fully protect a child against violence. In addition, poor, inadequate, or inconsistent enforcement of existing laws and codes of conduct can be a serious barrier to the development of effective prevention and response systems.

Thus the recommendations following these objectives are as follows:

1. Adopting a culture sensitive approach

It is true that GBV has become a worldwide concern, however it is essential for all organizations (both local and international) to acknowledge that the culture and context of a country plays a major role on its community. Thus it is important to postpone implementing any internationally developed tool or intervention prior to testing its applicability and validity within the Lebanese context; thus decreasing the social and cultural barriers. By doing so, a comprehensive account of the nature and extent to which the phenomenon of SRGBV occurs in or in relation to education settings in Lebanon will be met (Objective One of this study).

2. Advocating for GBV

The current surveys showed that the Lebanese society is still embedded in rooted traditions that will prevent the real identification of GBV related issues. In fact, the magnitude of the problem was underestimated despite the efforts made by the investigators to explain and assist the interviewees in identifying acts of aggression and clearly recognizing violence. For that, there is a clear need to raise awareness among the different actors in the care giving of students including the students themselves. The awareness should be in the form of a multi-sectorial approach including media, communication and an inclusion of specific curricula material (life skills, conflict resolution, gender based violence...) in the school education programs. By doing so, the extent of GBV will be understood in Lebanon and the root causes and perpetrators of GBV will be identified in a clearer format (*Objectives One and Two of this study*).

3. Training of teachers and counselors in schools

Even the very best curricular materials are ineffective if the teachers using the materials are not comfortable with or competent in the subject matter. Teachers are part of the society and usually carry on the traditional constructions of gender roles. Thus, it is important for men to learn how women feel when they are harassed and for teachers to help raise the awareness of others about what is meant by GBV. Without adequate teacher training the success of school-based projects is severely constrained. Teacher trainings need to include courses that explore ways in which gender discrimination can be challenged within schools. They need first to familiarize themselves with basic theoretical and practical assumptions regarding gender. By doing so, the educational achievements and choices of the students will also be affected in a positive way (*Objective Three of this study*).

4. Leadership, transparency and accountability

The governance role of the MoEHE must be emphasized mainly that it already has a set referral system for GBV reporting in addition to a monitoring and evaluation mechanism that can target all schools and monitor GBV occurrences. There is a need to activate those tools and systems in order to promote the culture of reporting and highlight accountability (*Objective Four of this study*).

5. Youth leadership

Youth empowerment can play a very effective role in diminishing violence in schools by influencing students' beliefs, attitudes, and behaviors before violence becomes an automatic manifestation of anger. Training can vary widely from general by providing basic life skills that youth can implement on any form of behavior to specific measures on how to mitigate and contain violence situation before it emerges or aggravates. It is crucial to

adopt a human rights approach as throughout these trainings. These trainings would also help students identify with their basic rights and their educational goals and achievements *(Objective Three of this study)*.

6. Collaboration among local organizations and the Ministries

A national steering committee, headed by the MoEHE, is needed to supervise GBV interventions in order to prevent duplication and repetition of interventions in an efficient and effective mode *(Objectives One and Four of this study)*.



I. LITERATURE REVIEW

A. Overview

Gender-Based Violence (GBV) has become a recent concern around the world through its reinforced inequalities between men and women. It is defined as any harmful act that is perpetrated against a person's will, and is based on socially ascribed (gender) differences between males and females¹. GBV encompasses other descriptions of violence, using broader terms with the understanding that the causes and solutions to violence is at once personal, political, economic and social, institutional and interpersonal. Thus the terminology covers any form of violence that is subjected towards a variety of individuals including violence against women (VAW), domestic violence, intimate partner violence, family violence, sexual violence/harassment, emotional and psychological abuse, sex trafficking, forced prostitution, sexual exploitation, harmful traditional practices [e.g. Female Genital Mutilation (FGM), forced marriage, infanticide of girl children] and discriminatory practices based on gender.

GBV was first recognized as a problem in institutional settings when the unwanted sexual attention² and sexual harassment³

faced by women in the workplace were being assessed. And although males are victims of violence, the majority of GBV victims worldwide are female. This is because men in general, have power and control over women and girls, often through violence. They are socialized into differentiated social roles that place them within unequal structures of power. In fact, a recent study in Uganda and Bangladesh reports that more than 80% and 94% of women surveyed respectively have experienced physical, sexual or psychological violence at some point in their marriage/intimate relationship⁴. Moreover, literature shows that GBV has a greater negative impact on women and girls around the world than it has on men.

GBV soon broadened to cover other institutional environments, including schools and universities. In 1991 the incidence that took place in a Kenyan Catholic secondary school where 19 girls died and 71 others were raped at the hands of male schoolmates⁵ increased the attention to GBV in schools on the African continent. In 1996 sexual harassment was detected in primary and secondary schools in developed countries². Within universities GBV was also spreading.

¹ Inter-Agency Steering Committee (IASC). (2005). *Guidelines for gender-based violence interventions in humanitarian settings: focusing on prevention and response to sexual violence in emergencies*. (Field Test Version). Geneva: Inter-Agency Standing Committee.

² Lee, V.E., et al. (1996). The culture of sexual harassment in secondary schools. *American Educational Research Journal*, 33 (2), 383-417.

³ Sunnari, V., et al. (2003). *Gendered and sexualized violence in educational environments*. Finland: University of Oulu.

⁴ International Center for Research on Women (ICRW). (2009). *Intimate partner violence: high costs to household and communities*.

⁵ Omale, J. (2000). Tested to their limit: sexual harassment in schools and educational institutions in Kenya. In PANOS & Zed Books, *No paradise yet: the world's women face new century* (pp. 19-38). London: PANOS and Zed Books.

A study in Northern Nigeria showed that overall, 58.8% of the respondents admitted having ever experienced one or more major types of GBV since joining the university. Moreover, sexual assaults on campuses were taking place during the first eight weeks of classes. Campus violence represented by shooting also became one of the many GBV incidents within universities. In fact, GBV played a role in the motivations of Marc Lépine, who targeted and killed 14 engineering female students for being “feminists” in the École Polytechnique massacre⁶ and less clearly in the case of Sueng Hui Cho, the Virginia Tech gunman who was reported for stalking women students multiple times before going on his shooting rampage⁷. Thus the terms School-Related Gender-based Violence (SRGBV) and University-Related Gender-based Violence (URGBV) spread. SRGBV is defined as “any act of gender-based violence happening at school and/or related to school. It can take place in the school, on the school grounds, going to and from school, in a dormitory setting away from home or in family and may be perpetrated by teachers, students or community members. It results in sexual, physical or psychological harm to both girls and boys and includes any form of violence or abuse that is based on gendered stereotypes or that targets students on the basis of their sex”⁸. URGBV has the same definition; however the setting in which GBV takes place is within university premises.

⁶ Came, B., et al. (1989, December). Montreal massacre: railing against Feminists. *Maclean's Magazine*.

⁷ Perkins, T. (2007). Virginia Tech review panel, mass shootings at Virginia Tech: report of the review panel. *Emergency Medical Science World*, 45–47.

⁸ USAID. (2008). *Safe Schools Program*. (Final Report).

It is important to note that any form of violence (GBV/SRGBV/URGBV) is a violation of universal human rights and breaches many international agreements and conventions such as:

- Universal Declaration on Human Rights
- United Nations Millennium Declaration (2000)
- Convention on the Elimination of All forms of Discrimination against Women (CEDAW, 1979)
- Declaration on the Elimination of Violence against Women (DEVAW, 1993)
- International Conference on Population and Development agreements (ICPD, 1994)
- International Convention on the Rights of the Child (1989)
- Fourth Women World Conference Platform of Action (Beijing, 1995)

B. Root Causes and Perpetrators of GBV, SRGBV and URGBV

GBV within schools and universities can be rooted due to many causes such as cultural beliefs and values, poverty, unequal power relations, gender inequality, underdevelopment and discrimination. Out of all, poverty has the greatest impact by making children of poor families vulnerable to certain forms of violence and

in preventing their access to knowledge, information and education. One example is how young girls trade sex for money to supplement family income and/or pay school fees^{9,10,11}.

Because GBV appears in different contexts, the perpetrators can be individuals such as intimate partners, family members, community members, strangers, and institutional actors such as police, soldiers, and those acting on behalf of cultural or religious institutions. More specifically, the perpetrators of SRGBV and URGBV consist of any perpetrator mentioned above, along with a wide range of actors such as teachers, school personnel, students, professors, coordinators, supervisors, counselors, social workers, university personnel concierge, and bus and taxi drivers.

C. Types of Violence

1. Physical violence/harm:

This form of violence entails corporal punishment (including bullying, beating and fighting) and forced labor. Corporal punishment is when physical force is used to cause some degree of pain or discomfort, however minimal. It takes the form of bullying, beating and fighting and involves hitting students (with a hand, stick, belt, shoe, etc.) as well as kicking,

shaking or throwing students, scratching, pinching, biting, pulling hair or boxing ears, forcing students to stay in uncomfortable positions, burning, scalding or forced ingestion (e.g. washing students' mouths out with soap or forcing them to swallow hot spices).

Physical violence can also be applied outside school premises. This is usually seen where perpetrators abuse students through forced labor or so called exploitative labor (e.g. bring water or work in their fields). In these situations students are exposed to the risk of physical injury from heavy manual labor and educational failure from missing class time. In general, physical violence applied to girls is different than those applied to boys. Most of the times, boys experience more frequent and severe physical punishment than girls as a way to toughen them. The negative physical and psychological effects of physical violence/harm on students include pain, injury, humiliation, guilt, helplessness, anxiety and low self-esteem.

2. Psychological violence/harm:

This form of violence includes verbal harassment, bullying, teasing or degrading and cruel punishment. Perpetrators may use non-physical punishment that demeans, humiliates, threatens, scares or ridicules students. Moreover, perpetrators may use verbal taunting and humiliation

⁹ Omale, J. (2000). Tested to their limit: sexual harassment in schools and educational institutions in Kenya. In Panos & Zed Books, *No paradise yet: the world's women face new century* (pp. 19-38). London: Panos and Zed Books.

¹⁰ Mirsky, J. (2003). *Beyond victims and villains: addressing sexual violence in the education sector*. London: The Panos Institute.

¹¹ Hallam, S. (1994). *Crimes without punishment: sexual harassment and violence against female students in schools and universities in Africa*. [Discussion Paper]. London: Africa Rights.

using sexual language that undermines students' self-esteem (e.g. whore, homo, gay, lesbian, or slut). In addition, perpetrators might bully the students through threats, name-calling, sarcasm, spreading rumors, and exclusion from a group, humiliation and abusive remarks. The constant criticisms of an unjustified nature, refusal to praise, unclear boundaries and unpredictable behavior eventually take their toll on young people.

3. Sexual violence/harm:

Sexual violence or abuse is usually experienced by girls and boys through any form of forced or unwanted sexual activity by the perpetrator. It includes direct physical contact, such as unwanted touching of any kind or rape, and activities such as making a student watch sexual acts or pornography, using a student to make pornography, or making a student look at an adult's genitals. Sexual violence can also be perpetrated verbally such as through sexually explicit language aimed at students or any repetitive, unwanted and uninvited sexual attention through teasing or taunting about dress or personal appearance.

4. Economic violence/harm:

Economic violence is when the perpetrators deprives students from tangible properties, to ensure that they never have pocket money or any kinds of incomes, or to control the family budget so that the other does not know the real assets.

Despite the different forms of violence mentioned above, physical and verbal

violence or bullying are the most prevalent forms seen in schools. However, rape and other forms of sexual assault may also occur. Usually at the earliest stages, physical violence between students includes pushing, pulling and hitting, while verbally they would resort to swearing. More serious forms of violence such as stabbings and beatings resulting in injury are also common in primary school. As students grow older, the sexual element of harassment becomes stronger. As they enter grades 5, 6 and 7, boys express a sense of entitlement over females and their bodies. This translates into physical forms of sexual violence such as touching of girls' breasts and private parts as well as forced kissing, and non-physical forms such as sexual remarks.

Within universities, sexual violence is seen to be the most prevalent. Victims of sexual harassment/assault/abuse face not only the threat of physical injury, unwanted pregnancy and contraction of Sexually Transmitted Infections (STIs), but also experience emotional and psychological trauma. Feelings of shame, embarrassment and guilt, as well as confusion of what constitutes "sexual harassment" discourage many female students from reporting the violence and seeking follow-up care. Two studies conducted in Nigeria showed that 15% and 27% of young females reported forced penetrative and attempted rape, respectively while 44% reported that they faced unwanted touches¹².

¹² Ojo, O.D. & Bidemi O. (2008). Contemporary clothing habits and sexual behavior of adolescents' in South Western Nigeria. *Journal of Human Ecology*, 23(1), 39-44.

It is essential to note that addressing SRGBV and URGBV cannot be limited to females. Males are also victims of violence although they are usually thought of as the perpetrators rather than the victims. While females are subjected to GBV more frequently, often in more severe forms and with more severe consequences, males are also vulnerable. Gender roles imposed by society on boys can limit their ability to express their masculinity in positive ways. In fact, studies of adolescent males show an association between suffering rape and a variety of negative behaviors including absenteeism from school¹³. Furthermore, there is growing evidence in the West concerning sexual orientation as a major source of gender-based victimization in schools, primarily but not exclusively affecting boys¹⁴.

D. Consequences of SRGBV and URGBV

The consequences of GBV in schools and universities can affect student victims throughout their lifetime and can cause physical, sexual and psychological health problems. Moreover, the reproductive health manifestations of SRGBV and URGBV include risk-taking behaviors (e.g.: early onset of consensual sex, multiple partners, and the non-use of condoms),

unintended pregnancy, infertility, abortion and STIs including Human Immunodeficiency Virus (HIV).

Equally harmful are the psychological outcomes of SRGBV and URGBV. According to WHO¹⁵, the psychological consequences of violence against children and adolescents include alcohol and drug abuse, cognitive impairment, criminal/violent and other risk-taking behaviors, depression and anxiety, developmental delays, eating and sleeping disorders, feelings of shame and guilt, hyperactivity, poor relationships, poor self-esteem, post-traumatic stress disorder, psychosomatic disorders and suicidal behavior and self-harm. Alongside its physical and psychological impacts, SRGBV and URGBV have been seen to affect on students' academic achievements through absenteeism, dropping out and lack of motivation to continue education. Abuse also tarnishes the image of schools within communities and weakens the social fabric that the educational institution should represent¹⁶. Moreover, the lack of a gender-safe environment in which to learn and grow, results in a less effective and empowering education¹⁷.

¹³ World Health Organization (WHO). (2002). *World report on violence and health*. Geneva: WHO.

¹⁴ Garofalo, R., et al. (1998). The association between health risk behaviors and sexual orientation among a school-based sample of adolescents. *Pediatrics*, 101, 895-902.

¹⁵ World Health Organization (WHO). (2002). *World report on violence and health*. Geneva: WHO.

¹⁶ Directorate General of International Cooperation and Development and Foreign Ministry of Foreign Affairs. (2006). *Gender violence in schools in Sub-Saharan Africa*. (Collection Studies). France: Thymée Ndour.

¹⁷ USAID. (2002). *Unsafe schools: a literature review of school-related gender-based violence in developing countries*.

E. Implications for Research and Prevention/Response Programs

Donor organizations, private foundations, international NGOs, and university-based researchers are collaborating with national and community-based organizations to address GBV directly. Due to the combined efforts, research on SRGBV has increased over the last decade and problems have been identified and investigated in many countries of the Sub-Saharan African region, including Ghana^{18,19}, Uganda²⁰, Kenya^{21,22}, Zimbabwe^{19,23,24}, Mozambique²⁵ and South Africa. Research has also been conducted regarding URGBV, but to a lesser extent.

Efforts to improve the school response to GBV have included sensitization and training of staff, sexual harassment policies, curriculum reform, school-wide anti-violence awareness campaigns, and counseling and referrals. Moreover,

interventions aiming at improving universities' response to GBV range from sensitization and training of staff, sexual harassment policies, curriculum reform, university-wide anti-violence awareness campaigns, counseling and referrals, and broader efforts to improve university safety.

Some examples of initiatives to combat SRGBV and URGBV are listed below:

- As part of the WHO's Global School Health Initiative launched in 1995, and in collaboration with the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Children's Fund (UNICEF), and the Education Development Center (EDC), WHO developed a series of technical documents that outline strategies for schools to address violence, reproductive health, and HIV prevention and skills-based health education of life skills^{26,27,28}. Following the concept of the

¹⁸ Afenyadu, D. and Lakshmi, G. (2003). *Adolescent sexual and reproductive health behaviour in Dodowa, Ghana*. Washington: CEDPA.

¹⁹ Leach, F., et al. (2003). *An Investigative Study of the Abuse of Girls in African Schools*. (Educational Paper). London: Policy Division, Department for International Development.

²⁰ Mirembe, R. and Davies, L. (2001). Is schooling a risk? Gender, power relations, and school culture in Uganda. *Gender and Education*, 13, 401-416.

²¹ Mensch, B., et al. (1999). *Premarital sex and school dropout in Kenya: can schools make a difference?*

²² Omale, J. (2000). Tested to their limit: sexual harassment in schools and educational institutions in Kenya. In Panos & Zed Books, *No paradise yet: the world's women face new century* [pp. 19-38]. London: Panos and Zed Books.

²³ Leach, F., et al. (2000). *Preliminary investigation of the abuse of girls in Zimbabwean junior secondary schools*. (Education Research Paper). London: Knowledge and Research, Department for International Development.

²⁴ Shumba. (2001). The nature and frequency of reported cases of teacher perpetrated child sexual abuse in rural primary schools in Zimbabwe. *Child Abuse and Neglect*, 25, 1517-1534.

²⁵ Aikman, S., et al. (2005). The education MDGs: achieving gender equality through curriculum and pedagogy change. *Gender and Development*, 13(1), 44-55.

²⁶ World Health Organization (WHO). (1999). *Violence prevention: an important element of a health-promoting school*. Geneva: WHO & UNESCO.

²⁷ World Health Organization (WHO). (2003). *Family life, reproductive health, and population education: key elements of a health promoting school*. Geneva: WHO, UNESCO, UNICEF, EDC.

²⁸ World Health Organization (WHO). (2003). *Skills for health: skills-based health education including life skills*. Geneva: UNICEF, WHO, EDC, EI, UNESCO, UNFPA, World Bank, PCD.

WHO entitled “Health Promoting School”, it was agreed that schools must combine policy, skills-based instruction, health services, and a safe and healthy school environment to ensure the health, safety, and learning potential of all students²⁹.

- Many countries have developed clear policy frameworks to define, prohibit, and/or penalize acts of GBV in schools. Examples include a policy developed to punish adults who sexually harass students in schools in Gambia³⁰ and the issuance of guidelines by the Department of Education in South Africa that aims at reducing the sexual abuse of students by teachers³¹.
- So far 106 countries around the world have banned corporal punishment in schools³².
- The U.S. Agency for International Development (USAID) developed a teacher training manual on SRGBV prevention and response³³ in 2009 to train teachers to help prevent and respond to SRGBV by reinforcing teaching practices and attitudes that promote a safe learning environment for all students. Several training efforts have extended beyond teachers by other organizations as well, focusing on a whole school

approach that includes training for all school personnel³⁴.

- Many educational institutions are addressing GBV through response and prevention such as legal and policy changes, trainings, counseling, community engagement and students’ participation. Moreover, universities have increasingly incorporating gender, rights and violence prevention in their curriculum.

Despite the ongoing preventive/response efforts, there is still a need to develop a gender-sensitive and gender-safe school environment. This will provide students the necessary learning materials and experiences that reflect equity and equality between men and women. Moreover, materials are needed to educate both girls and boys about sexual health and the male/female power dynamics underlying gender violence.

Educational reform is also necessary to prevent URGBV. This could be achieved by increasing the university safety, by empowering women through education, and by promoting better attitudes and practices among students with regard to girls and women’s human rights.

²⁹ Vince-Whitman, C., et al. (2001). *Thematic Studies: School Health and Nutrition*. Paris: UNESCO.

³⁰ UNICEF. (2005). *Mother’s zeal in the Gambia gets girls into school*.

³¹ Kwast, E. and Laws, S. (2005). *United Nations Secretary-General’s study on violence against children*.

³² Mpundu, M. (2004). Spare the rod...and save Zambian school children. *Panos London Illuminating Voices*.

³³ USAID. (2009). *Doorways III: teacher training manual on school-related gender-based violence prevention and response*.

³⁴ Open Society Foundation for South Africa. (2001). *What do we want to tell our children about violence against women? Evaluation report for the project developing a model ‘gender and conflict’ component for the primary school curriculum*.

F. GBV in Lebanon

Lebanon has signed many conventions and international agreements as part of being a country that promotes human rights and preserves the rights of its women and children. Some examples include:

- Lebanon adopted the United Nations Millennium Declaration and goals at the UN Millennium Summit on September 2000.
- Lebanon ratified the Convention on the Elimination of All forms of Discrimination against Women (CEDAW) on April 1997. Nonetheless, the State registered reservations regarding article 9 (2); and article 16 (1), paragraphs (c), (d), (f) and (g) regarding the right to choose a family name.
- United Nations Population Fund (UNFPA) in Lebanon implements its projects through aligning with the Declaration on the Elimination of Violence against Women (DEVAW), the International Conference on Population and Development (ICPD) Programme of Action, and the Fourth World Conference on Women Platform of Action.
- Lebanon became a party to the 1989 Convention on the Rights of the Child (CRC) in 1991, and to the Optional Protocol on the sale of children, child prostitution and child pornography, in 2004. On February 2002, Lebanon signed (but has not yet ratified) the Optional Protocol on the involvement of children in armed conflict.

Despite the country's commitment to enhancing better living, violence against women and children is still challenging to control. A study conducted in Lebanon in 2010 showed that women are constantly subjected to different forms of GBV. Moreover, it was estimated that 80% of abused women who go to NGOs for counseling and listening services are also victims of spousal rape³⁵.

It is well known that the cultural norms and the patriarchal society in Lebanon contribute to encouraging discrimination and any form of violence against women and children. That is why the Ministry of Public Health (MOPH) and Ministry of Social Affairs (MOSA) are concerned with issues of GBV. Moreover, the Ministry of Education and Higher Education (MoEHE) is concerned with eliminating gender discrimination in textbooks and formal education materials. The UN agencies have also been focusing on highlighting GBV within their upcoming priority areas. For example, the United Nations Development Assistance Framework (UNDAF) 2010-2014 highlighted GBV as one priority outcome - under the Gender Equality Goal - to be addressed by the UN system in Lebanon supported collectively through the UN Gender Working Group as well as agency specific interventions. UNFPA has also highlighted that GBV is a priority area within its 5 years program (2010-2014) that will be translated into specific interventions and programs. Moreover, UNICEF and UNHCR have addressed highlighted GBV as an issue,

³⁵ N.D. (2010). Freedom House Special Report Lebanon.

and have addressed exploitation and abuse specifically as priority areas.

Thus many actions are being taken from civil organizations and the Ministries in Lebanon in order to change this trend. Examples of some programs targeting girls and women are listed below:

- In 2005, Lebanon participated in the World Summit and the United Nations General Assembly held to review progress made in the achievement of MD/MDGs, at which all participating Heads of State agreed “to combat all forms of violence against women and to implement the Convention on the Elimination of All Forms of Discrimination against Women”³⁶.
- In 2006, a study entitled “Rapid assessment of women and girls’ needs for protection in selected war affected areas” was supported by UNFPA where the results highlighted that there should be protection and punishment against all forms of violence to empower women and strengthen their roles within organizations³⁷.
- In 2010, the Council of Ministers approved the Law to Protect Women from Family Violence which was later on ratified by the Parliament. This was a major milestone in addressing GBV in Lebanon³⁸.
- In 2012, the ratification of the Law to protect Women from Family Violence

encouraged the civil society to put advocacy efforts into banning of the Honor Crime law by the Parliament.

- In 2010, UNFPA launched its first issue of the GBV newsletter as part of its National Plan of Action to prevent GBV in Lebanon. The newsletter called “Tanseeq” (meaning coordination in Arabic) aims to be the source for exchanging information on the different preventive and response actions taken towards preventing and responding to GBV in Lebanon³⁹.
- In 2010, the Centre of Arab Women for Training and Research (CAWTAR) presented a study supported by UNFPA and entitled “Situation Analysis of Gender-Based Violence in Lebanon” where the findings showed that women in Lebanon will face violence throughout their lifetime more than men due to their sex and gender identity that is rooted within the Lebanese society³⁹.
- Through UNFPA’s support, the Lebanese Council to Resist Violence Against Woman (LECORVAW) presented in 2010 its findings in a study entitled “Assessment of Media Coverage of Gender-Based Violence. Its objective was to assess the coverage of various media channels of GBV issues over the last five years in terms of content, messages, magnitude, frequency,

³⁶ United Nations Resolution. (2005). *United Nations Millennium Declaration* (MD/MDGs+5).

³⁷ UNFPA, MOSA and Women & Girls Protection Cluster. (2007). *Rapid Assessment of Women and Girls’ Needs for Protection in Selected War Affected Areas*.

³⁸ UNFPA. (2010). TANSEEQ, issue 1: *January-July 2010*.

³⁹ UNFPA Lebanon and CAWTAR. (2010). *Situation Analysis of Gender-Based Violence in Lebanon*.

type of programs/articles and timing, among others.

- In 2010, Education for Change (EfC) also published 2 research studies supported by UNFPA entitled “Review of Gender-based Violence Resource and Training Materials in Lebanon” and “Review of Gender-based Violence Research in Lebanon”. Both studies mapped the situation of GBV in Lebanon and addressed the gaps that should be filled.
- In 2010, the first White Ribbon Campaign was carried out in the Middle East by KAFA in partnership with Oxfam Great Britain, the Lebanese MOSA, the National Coalition for Legalizing the Protection of Women from Family Violence and, with the support of UNFPA Lebanon, UNIFEM Jordan, OHCHR, UN Trust Fund, International Medical Corps, Kvinna Till Kvinna, the Italian Embassy in Beirut, the Australian Embassy in Lebanon. A series of activities were held throughout Lebanon to encourage the involvement of men to stand and endorse family violence law in Lebanon⁴⁰.
- The National Commission for Lebanese Women (NCLW) – supported by UNFPA – Has revised, updated and validated the National Strategy for Women in Lebanon (2011-2020) in a full participatory approach which articulates VAW/GBV as one of 11 objectives.

Examples of some programs that targeted children are:

- In 2005, Save the Children studied the situation of corporal punishment in Lebanon through interviews with children in both private, public and UNRWA schools and through assessing the corporal punishment law in Lebanon. The results of the study indicated that children are constantly subjected to violence within schools and there are flows within the law that violate children’s rights⁴¹.
- Throughout 2010-2011, multiple awareness sessions were conducted by different NGOs. Examples include:
 - An Awareness campaign sexual harassment against adolescent girls was implemented by the LECORVAW. The campaign entailed 17 awareness sessions in 8 private and public schools in Beirut suburbs. More than 450 adolescent girls and boys were included in the campaign with the aim of reducing the risk of harassment among young women and girls⁴².
 - The Young Women Christian Association (YWCA) conducted multiple gender awareness and non-violence workshops in both private and public schools throughout Lebanon using a human rights approach, with the objective of creating awareness about women’s human rights and how social structures are

⁴⁰ KAFA. (2010). The 2010 “White Ribbon” campaign.

⁴¹ Save The Children. (2005). *Corporal punishment in Lebanon*.

⁴² Tanseeq. (2011). *Issue 3: January-June 2011*.

gendered and thus affect the fulfillment of equality between men and women (website: www.Lebanonywca.org).

- In 2010, a conference was held entitled “Education for All” where the obstacles of the Lebanese Education system were discussed and suggested were made on how to improve the educational institutions in Lebanon⁴³.
- A consultancy entitled “Supporting Gender Equality in Education in Lebanon” is in the process of implementation, where national curriculum books will be surveyed by the MoEHE to locate texts that are discriminatory towards women.
- The White Ribbon Campaign was also implemented in 4 universities in Lebanon where both male and female students were involved in endorsing for family violence law in Lebanon⁴⁴.

G. Study Rational

A recent study published in 2011 mapped the research conducted on GBV in Lebanon since 1994. After a thorough desk review of the literature and mapping of the available programs that are being implemented by the civil organizations in Lebanon, it was assessed that there is a lack of research on youth and adolescents and GBV⁴⁵.

However, due to the multi-confessional

Lebanese context, where different confessions are regulated by diverse codes of behavior and practice, and Personal Status laws, protection and prevention of GBV is complex and multi-dimensional. SRGBV and URGBV are new themes in the field of development, yet they deserve increased attention in policy circles. Studies have shown that SRGBV and URGBV severely disrupt the healthy social and educational development of children, which can hamper their future societal participation. Moreover, SRGBV and URGBV are of a concern not only to the MoEHE but also the MOSA and MOPH, both of which support and conduct research on aspects and issues around GBV.

SRGBV and URGBV go unchecked in the face of indifference from the institutions’ administrations, community and the Ministries within the country. Therefore, the health and educational implications and consequences of GBV in schools and universities must be assessed and confronted.

Thus the following research study was conducted by the Faculty of Health Sciences at La Sagesse University within the framework of the project “Supporting Gender Equality in Education in Lebanon” funded by the Government of Italy. The collaborators included UNESCO, MoEHE, Higher Council for Childhood (HCC), MOSA and UNFPA.

⁴³ Harb, R. (2010). Parity achieved, equality a challenge. *The Daily Star*.

⁴⁴ KAFA. (2010). The 2010 “White Ribbon” campaign in universities.

⁴⁵ Education for Change (EfC) and UNFPA. (2011). *Review of gender-based violence research in Lebanon*.

The study adopted a cross-sectional design, using both quantitative and qualitative approaches. The quantitative approach used structured questionnaires targeting school students (12-18 years old) and university students (18-24 years old). Whereas the qualitative approach used Focus Group Discussions (FGDs) and in-depth interviews targeting children and youth aged 5 to 11 years old; parents and parent teachers associations; school and teaching personnel (teachers, principals, etc.); school health coordinators; school nurses; school counselors; other staff from the MoEHE and from the Centre for Educational Research and Development; social workers at the Social Development Centers of the MOSA; child protection practitioners and Non-Governmental Organizations (NGOs) providing special care for children.

This study aims to contribute to the promotion of gender equality and promote good equality education for girls and boys by generating knowledge in order to raise awareness and fight against the phenomenon of SRGBV. Its main purpose is to initiate policy dialogue on SRGBV and to guide appropriate corrective and preventive measures aiming to promote a safe learning environment that allows students to attend school, free from the fear and consequences of violence.

The specific objectives of the study are the following:

- To provide a comprehensive account of the nature and the extent to which the phenomenon of SRGBV occurs in or in relation to education settings in Lebanon.

- To examine the root causes of school related gender based violence and its main perpetrators.
- To study the impact of school gender based violence on students in general and girls in particular, and on their educational choices and achievement.
- To examine the complain avenues and the referral processes used by children and adults in cases of violence and/or abuse, assessing issues related to both physical concerns and human resources aspects.

■
ii.

■
QUANTITATIVE
PART
■

A. SURVEY METHODOLOGY

I. Among Private and Public Schools

1. Sampling and fieldwork

a. Target groups: The survey targeted school students (aged 12 to 18 years old) from both private and public sectors.

b. Sampling frame: The school sampling frame consisted of all schools with intermediate and secondary sections obtained from the latest version of the school guide that was available at the time of the study implementation, as published online at the Centre de Recherche et de Développement Pédagogique (CRDP, 2009-2010, website: http://www.crdp.org/CRDP/Arabic/ar-statistics/a_schoolguide.asp). Schools listing less than 50 students in the intermediate or in the secondary educational cycle were excluded from the sampling frame.

100 schools (25 private intermediate, 25 private secondary, 25 public intermediate and 25 public secondary) were initially randomly sampled, with probability proportional to enrollment size.

At least two levels of approvals were needed (administration and parents) in every school thus as attempt to overcome the anticipated high refusal rate, the methodology was expanded to account for schools declining to participate by replacing them by

the school listed next in line. Four replacements of each school were envisaged in a way to reach 80% of the total targeted sample. Given the high refusal rate among private schools and due to time constraints, 46 private schools were enrolled in the study instead of 50.

Following the modification of the sampling size that was agreed upon with the UNESCO team, 100 schools were to be included in the survey with 30 students to be approached within each school instead of 50 students initially estimated in the proposal aiming at targeting a total of 3000 students (1500 students from the private sector and 1500 from the public sector) instead of 5000.

Despite the high refusal rate among private schools, the targeted number of students was reached within this sector by approaching more than 30 students within each school. As for the public sector, 58 public schools were enrolled instead of 50 aiming at reaching 1500 students yielding in more than 100 schools in total.

Within each school, one class was randomly sampled from the selected sector-cycle. The total number of students within the randomly sampled class in each school was estimated to be around 30 students. If the randomly sampled class contained less than 30 students, an additional class was randomly chosen. All

students willing to participate in the survey within a sampled class were eligible.

c. Schools' recruitment: Private and public sampled schools were approached through phone calls in order to explain the scope of the survey and the mechanism of data collection. Public schools were also notified via a specific circular issued by the MoEHE (*Appendix A*). A brief study background (*Appendix B*) and a participation form (*Appendices C & D*) were then sent to schools by email or fax. Focal points designated within the schools were then contacted in order to set a date for data collection after parental approval was ensured (detailed later in this report).

d. Parental consent: In order to obtain the approval of the parents on their children's participation in the study, a passive consent form (letter to parents) was adopted (*Appendix E*).

Once the class (or more) was sampled within a school (intermediate or secondary), a two-pages circular was sent to the school focal point (by fax or email) in order to be distributed to the parents of the sampled students informing them about the study rationale, objectives, as well as the ethical considerations (anonymity, confidentiality).

Only parents who had objection regarding their children's participation to the study signed the form and returned it to the

school administration within two days. Students with returned parental passive form were withdrawn from the class(es) during data collection.

e. Training of fieldworkers: Eighteen fieldworkers were trained at the Faculty of Health Sciences at La Sagesse University on:

- the background and objectives of the SRGBV study,
- the sampling methodology and schools recruitment,
- questionnaire's content, probing and explanation techniques, ensuring that all questionnaires were anonymous and contained only the class grade and school section,
- Placing the questionnaires in a sealed envelope before leaving the classroom.

The gender of the fieldworkers depended on the school type (mixed or boys/girls only). All recruited fieldworkers were fluent speakers of Arabic, French and English.

2. Tool

School students (aged 12 to 18 years old) were approached through a self-administered core questionnaire (*Appendix F*) elaborated using several local, regional and international questionnaires, reports and articles. It was mainly based on (but not limited to) the following resources:

- The International Society for the Prevention of Child Abuse and Neglect (ISPCAN) Child abuse screening tool-Children's version (ICAST-CH: 11 to 18 years old);

- ISPCAN Child Abuse Screening Tool. Children's Institutional Version (ICAST-CI);
- School children abuse in Lebanon, Dr Salim Adib;
- School Climate Survey – a survey for students in grades 7 to 12, Ontario;
- Manual for the Measurement of Indicators of Violence against Children⁴⁶;
- Attitudes Toward Women Scale (AWS)⁴⁷

The questionnaire included seven detailed sections concerning students' social characteristics, sources of information and knowledge on school related violence and SRGBV, school safety, all sorts of harm/violence which may have been experienced at school, and attitudes, behaviors and practices.

For each form of SRGBV, there were four levels of experience: never, sometimes, many times, happened but not in the current school year. For each type of harm/violence ever admitted, students were asked to identify the perpetrators: Adults (somebody working in the school) and/or other students. They were also asked to specify the gender of the perpetrator (female/male adult – female/male student) along with the reasons behind the violent act, the venues, the actions taken afterwards, the complaint avenues and referral processes...

Several questions highlighted the impact of SRGBV on students and on their educational choices and achievement and explored students' opinions regarding: attitudes towards women, gender discrimination within their school, the availability of adequate support structures and official reporting mechanisms...

Many questions also explored students' knowledge about Children Rights and their opinions regarding their rights at their school.

The questionnaire included both open-ended and close-ended questions and consisted of 117 questions. The 16 pages questionnaire enclosed the following sections:

- I. Social characteristics: Q1 to Q12;
- II. Sources of information and knowledge on school related violence and SRGBV: Q13-Q14;
- III. School safety: Q15 to Q119;
- IV. Physical harm at school: Q20 to Q49;
- V. Psychological and moral harm at school: Q50 to Q81;
- VI. Sexual harm/harassment at school: Q82 to Q96;
- VII. Attitudes, behaviors and practices: Q97 to Q117

Q97 was based on the Attitudes toward Women Scale (AWS) consisting of 15 statements that describe attitudes of different people towards the roles of women in society. These statements

⁴⁶ UNICEF. (2009). *Manual for the Measurement of Indicators of Violence against Children*.

⁴⁷ Spence, J. and Helmreich, R. (1978). *Masculinity and femininity: Their psychological dimensions, correlates, and antecedents*. Austin: University of Texas Press.

require the person's expression of his/her feelings about each statement by indicating whether s/he (A) agrees strongly, (B) agrees mildly, (C) disagrees mildly, or (D) disagrees strongly. It was however totally modified when included in the school questionnaire and thus, it is not validated in Arabic neither in Lebanon nor in this context (student based survey).

The core questionnaire was initially written in English then translated to Arabic and sent to the Directorate of the School Health program at the MoEHE for approval. It was modified accordingly and then back translated to English to check for consistency of terms used. The English version was also translated to French.

Following that, the questionnaire was piloted in one private and one public school in Beirut randomly selected by excluding the schools that were already sampled. Both schools in which the pilot testing of the questionnaire took place had both intermediate and secondary cycles and had at least 50 students within each cycle and were recruited in the same way as the 100 sampled schools. Thus, the pilot also tested the practicality of the recruitment technique. 15 students from an intermediate class and 15 students from a secondary class were approached within each school. The average duration of filling the questionnaire was 45 minutes.

Subsequently, the core questionnaire was shortened and adjusted by the

research team according to the set of comments and suggested modifications that were generated. Then, it was sent to UNESCO for feedback. However, the reduced version of the school questionnaire was not adopted as both teams (LSU and UNESCO) agreed to maintain the length of the questionnaire and reduce the sample size within schools. This option was considered to be a unique opportunity to generate data on as many aspects around SRGBV as possible although more rejections from schools and less completed questionnaires were anticipated. Schools that participated in the pilot testing were not included in the survey analysis.

3. Data collection

25 private intermediate schools, 25 private secondary schools, 25 public intermediate schools and 25 public secondary schools were visited by the survey administrators and questionnaires were filled by the students. Almost all students within the sampled schools preferred filling the Arabic version of the questionnaire as it was easier to comprehend.

4. Data management and Plan of analysis

The 17th version of the Statistical Package for Social Sciences (SPSS) was used to create a data set for the school questionnaire. Questionnaires that were collected were grouped, and data was entered and managed by trained personnel on the SPSS software. It was then cleaned for incomplete or missing information. Data analysis

was conducted using SPSS as well as Microsoft Office Excel 2007. Separate analysis for private and public schools was performed.

A descriptive analysis was conducted for the whole questionnaire: means, standard deviations and confidence interval were used for continuous variables; and Chi-square tests(χ^2) and proportions for categorical variables. The measure for statistical significance was established a priori as $p < 0.05$.

All forms of SRGBV as well as the questionnaire's main components were first analyzed by gender of the student. Differences by gender of the student/victim were further looked into by gender of perpetrator/position/venues/gender attitudes/consequences to see to what extent this could be gender based.

Furthermore, a scale analysis was conducted. In fact, three scales were identified within the school questionnaires and were the following:

- ▶ **1st scale:** Notsafe (coded as 1) → Safe (coded as 2) → Very safe (coded as 3); this scale corresponded to the question Q17 "At school, how safe do you feel in the following places?" and comprised 14 items ("Not applicable" coded as 4 was removed from the scale). Given that this scale comprised an item with an open-ended question (Q17.15) almost never reported by the students, a reliability testing for this scale was not applicable, Q17.15 was therefore removed.

- ▶ **2nd scale:** Never (coded as 1) → Sometimes (coded as 2) → Many times (coded as 3) → Happened but not in the current school year (coded as 4); this scale corresponded to questions Q21 to Q39 (19 questions) related to the frequency of the occurrence of an act of physical harm at school in the current school year.

- ▶ **3rd scale:** Never (coded as 1) → Sometimes (coded as 2) → Many times (coded as 3) → Happened but not in the current school year (coded as 4); this scale corresponded to questions Q50 to Q71 (22 questions) related to the frequency of the occurrence of an act of psychological and moral harm at school in the current school year.

Questions related to each one of the above mentioned scales were then combined to arrive at scores. Each score was computed as the mean of all selected questions and thus 3 scales were created. Cronbach's alpha test was conducted to test the reliability of the scales. Bivariate correlations were then conducted in order to measure the relationship between each scale and students' gender, age, and schools' caza.

A scale couldn't be created for the sexual harm/harassment section since the frequency of the occurrence of this form of violence was only limited to one act. Therefore, only "being exposed or not to any form of sexual harm/harassment" (Q85) was correlated with students' gender, age, and schools' caza.

II. Among Private and Public Universities

1. Sampling and fieldwork

a. Target groups: The survey targeted university students (aged 18 to 24 years old) in both private and public sectors.

b. Sampling frame: Sampling frame for universities consisted of all the Lebanese University branches (public) and the 26 private universities that have been granted a License from the MoEHE, as published on the website of the Ministry (<http://www.mehe.gov.lb/Templates/HomePage.aspx>) at the time of study implementation.

The sampling unit consisted of all the faculties of one university that were confined to one campus. In other words, a university campus with different faculties within one geographical setting was considered a cluster.

For the private sector, 62 sampling units or campuses were first identified; among which 4 clusters (Beirut Islamic University, the Islamic University of Lebanon, and Mar Roukoz and Karm Saddeh campuses of the Antonine University) taught only religion. Thus, these 4 clusters were removed from the sampling frame. As for the public sector, 19 clusters were identified.

Fifteen clusters (11 private and 4 public) were randomly sampled, proportionally to the number of public and private clusters. Within each cluster (campus),

a convenient sample of 100 students was approached during recess hours within the campus. The convenient mode of sampling was agreed upon given the diverse schedule of students which made them hard to reach. In case a campus administration refused to participate, an alternate campus was directly randomly sampled from the same sector. A total of 1500 students were enrolled.

c. Universities' recruitment: Sampled public and private universities were approached through direct phone calls, visits, official e-mails or letters sent by the Dean of the Faculty of Health Sciences at La Sagesse University in order to explain the scope of the study and obtain permission to undertake the survey. A brief study background and a participation form (Appendix G) were sent by fax, email or directly provided during the visit.

A focal point within each sampled campus was appointed to facilitate the field visits. And several visits were appointed to account for the different students' schedules.

d. Training of fieldworkers: The eighteen fieldworkers that were involved in school data collection were also trained on ensuring privacy in questionnaire administration among university students, particularly as the setting of data collection allowed interaction and conversation between them. Four to five fieldworkers from both genders visited each campus.

2. Tool

University students (aged 18 to 24 years old) were approached through a self-administered questionnaire (*Appendix H*) that constituted an expanded version of the core questionnaire that was modified according to the age of the targeted students. It was elaborated using the same resources in addition to the ISPCAN Child Abuse Screening Tool for young adults (ICAST-R: 18 to 24 years old).

The questionnaire enclosed the same 7 sections modified according to university settings and was administered in English or Arabic. Questions that were added to this questionnaire were mainly related to: students' major, professional status, socio-economic status of the family, sexual harm/harassment acts, research activities, and financial aid. When asked to identify the perpetrator of physical, psychological and sexual harm, "a mob" was also added to the choices along with "an adult" and "student".

The questionnaire included both open-ended and close-ended questions and consisted of 130 questions. The 16 pages questionnaire enclosed the following sections:

- I. Social characteristics: Q1 to Q17;
- II. Sources of information and knowledge on school violence at university: Q18-Q19;
- III. University safety: Q20 to Q24;
- IV. Physical harm at university: Q25 to Q51;
- V. Psychological and moral harm at university: Q52 to Q80;

- VI. Sexual harm/harassment at university: Q81 to Q110;
- VII. Attitudes, behaviors and practices: Q111 to Q130.

Q111 was also based on the Attitudes toward Women Scale (AWS) consisting of 15 statements that describe attitudes of different people towards the roles of women in society. These statements require the person's expression about each statement by indicating whether s/he (A) agrees strongly, (B) agrees mildly, (C) disagrees mildly, or (D) disagrees strongly. This scales' content was barely modified when included in the university questionnaire. However, two other statements were added to this scale and students were asked to express their feeling about each statement by indicating whether they (1) strongly disagree, (2) disagree, (3) no opinion, (4) agree, or (5) strongly agree. Moreover, this scale is not validated in Arabic and it was not validated in Lebanon.

The questionnaire for university students was initially written in English. Given that it derived from the core questionnaire, it was translated to Arabic but not back translated.

It was then piloted at a public university – the Lebanese University campus at Fanar and at a private university. La Sagesse University, for two reasons: being easy to access and not being among the 15 sampled clusters. Given that the age limit (of 24) could not always be respected at universities, fieldworkers had to ask the students

about their age before distributing the questionnaire. 30 students were initially included from each university. On average, students at both universities took 50 minutes to one hour to fill the questionnaire.

Following data collection, a set of comments, modifications and suggestions were generated from the pilot testing among university students. Thus, the university questionnaire was shortened and adjusted by the research team according to the set of comments and suggested modifications that were generated. Then, it was sent to UNESCO for feedback. However, it was agreed to maintain the length of the questionnaire in order to generate more comprehensive data in relation to University-Related Gender Based Violence (URGBV) although less completed questionnaires were anticipated.

Universities that participated in the pilot testing were not included in the survey analysis.

3. Data collection

15 clusters (11 private and 4 public) were visited by the survey administrators. Within each cluster (campus), a convenient sample of 100 to 150 students was approached during recess hours within the campus and questionnaires were filled by the students. Almost all students within the sampled campuses preferred filling the Arabic version of the questionnaire.

4. Data management and Plan of analysis

The SPSS software was used to create a data set for the university questionnaire. Questionnaires that were collected were grouped, and data was entered and managed by trained personnel on SPSS. It was then cleaned for incomplete or missing information. Data analysis was conducted using SPSS as well as Microsoft Office Excel 2007. A descriptive analysis was conducted for the whole questionnaire: means, standard deviations and confidence interval were used for continuous variables; and proportions and Chi-square tests (χ^2) (if applicable) for categorical variables. The measure for statistical significance was established a priori as $p < 0.05$.

Differences by gender of the student were limited to the first three sections and last section of the questionnaire.

B. RESPONSE RATE

1. Among private schools

46 private schools were enrolled in the study targeting 1500 private school students. However, 60 private schools were contacted and had refused to participate in the study. This resulted in a response rate of approximately 43.4%.

Table 1. Distribution of participating private schools by caza

CAZA	NUMBER OF PARTICIPATING SCHOOLS
Akkar	4
Aley	4
Batroun	2
Beirut	20
Koura	2
Saida	4
Tripoli	2
Zahle	8

1525 students from the 46 private schools agreed to participate in the study. The response rate among these students was 78%. However, only 1505 questionnaires were kept for data analysis given the large number of missing data in the deleted questionnaires.

2. Among public schools

58 public schools were enrolled in the study targeting 1500 public school students. Only two public schools refused to participate in the study. This resulted in a response rate of approximately 97%.

Table 2. Distribution of participating public schools by caza

CAZA	NUMBER OF PARTICIPATING SCHOOLS
Akkar	10
Aley	2
Batroun	2
Beirut	16
Bekaa	2
Jbeil	2
Marjeyoun	2
Metn	2
Nabatyeh	2
Saida	4
Sour	6
Tripoli	6
Zahle	2

1525 students from the 58 public schools agreed to participate in the study. The response rate among these students was 95%. However, only 1471 questionnaires were kept for data analysis given large number of missing data in the deleted questionnaires.

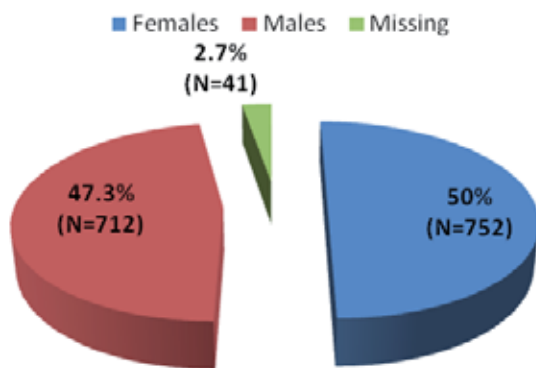
C. RESULTS: PRIVATE SCHOOLS

I. DESCRIPTIVE ANALYSIS

1. Social characteristics

Half of the respondents were female with a total number of 41 students (2.7%) who did not specify their gender as reported in the pie chart below.

Figure 1. Gender distribution of private school students

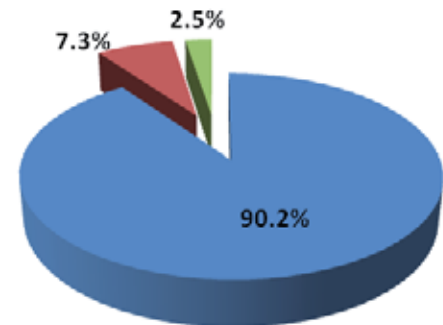


The mean age of private schools students was 15.49 years old (95% CI=15.40-15.59), with a minimum of 12 and a maximum of 28. The age of the respondents approached a normal distribution where the mean, median and mode were almost equal (mean=15.49; median=16 and mode= 17). The age distribution was similar for both genders.

The majority of the respondents were Lebanese (97.5%), 7.3% of them held another nationality mainly Canadian and United States citizenships.

Figure 2. Nationality distribution of private school students

■ Lebanese ■ Lebanese and holding another nationality ■ Not Lebanese



The vast majority of the respondents reported currently living with both parents (92%). And 46.4% of the students reported belonging to the Islamic religion (including Druze religion) whereas 43.2% indicated to be Christians.

The largest proportion of students stated the university level as the highest educational level for their fathers (23.6%) and their mothers (29.5%). The majority of them reported that their father worked (94.5%) but not their mother (63.1%).

The mean number of years students reported attending school was found to be equal to 11 years (95% CI=11.02-11.29), with a minimum of 1 and a maximum of 18 years.

The majority of the students (84.5%) stated that they never repeated a class. Among those who did, the vast majority of them reported repeating grade 8 within the intermediate section and grade 10 within the secondary section.

2. Sources of information and knowledge on school-related violence and SRGBV

The most frequent form(s) of school-related violence among peers that students reported were the following: calling names (58.5%), beating others (56.5%), making fun of others (55%) and embarrassing others (45.4%) as reported in Figure 3 below.

The majority of students however (61.5%) reported “never” witnessing violence at school. Those who did, designated “hitting” (42.1%) and “fighting” (20.4%) as the most witnessed forms of violence and only 20.9% of them (N=114) reported it. By looking at gender differences, males (47.4%) were significantly more likely than females (30.1%) to report witnessing violence at school (p-value<0.001).

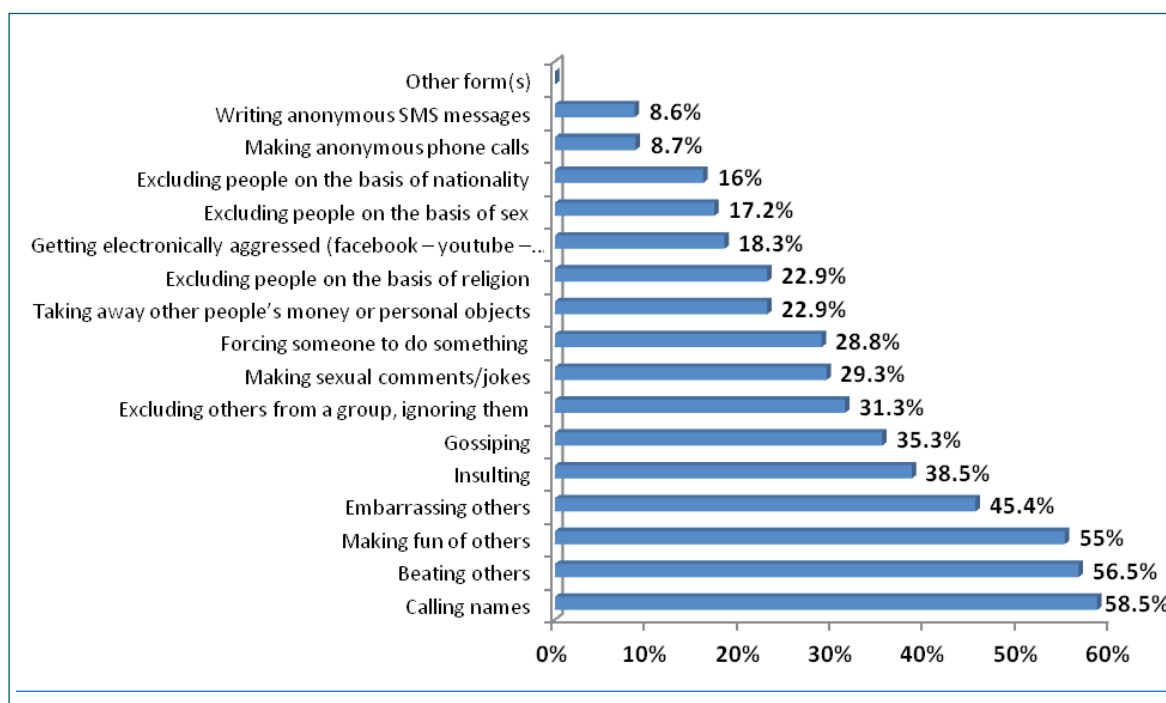
The principal (N=46) was the main person to whom students referred to in order to report a school-related violence, followed by the school’s director (N=23) and the administration (N=18).

3. School safety

When assessing the feeling of being safe at school, 89.3% of students reported “never” feeling unwelcome, uncomfortable or unsafe at school.

By looking at gender differences, males (12.4%) were significantly more likely than females (8.5%) to report feeling unsafe (p-value<0.05) and students attributed it mainly to their grades or marks (25.8%), their appearance (23.2%) and their religion or faith (20%). Only 12.3% of them attributed this feeling to their gender (for being a boy/girl).

Figure 3. Most frequent form(s) of school related violence among peers among private schools students



When asked about school safety, students indicated the following as “very safe”: classrooms (55.10%), library (49%), computer rooms/laboratory rooms/social club rooms (48.9%), during school trips/visits/activities (48.2%).

They also reported the following as “safe”: school grounds (51.8%), toilets (49.9%), school entrances/exists (48.8%), hallways (48.3%), the way to and from school (48.1%), school buses (46.8%), parking lot (46.2%), gym (40.7%), gym changing rooms (24.1%), lunchroom or eating area/cafeteria (22.8%).

However, other students reported feeling “not safe” in the following: toilets (18.7%), schools entrances/exists (16.9%), parking lot (16.9%), and on the way to and from school (15.9%).

By looking at gender differences, males (19.9%) were significantly more likely

than females (14.2%) to indicate the school entrances/exists as unsafe (p-value=0.002).

The largest proportion of students stated using either school buses (33.6%) or parents/relatives drop off (30.2%) or private buses (23.3%) as means of transport; they also stated that travelling to and from school was not safe mainly because of engaging in fights, getting insulted and getting sexually abused/harassed (look, touch, kiss, sex).

4. Physical harm at school

The majority of the students (75.4%) reported “never” being involved in a physical fight at school during the current school year with a significant higher proportion among females (p-value<0.001).

The majority of the students also reported “never” being the victim of any form of physical harm at school as indicated by

Figure 4. Frequencies distribution of the answers to “at school, how safe do you feel in the following places” among private schools students

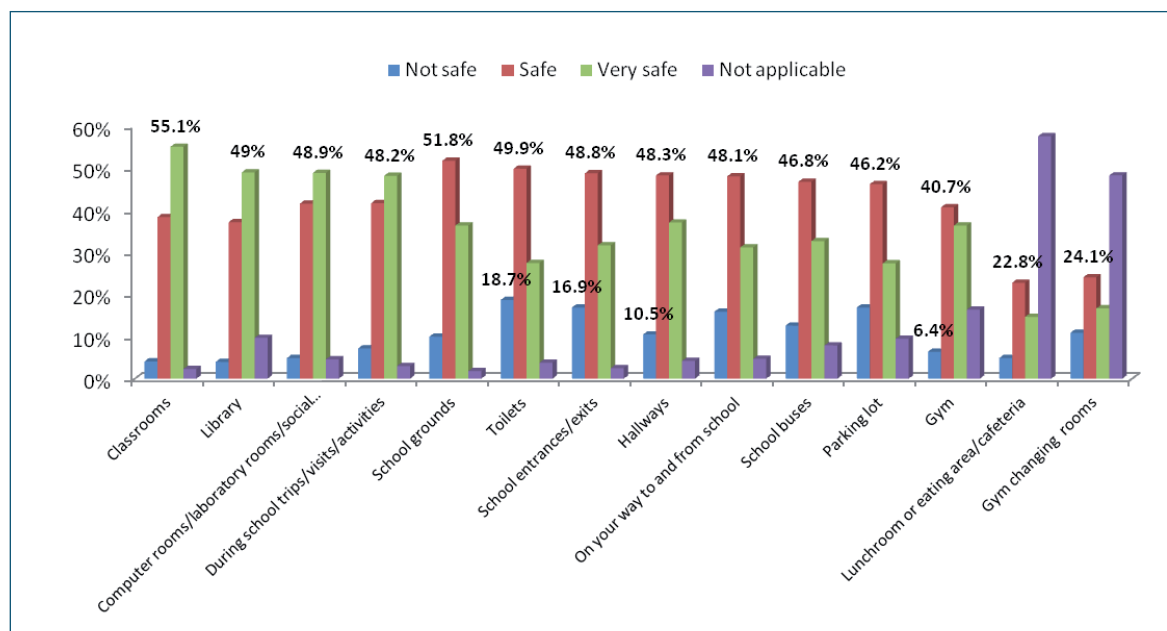


Table 3 below. The most frequent form of physical harm happening to students at school was the prevention of the students from going to the toilets during class hours reported by 19.3% of the students as happening “sometimes” and by 14.3%

as happening “many times” with a higher significant proportion among males (p -value<0.001), followed by pulling their hair (9.9%), getting bitten (9%), getting hit by throwing an object at them (9%) or by a ruler (7%) and getting slapped (6.9%).

Table 3. Frequencies distribution of the answers to “Physical harm: In the current school year, how often has anyone at school done any of the following?” among private schools students

PHYSICAL HARM AT SCHOOL – In the current school year, how often has anyone <u>at school</u> done any of the following?	FREQUENCY			
	Never	Sometimes	Many times	Happened but not in the current school year
Spit on you	95.9%	2.1%	0.9%	1.1%
Bit you	87.4%	9%	1.8%	1.8%
Slapped you	89.9%	6.9%	1.1%	2.1%
Hit you with a ruler	87.0%	7%	3.2%	2.7%
Hit you by throwing an object at you	88.1%	7.8%	2.7%	1.3%
Hit you with a closed fist, belt, stick or shoe	95.1%	2.2%	1.4%	1.2%
Kicked you	91.2%	5.5%	1.9%	1.4%
Pushed you, choked you, or shook you	92.5%	4.7%	1.8%	1%
Crushed your fingers or hands	94.5%	3.7%	1%	0.9%
Locked you up in a small place	95.2%	3.4%	0.8%	0.6%
Tied you with a rope	98.3%	0.9%	0.4%	0.4%
Made you stay outside in the cold or heat to punish you	94.3%	3.3%	1.4%	1.1%
Burnt you or tried to cut you purposefully	96.3%	2.4%	0.9%	0.4%
Twisted your ear or nose	91.8%	4.8%	1.9%	1.5%
Pulled your hair at school	85.6%	9.9%	3%	1.6%
Made you stand/kneel in a way that hurt or felt embarrassing	92.6%	4.5%	1.7%	1.2%
Prevented you from going to the toilets during class hours	64.2%	19.3%	14.3%	2.1%
Took your food or any personal belonging away from you	93%	3.9%	2.3%	0.8%
Other act of physical harm	90.7%	4.7%	4.7%	0%

Male students were significantly more likely than females to report “sometimes” getting bitten (13.1% among males compared to 5.6% among females), getting slapped (9.3% among males compared to 5.1% among females) and getting hit by having an object thrown at them at school (10.1% among males compared to 6% among females) (p-value<0.001). They were also more likely than females to report “sometimes” and “many times” getting hit with a ruler (9.4% and 6% respectively for males, compared to 5.1% and 0.7% respectively for females, p-value<0.001).

Adult perpetrators of physical harm acts were either females or males or both as seen in table 4 below. *Female adults* were mostly reported by the students to spit on them (69.2%) and pull their hair (63.8%) with a higher proportion among females students (p-value<0.05); whereas *male adults* were mostly reported to lock them up in a small place (66.7%), kick them (60.7%), hit them with a closed fist, belt, stick or shoe (60%) and push them, choke them, or shake them (58.3%). *Both female and male adults* were mostly reported to prevent students from going to the toilets during class hours (36.8%).

Table 4. Frequencies distribution of the answers to “Physical harm: In the current school year, WHO did any of the following to you at school – Adults as perpetrators?” among private schools students

PHYSICAL HARM AT SCHOOL – In the current school year, who did any of the following to you <u>at school</u> :	Adult as PERPETRATOR		
	Female	Male	Female & Male
Spit on you	69.2%	30.8%	0%
Bit you	54.1%	45.9%	0%
Slapped you	53.7%	46.3%	0%
Hit you with a ruler	48.8%	46.3%	4.9%
Hit you by throwing an object at you	47.4%	52.6%	0%
Hit you with a closed fist, belt, stick or shoe	35%	60%	5%
Kicked you	35.7%	60.7%	3.6%
Pushed you, choked you, or shook you	41.7%	58.3%	0%
Crushed your fingers or hands	46.7%	53.3%	0%
Locked you up in a small place	33.3%	66.7%	0%
Tied you with a rope	33.3%	50%	16.7%
Made you stay outside in the cold or heat to punish you	40.6%	34.4%	25%
Burnt you or tried to cut you purposefully	50%	50%	0%
Twisted your ear or nose	50%	46.2%	3.8%
Pulled your hair	63.8%	34%	2.1%
Made you stand /kneel in a way that hurt or felt embarrassing	52.6%	31.6%	15.8%
Prevented you from going to the toilets during class hours	46.1%	17.1%	36.8%
Took your food or any personal belonging away from you	47.6%	33.3%	19%
Other act of physical harm	25%	50%	25%

However, when perpetrated by “students” (Table 5 and Figure 5), the majority stated that a male student was the main perpetrator of physical harm acts mainly when he did the following:

- Made other students stand /kneel in a way that hurt or felt embarrassing (80%);
- Spit on them (78.8%) and bit them (78.6%) with a higher proportion among male students (p-value<0.005);
- Kicked them (78.3%);
- Twisted their ear or nose (76.9%);

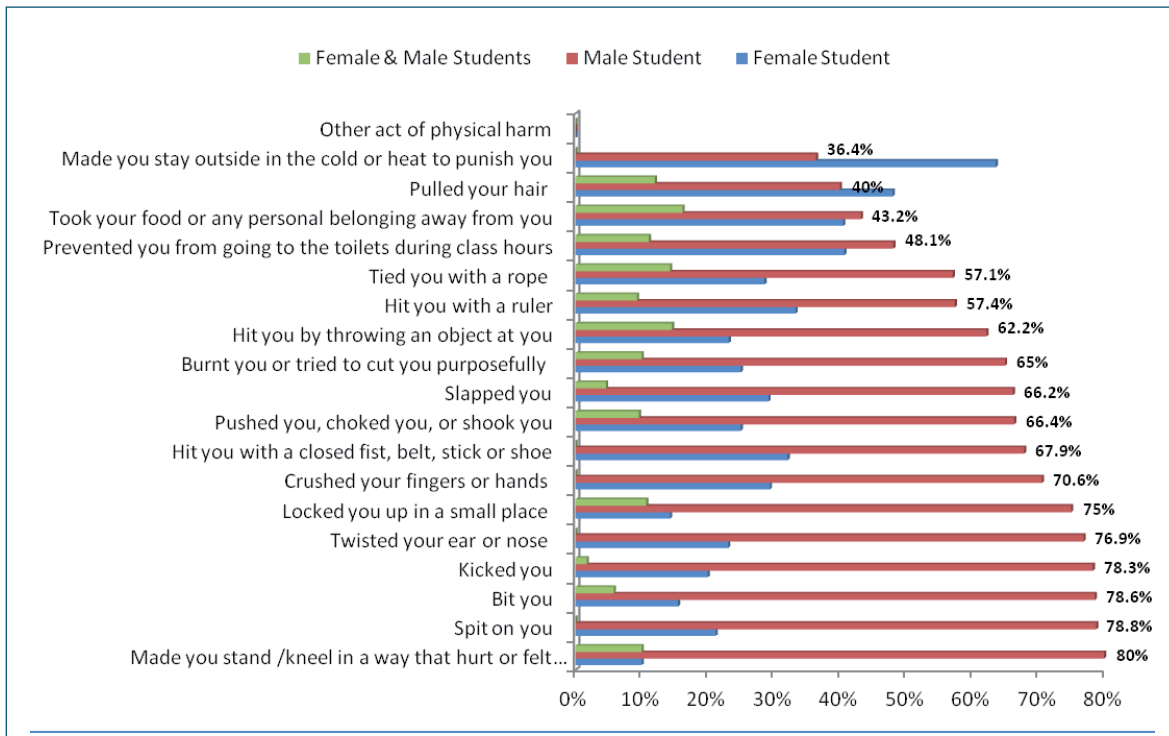
- Locked them up in a small place (75%) and crushed their fingers or hands (70.6%) with a higher proportion among male students (p-value<0.005).

Whereas if the perpetrator was reported to be a *Female student*, violated students mentioned that the female students mainly made other students stay outside in the cold or heat to punish them (63.6%) and pulled their hair (48%) with a higher proportion among females students (p-value<0.05).

Table 5. Frequencies distribution of the answers to “Physical harm: In the current school year, WHO did any of the following to you at school – Students as perpetrators?” among private schools students

PHYSICAL HARM AT SCHOOL – In the current school year, who did any of the following to you <i>at school</i> :	Student as PERPETRATOR		
	Female	Male	Female & Male
Spit on you	21.2%	78.8%	0%
Bit you	15.5%	78.6%	5.8%
Slapped you	29.2%	66.2%	4.6%
Hit you with a ruler	33.3%	57.4%	9.3%
Hit you by throwing an object at you	23.2%	62.2%	14.6%
Hit you with a closed fist, belt, stick or shoe	32.1%	67.9%	0%
Kicked you	20%	78.3%	1.7%
Pushed you, choked you, or shook you	25%	66.4%	9.6%
Crushed your fingers or hands	29.4%	70.6%	0%
Locked you up in a small place	14.3%	75%	10.7%
Tied you with a rope	28.6%	57.1%	14.3%
Made you stay outside in the cold or heat to punish you	63.6%	36.4%	0%
Burnt you or tried to cut you purposefully	25%	65%	10%
Twisted your ear or nose	23.1%	76.9%	0%
Pulled your hair	48%	40%	12%
Made you stand /kneel in a way that hurt or felt embarrassing	10%	80%	10%
Prevented you from going to the toilets during class hours	40.7%	48.1%	11.1%
Took your food or any personal belonging away from you	40.5%	43.2%	16.2%
Other act of physical harm	0%	0%	0%

Figure 5. Students reported as perpetrators of physical harm at school among private schools students



The physical harm acts were reported by the largest proportion of students to usually happened in classrooms (N=257) and playgrounds (N=252) and especially during classes (N=216) and breaks or at recess (N=212). Most of the students attributed this experience mostly to their grades or marks (N=74), their appearance (N=58) and their gender (N=54), and identified the coordinator/ teacher / supervisor as the main perpetrator (N=224).

When asked about their behaviors following the physical harm act, the largest proportion of students reported ignoring it and trying to forget it (N=221) while 114 students reported fighting back and standing up to the person who was doing it. Only 89 students told their parent(s) or guardian(s) or an adult outside of school

or an association or an official body or the police about it; and only 77 students told their teacher or principal or vice-principal or an adult at school about it.

For those who had told someone about it, 207 students reported that no action was taken afterwards. For those who did not do anything about it, 188 of them attributed it to the fact that they thought it was normal.

The largest proportion of students (87.1%) stated that they could talk to someone at school if they were victims of any act of physical harm at school with a higher proportion among females (p-value<0.005). Among them, 78.4% preferred talking to a close/good friend while only 36.7% preferred talking to their parent(s) or guardian(s).

Around 84.7% of the students reported not committing a physical harm act to another person at school. Among those who did, a higher proportion was observed among males (p-value<0.005). Students committed this act mainly against a boy (82.1%) and the reasons behind it were mostly because the other person hurt them first (63.1%). By looking at gender differences, males (95.2%) were significantly more likely than females (46.2%) to commit a physical harm act on another male at school (p-value<0.001).

5. Psychological and moral harm at school

The largest proportion of students reported “never” being the victim of any form of psychological and moral harm at school as indicated in Table 6 below. The most

frequent acts of psychological and moral harm reported as “sometimes” happening to students at school were the following: swearing at him/her (15.3%); commonly giving him/her ironic looks or making faces whenever s/he speaks (14.1%); and ignoring him/her (13.2%) with a higher proportion among males (p-value<0.05).

Males were also more likely than females to report “sometimes” and “many times” being sworn at (18.8% and 7.8% respectively for males, compared to 12.3% and 3.3% respectively for females, p-value<0.001).

4.3% students reported that someone at school insulted them or called them rude or hurtful names “many times” and 3.8% reported that someone shouted at them to embarrass or humiliate them with a higher proportion among males (p-value<0.05).

Table 6. Frequencies distribution of the answers to “Psychological and Moral harm: In the current school year, how often has anyone at school done any of the following?” among private schools students

PSYCHOLOGICAL AND MORAL HARM AT SCHOOL. In the current school year, how often has anyone <u>at school</u> done any of the following:	FREQUENCY			
	Never	Sometimes	Many times	Happened but not in the current school year
Ignored you	82.6%	13.2%	3.5%	0.8%
Sworn at you	77.8%	15.3%	5.7%	1.2%
Insulted you or called you rude or hurtful names	85.1%	9.7%	4.3%	0.9%
Damaged your reputation	88.2%	8%	2.3%	1.5%
Shouted at you to embarrass or humiliate you	86.7%	8.3%	3.8%	1.3%
Commonly gave you ironic looks or made faces whenever you spoke	81.3%	14.1%	3.6%	0.9%
Did not let you participate in the classroom	89.9%	6.3%	3.2%	0.6%
Scared or threatened you	94.6%	3.3%	1%	1%
Purposely made you feel stupid or foolish	92.2%	5.4%	1.5%	0.8%
Referred to your gender in a hurtful or insulting way	95.8%	2.9%	0.8%	0.4%

Referred to any health problem/physical appearance you might have in a hurtful way	93.8%	4.3%	1.4%	0.5%
Referred to a particular condition you might have such as stuttering in a hurtful way	95.9%	2.7%	0.7%	0.8%
Embarrassed you at school because of the way you dress	94%	4.1%	1.4%	0.5%
Embarrassed you at school because you were poor or unable to buy things	96.3%	2.7%	0.5%	0.5%
Stole or broke or ruined your belongings	91.7%	5.8%	1.1%	1.4%
Threatened you with giving you low grades to make you fail	93.2%	4.3%	1.7%	0.8%
Threatened to destroy your belongings	96.6%	2%	0.8%	0.6%
Prevented you from being or playing with other children to make you feel bad or lonely	93.5%	4.1%	1.4%	1%
Said things about you at school to make other students laugh	91%	6.5%	1.7%	0.8%
Used the internet (e-mail, facebook, twitter, youtube, blogs ...) at school to threaten you, hurt your feelings, spread rumors or reveal secrets about you	95.3%	3.2%	1%	0.5%
Used a cell phone at school to send you text messages, pictures, instant messages (blackberry messenger, whatsapp...) and threaten you, hurt your feelings, spread rumors or reveal secrets about you	96.7%	1.7%	0.8%	0.8%
Other way of psychological/moral harm	95.2%	1.9%	2.9%	0%

When students were psychologically or morally harmed, they reported *Adult* perpetrators to be mostly males as seen in Table 7 and Figure 6 below.

75% of the students identified *male adults* as perpetrators who referred to their gender in a hurtful or insulting way and who used the internet (e-mail, facebook, twitter, youtube, blogs ...) at school to threaten them, hurt their feelings, spread rumors or reveal secrets about them. 71.4% of the students reported that male adults also threatened to destroy their belongings; 62.5% reported that

they referred to any health problem/physical appearance they might have in a hurtful way and 60% reported that they embarrassed them at school because they were poor or unable to buy things.

Female adults were considered to be perpetrators by 52.3% of the students who were psychologically or morally harmed. Female adults mainly shouted at them to embarrass or humiliate them.

Both female and male adults were also identified as perpetrators especially in purposely making the student feel stupid or foolish (33.3%).

Gender differences were only observed in 2

questions out of 22 within this section when indicating an adult as a perpetrator. In fact, female students were significantly more likely than male students to report that:

- a female adult commonly gave them ironic looks or made faces whenever

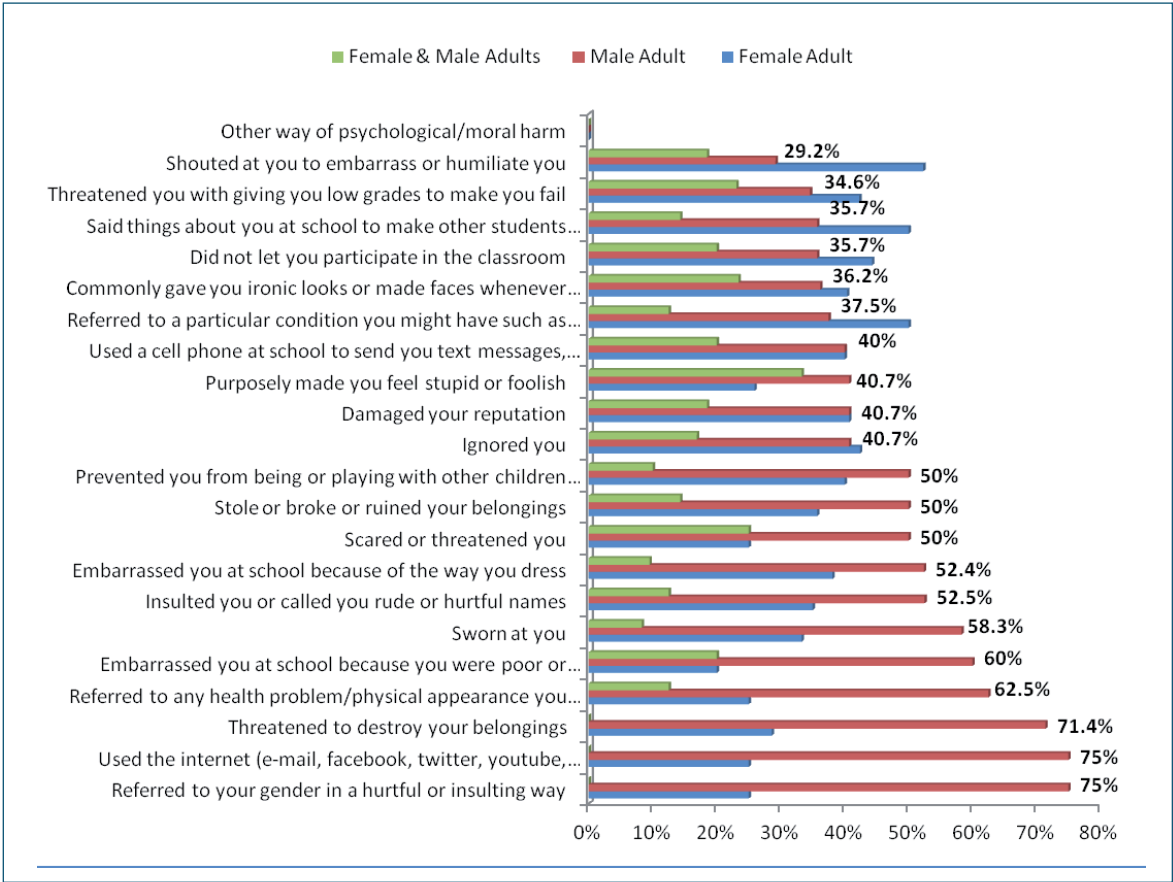
they spoke (75% for females compared to 24.1% for males) (p-value=0.004);

- a male adult purposely made them feel stupid or foolish (40% for females compared to 37.5% for males) (p-value<0.05).

Table 7. Frequencies distribution of the answers to “Psychological and moral harm: In the current school year, WHO did any of the following to you at school – Adults as perpetrators?” among private schools students

PSYCHOLOGICAL AND MORAL HARM AT SCHOOL – In the current school year, who did any of the following to you <u>at school</u> :	Adult as PERPETRATOR		
	Female Adult	Male Adult	Female & Male Adults
Ignored you	42.4%	40.7%	16.9%
Sworn at you	33.3%	58.3%	8.3%
Insulted you or called you rude or hurtful names	35%	52.5%	12.5%
Damaged your reputation	40.7%	40.7%	18.5%
Shouted at you to embarrass or humiliate you	52.3%	29.2%	18.5%
Commonly gave you ironic looks or made faces whenever you spoke	40.4%	36.2%	23.4%
Did not let you participate in the classroom	44.3%	35.7%	20%
Scared or threatened you	25%	50%	25%
Purposely made you feel stupid or foolish	25.9%	40.7%	33.3%
Referred to your gender in a hurtful or insulting way	25%	75%	0%
Referred to any health problem/physical appearance you might have in a hurtful way	25%	62.5%	12.5%
Referred to a particular condition you might have such as stuttering in a hurtful way	50%	37.5%	12.5%
Embarrassed you at school because of the way you dress	38.1%	52.4%	9.5%
Embarrassed you at school because you were poor or unable to buy things	20%	60%	20%
Stole or broke or ruined your belongings	35.7%	50%	14.3%
Threatened you with giving you low grades to make you fail	42.3%	34.6%	23.1%
Threatened to destroy your belongings	28.6%	71.4%	0%
Prevented you from being or playing with other children to make you feel bad or lonely	40%	50%	10%
Said things about you at school to make other students laugh	50%	35.7%	14.3%
Used the internet (e-mail, facebook, twitter, youtube, blogs ...) at school to threaten you, hurt your feelings, spread rumors or reveal secrets about you	25%	75%	0%
Used a cell phone at school to send you text messages, pictures, instant messages (blackberry messenger, whatsapp...) and threaten you, hurt your feelings, spread rumors or reveal secrets about you	40%	40%	20%
Other way of psychological/moral harm	0%	0%	0%

Figure 6. Adults reported as perpetrators of psychological and moral harm at school among private schools students



When perpetrated by “students” (Table 8 and Figure 7), the majority of the students who experienced either psychological or moral harm reported that a *male student* was the main perpetrator. The male student perpetrator mainly did the following acts: referred to students’ gender in a hurtful or insulting way (78.6%); stole or broke or ruined their belongings (73.2%); insulted them or called them rude or hurtful names (66%) and swore at them (64%) with a higher proportion reported among males (p-value<0.001); and embarrassed them at school because they were poor or unable to buy things (60%).

If the perpetrator was reported to be *Female students*, they mainly: referred to any health problem/physical appearance students might have in a hurtful way (46.4%); prevented other students from being or playing with other children to make them feel bad or lonely and said things about them to make other students laugh (44.8%) with a higher proportion reported among females (p-value<0.05); commonly gave them ironic looks or made faces whenever they spoke (42.2%) and embarrassed them because of the way they dress (40.9%).

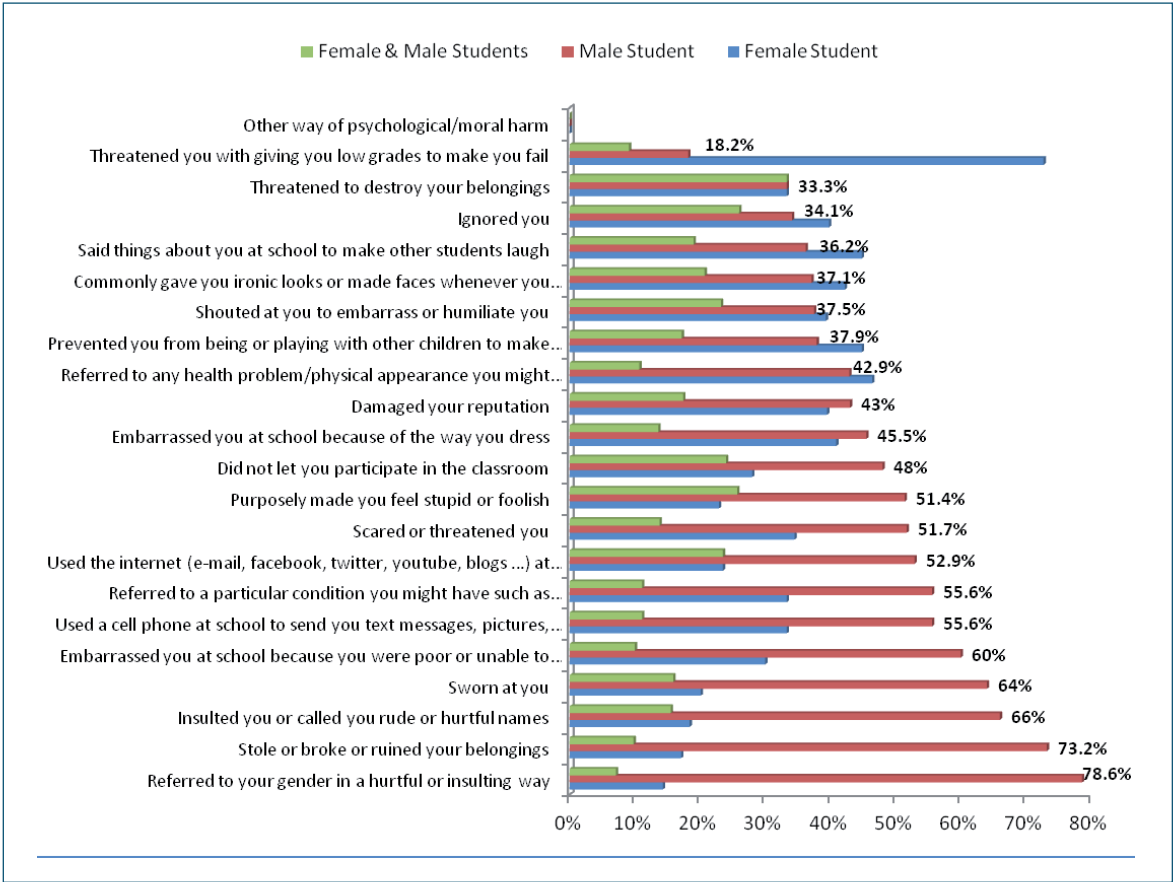
Both female and male students were mostly reported to ignore students (26%) with a higher proportion reported among

females (p -value <0.001); purposely made them feel stupid or foolish (25.7%) and prevented them from participating in the classroom (24%).

Table 8. Frequencies distribution of the answers to “Psychological and moral harm: In the current school year, WHO did any of the following to you at school – Students as perpetrators?” among private schools students

PSYCHOLOGICAL AND MORAL HARM AT SCHOOL – In the current school year, who did any of the following to you <u>at school</u> :	Student as PERPETRATOR		
	Female Student	Male Student	Female & Male Students
Ignored you	39.8%	34.1%	26%
Sworn at you	20.1%	64%	15.9%
Insulted you or called you rude or hurtful names	18.4%	66%	15.5%
Damaged your reputation	39.5%	43%	17.4%
Shouted at you to embarrass or humiliate you	39.3%	37.5%	23.2%
Commonly gave you ironic looks or made faces whenever you spoke	42.2%	37.1%	20.7%
Did not let you participate in the classroom	28%	48%	24%
Scared or threatened you	34.5%	51.7%	13.8%
Purposely made you feel stupid or foolish	22.9%	51.4%	25.7%
Referred to your gender in a hurtful or insulting way	14.3%	78.6%	7.1%
Referred to any health problem/physical appearance you might have in a hurtful way	46.4%	42.9%	10.7%
Referred to a particular condition you might have such as stuttering in a hurtful way	33.3%	55.6%	11.1%
Embarrassed you at school because of the way you dress	40.9%	45.5%	13.6%
Embarrassed you at school because you were poor or unable to buy things	30%	60%	10%
Stole or broke or ruined your belongings	17.1%	73.2%	9.8%
Threatened you with giving you low grades to make you fail	72.7%	18.2%	9.1%
Threatened to destroy your belongings	33.3%	33.3%	33.3%
Prevented you from being or playing with other children to make you feel bad or lonely	44.8%	37.9%	17.2%
Said things about you at school to make other students laugh	44.8%	36.2%	19%
Used the internet (e-mail, facebook, twitter, youtube, blogs ...) at school to threaten you, hurt your feelings, spread rumors or reveal secrets about you	23.5%	52.9%	23.5%
Used a cell phone at school to send you text messages, pictures, instant messages (blackberry messenger, whatsapp...) and threaten you, hurt your feelings, spread rumors or reveal secrets about you	33.3%	55.6%	11.1%
Other way of psychological/moral harm	0%	0%	0%

Figure 7. Students reported as perpetrators of psychological and moral harm at school among private schools students



The largest proportion of students who experienced an act of psychological and moral harm assigned it mostly to their grades or marks (N=67), their gender (N=58) and their appearance (N=51) and identified a boy at school as the main perpetrator (N=144) followed by the coordinator/ teacher / supervisor (N=87) and a girl at school (N=86).

The psychological and moral harm acts were reported by the largest proportion of students to usually happening in playgrounds (N=193) and classrooms (N=172) and especially during breaks or at recess (N=171) and during classes (N=132).

When asked about their behaviors following the psychological and moral harm act, the majority of the students who answered this question reported ignoring it and trying to forget it (N=149) while 70 students reported fighting back and standing up to the person who was doing it. Only 57 of them told their parent(s) or guardian(s) or an adult outside of school or an association or an official body or the police about it and 49 students told another student about it.

For those who had told someone about it, 145 students reported that no action was taken afterwards while only 70 of them

were asked to describe the incident in details. For those who did not do anything about it, 131 of them attributed it to the fact that they thought it was normal while only 48 of them did not want to get in trouble for telling.

The largest proportion of students (84.2%) stated that they could talk to someone at school if they were victims of any act of psychological and moral harm at school. Among them, 83% preferred talking to a close/good friend while only 36.2% preferred talking to their parent(s) or guardian(s) and 24.8% preferred talking to a female teacher or coordinator or supervisor.

Around 90.3% of the students reported not committing a psychological and moral harm act to another person at school. A higher proportion of male students was observed among those who committed this violent act (p -value<0.001); they mainly committed it against a boy (78%) and the reasons behind this violent act were mainly because the student:

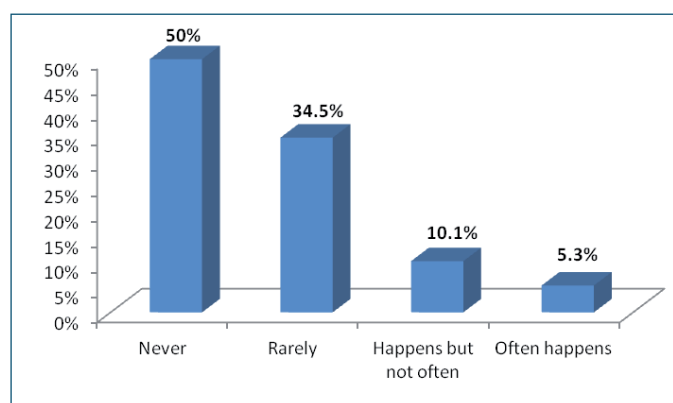
- Harmed them psychologically and/or morally first (41.7%) with a higher proportion among female students (p -value<0.05);
- He/she was shouting at them (19.4%);
- He/she was insulting them or making fun of them (16.5%) or of their family (14.6%).

By looking at gender differences, males (86.2%) were significantly more likely than females (58.1%) to commit a psychological and moral harm act against another male student (p -value=0.004).

6. Sexual harm/harassment at school

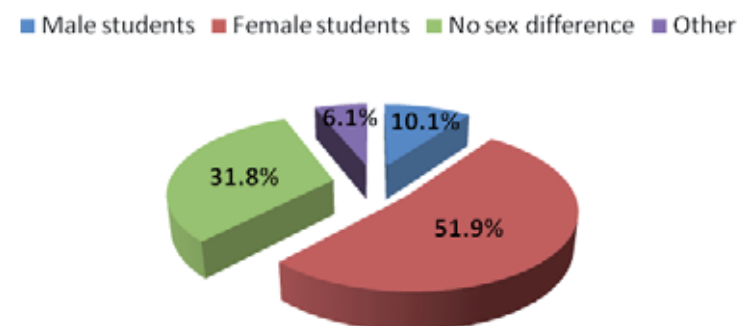
Around 50% of the students thought that sexual/harm harassment “never” occurred at school while 34.5% stated it rarely occurs. Only 5.3% of the students thought that it often happens.

Figure 8. Frequency of sexual harm/harassment estimated by private schools students



The largest proportions of the students (51.9%) thought that female students were the most vulnerable to sexual/harm harassment at school against only 10.1% who chose male students.

Figure 9. People vulnerable to sexual harm/harassment estimated by private schools students



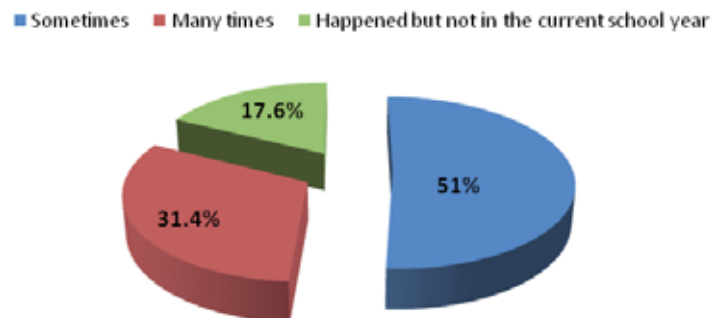
“Male students” were mostly reported by the students as the people who engaged in sexual/harm harassment at school (49.2%) followed by “other people” (19.5%) and by “male adults working in the school” (15.7%).

Only 5.7% and 2.6% of the students chose respectively “female students” and “female adults working in the school”.

The largest proportion of students (95.9%) reported “never” being exposed to any form of sexual harm/harassment in the current school year. Among those who reported experiencing this kind of violence, a significant higher proportion was observed among males’ students (p-value<0.05).

Students who were exposed to such violence selected the “physical sexual harm/harassment attempt” (47.4%, N=27) as the most frequent form they have being exposed to during the current school year followed by “verbal sexual harm/harassment through the use of insults or sexual remarks” (29.9%, N=17). Among them, 51% reported sometimes experiencing a sexual harm/harassment at school and mainly indicated “another male student at school” as the main perpetrator (39%) against “another female student at school” (23%).

Figure 10. Frequency of sexual harm/harassment experienced by private schools students



The largest proportion of students who experienced an act of sexual harm/harassment at school assigned it mostly to their gender (N=23), their appearance (N=17) and their clothing (N=14) and identified the playgrounds (N=27) and classrooms (N=23) as the main school places where this violence usually took place. Students also reported that these violent acts usually happened during breaks or at recess (N=31), between and during classes (N=19 and N=15 respectively). Only 0.9% reported the act to take place at lunch time and on the way to and from school.

When asked about their behaviors following the sexual harm/harassment act, the majority of the students who answered this question reported ignoring it and trying to forget it (N=28) while only 11 students reported fighting back and standing up to the person who was doing it. Only 8 of them told a teacher or principal or vice principal or an adult at school or outside school or their parent(s) or guardian(s) or an association or an official body or the police about it.

For those who had told someone about it, 20 of them reported that no action was taken afterwards while only 14 of them were asked to describe the incident in details. Only 9 students reported that the person(s) who harmed them sexually got yelled at or punished or expelled.

For those who did not do anything about it, 20 of them attributed it to the fact that they thought it was normal while 12 of them reported being afraid that the perpetrator may harm them more or reported that they did not want to get in trouble for telling. Only one male student reported being raped as a reason for not doing anything about the sexual harm/harassment act he was exposed to.

Feeling depressed and/or anxious (N=17) was considered as the main consequence of the sexual harm/harassment students were subjected to at school followed by the obligation to leave school (N=12). Four students (one female and three males) reported getting infected with a disease: one of the male students reported having to leave school and feeling depressed and/or anxious about it.

The largest proportion of students (72.4%) stated that they could talk to someone at school if they were victims of any act of sexual harm/harassment at school against 22.4% who stated that they would not. Among those who would talk to someone, 85.7% preferred talking to a close/good friend while only 23.8% preferred talking to their parent(s) or guardian(s) or to a male teacher or coordinator or supervisor.

Almost 96.2% of the students reported not committing a sexual harm/harassment act to another person at school. Among those who reported committing such act, a significant higher proportion was observed among males' students (p-value<0.001).

Students who performed this violent act mainly committed it against a female (63.2%) and the reasons behind it were mostly because the student was asking for it (25%) or was dressed in an attractive way (25%) or because s/he sexually harmed them first (21.9%).

7. Attitudes, Behaviors and Practices

When students were asked questions about their *attitudes towards gender roles* in general, a vast majority of the students *disagreed* to the fact that:

- The smart people in the community are men (77.2%);
- Men can be violent but women should not (75.1%);
- Families should encourage boys more than girls to go to university (74.9%);
- Women should obey whatever the men say (72.9%);
- Women should also be able to ask a man: "will you marry me?" (69.9%);
- When a boy and girl go out for lunch, they should share the cost of the meal (53.8%).

Table 9. Students' opinions regarding gender roles among private schools students

Attitudes towards gender roles	Agree	Disagree
Girls should not say bad words, but boys can	53%	47%
Dad should help mom with work in the house like washing dishes, cooking dinner and doing the laundry	57.7%	42.3%
Women should obey whatever the men say	27.1%	72.9%
Women should also be able to ask a man: "Will you marry me?"	30.1%	69.9%
Women should work mostly on becoming good wives and mothers	73.3%	26.7%
Women should work on being successful in any job just like men	59.1%	40.9%
Girls should not always try and do the same things a man can	58.3%	41.7%
It is silly for a woman to drive a public bus and for a man to wash dishes	43.4%	56.6%
The smart people in the community are men	22.8%	77.2%
Girls should have the same chances to work and do well as boys do	83.1%	16.9%
When a boy and girl go out for lunch, they should share the cost of the meal	46.2%	53.8%
Families should encourage boys more than girls to go to university	25.1%	74.9%
In general, the father should have greater authority than the mother in the bringing up of the children	41.9%	58.1%
There are many jobs which men should do but not women	65.5%	34.5%
Honor of the family is related to women	48.4%	51.6%
Men can be violent but women should not	24.9%	75.1%

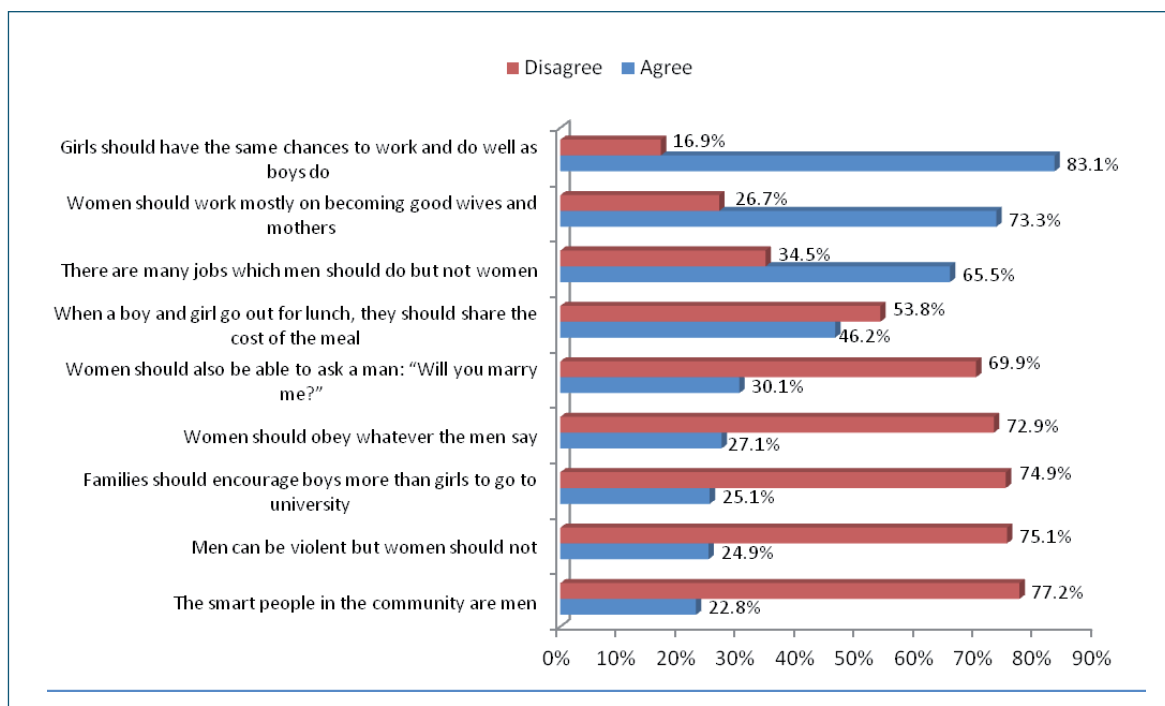
By looking at gender differences, females were significantly more likely than males to disagree to the following statements (p -value < 0.001):

- The smart people in the community are men (90.3% for females compared to 62.6% for males);
- Men can be violent but women should not (82.8% for females compared to 67.3% for males);
- Families should encourage boys more than girls to go to university

(81% for females compared to 68.6% for males);

- Women should obey whatever the men say (80.6% for females compared to 64.7% for males);
- Women should also be able to ask a man: "will you marry me?" (76.7% for females compared to 61.8% for males).

Figure 11. Attitudes towards gender roles among private schools students



On the other hand, many students agreed to the following:

- Girls should have the same chances to work and do well as boys do (83.1%);
- Women should work mostly on becoming good wives and mothers (73.3%);
- There are many jobs which men should do but not women (65.5%).

By looking at gender differences, females (88.8%) were significantly more likely than males (76.3%) to agree to the fact that girls should have the same chances to work and do well as boys do (p-value < 0.001); whereas males (70.1%) were significantly more likely than females (60.9%) to agree to the fact that there are many jobs which men should do but not women (p-value < 0.001).

When asking the students questions about school-related gender roles, the majority of them disagreed on most of the statements.

Table 10. Students' opinions regarding school-related gender roles among private schools students

School-related gender roles statements	Agree	Do NOT agree
At school, girls are given the same freedom as boys	80.5%	19.5%
At school, we are taught that men and women should have equal responsibility for raising children	80.2%	19.8%
At school, we have learned that boys should protect women's honor	79.5%	20.5%
At school, boys are often taught that they should protect the girl's reputation	70.7%	29.3%
At school, girls are often taught that they should worry about their reputation	67.3%	32.7%
At school, boys are often reminded that they should be the head of the household and earn living	59.8%	40.2%
At school, I often hear statements like girls should not do so and so and boys should not do so and so	58.3%	41.7%
At school, girls are more criticized for swearing than boys	47.2%	52.8%
At school, it is more acceptable for a boy to hit another boy than to hit a girl	43.2%	56.8%
At school, we have learned that men have greater authority than women in making family decisions	40.7%	59.3%
At school, girls are often reminded that they should be good housewives	40.5%	59.5%
At school, we have learned that men are responsible for earning the money and women for are responsible for raising children	39.1%	60.9%
At school, girls are considered in general to be smarter than boys	36.2%	63.8%
At school, it is more acceptable for a girl to hit another girl than to hit a boy	32.2%	67.8%
At school, girls are often instructed to be more concerned with becoming good wives and mothers rather than desiring a professional or business career	31.7%	68.3%
At school, boys are often considered better leaders than girls	24.2%	75.8%
At school, it is acceptable to engage in an intimate relationship with your teacher in order to get good grades or succeed	23.9%	76.1%
At school, girls are ridiculed for being friends with boys	16.3%	83.7%
At school, boys are ridiculed for being friends with girls	16.1%	83.9%
At school, it is more important for boys than girls to do well in school	16.1%	83.9%
At school, girls are not encouraged to study as they do not have to work for living	14.5%	85.5%
At school, it is usually more acceptable for a boy to hit a girl	13.4%	86.6%

In fact, and as indicated by Figure 12 below, the majority of the students with a significant higher proportion among females ($p < 0.001$) disagreed mostly to the following statements when occurring at school:

- it is usually more acceptable for a boy to hit a girl (86.6%) with a significant higher proportion among females (91.5% for females compared to 81.2% for males);
- girls are not encouraged to study as they do not have to work for living (85.5%) with a significant higher proportion among females (91.2% for females compared to 79.7% for males);
- it is more important for boys than girls to do well in school (83.9%) with a significant higher proportion among females (92.3% for females compared to 74.7% for males);
- boys are ridiculed for being friends with girls (83.9%) with a significant higher proportion among females (88.1% for females compared to 79.5% for males);
- girls are ridiculed for being friends with boys (83.7%) with a significant higher proportion among females (86.3% for females compared to 81.6% for males);
- it is acceptable to engage in an intimate relationship with your teacher in order to get good grades or succeed (76.1%) with a significant higher proportion among females (83.2% for females compared to 68.1% for males);
- boys are often considered better leaders than girls (75.8%) with a significant higher proportion among females (88.9% for females compared to 61.2% for males);
- girls are often instructed to be more concerned with becoming good wives and mothers rather than desiring a professional or business career (68.3%) with a significant higher proportion among females (72.6% for females compared to 63.5% for males).

Figure 12. Attitudes towards school related gender roles statements disagreed upon among private schools students

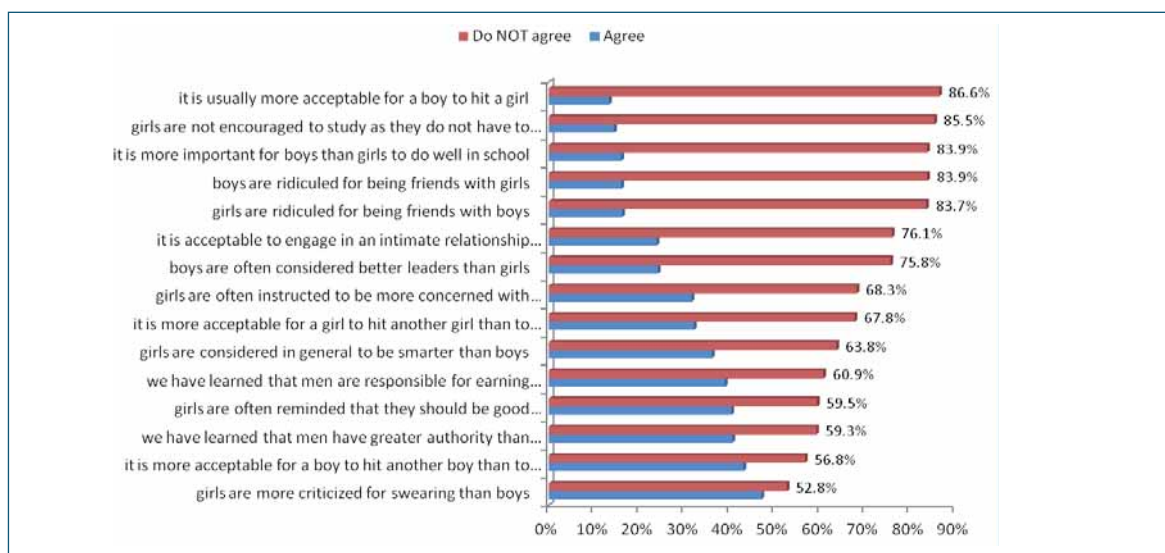
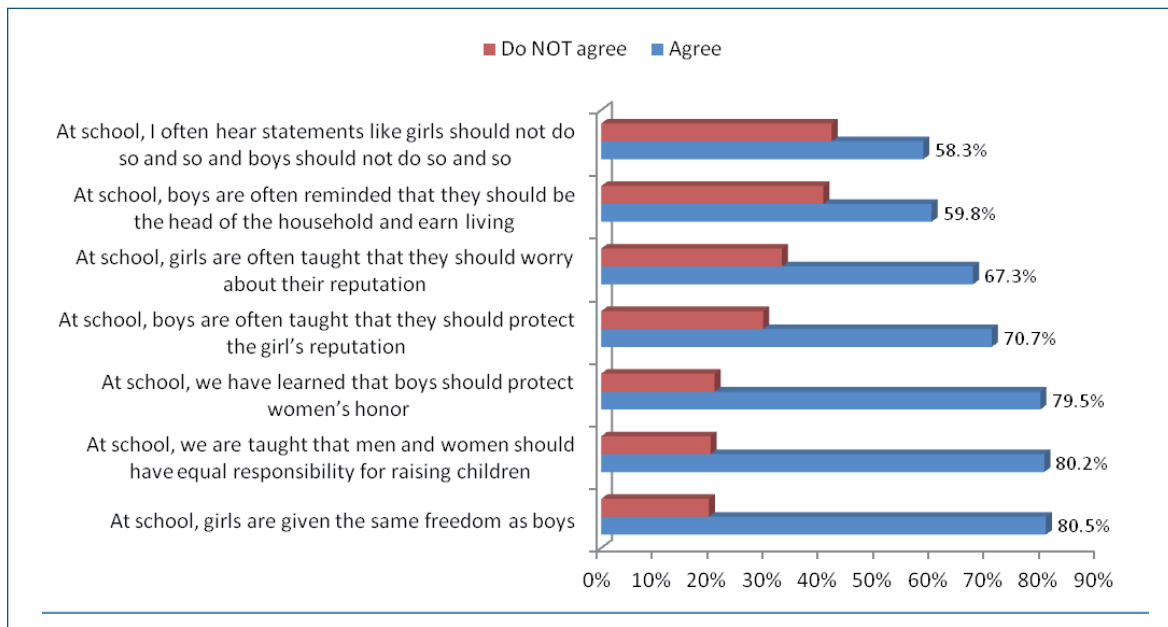


Figure 13. Attitudes towards school related gender roles statements agreed upon by private schools students



However, males (71%) were significantly more likely than females (57.4%) to disagree to the following statement: girls are considered in general to be smarter than boys (p-value < 0.001).

On the other hand, the main statements agreed upon by the students were the following (Figure 13): girls are given the same freedom as boys (80.5%); we are taught that men and women should have equal responsibility for raising children (80.2%); we have learned that boys should protect women's honor (79.5%); boys are often taught that they should protect the girl's reputation (70.7%).

By looking at gender differences, females (85.6%) were significantly more likely than males (74.3%) to agree on being taught that men and women should have equal responsibility for raising children (p-value < 0.001).

When asked questions (24 statements) about some teachers' attitudes, behaviors and practices at school in favor of one gender more than the other, more than 75% of the students answered by "NO" to 21 statements out of 24 and reported that such attitudes, behaviors and practices did not take place at their school (Table 11 below).

However, 45.7% of the students reported that most of the male teachers did not treat girls with respect and 43.7% reported that some teachers at their school thought that there were certain subjects that were specific for girls and others specific for boys.

Moreover, 25.1% and 15.9% of the students reported respectively that some teachers at their school offered more attention and instruction to one gender (for being a girl/ boy) more than the other and assigned tasks based on gender with a significant higher proportion among males than females (p-value < 0.001 and = 0.001 respectively).

Furthermore, male students were also significantly more likely than females to report that some teachers at their school thought boys and girls are not equal (21.8% for males compared to 12.9% for females)

and that they tried to show that they are different (i.e. showing male contributions to science but not women) (22% for males compared to 13.1% for females) (p-value<0.001).

Table 11. Teachers’ attitudes, behaviors and practices at school among private schools students

Teachers> attitudes, behaviors and practices at school	Yes	No
Boys are more allowed to answer back to the teachers than girls	9.2%	90.8%
Some teachers at your school encourage girls to get married right after school	10.4%	89.6%
Some female teachers at your school help boys more than girls during exams	11.2%	88.8%
Some teachers at your school prefer dealing with boys more than girls	12.6%	87.4%
In the classroom, boys and girls are seated separately	13.2%	86.8%
Some female teachers at your school help girls more than boys during exams	13.2%	86.8%
Some male teachers at your school help boys more than girls during exams	14.0%	86.0%
Some teachers at your school ask girls easy questions and ask boys more difficult questions that require additional thinking	14.2%	85.8%
Some teachers at your school encourage boys more than girls to continue their education	14.7%	85.3%
Some teachers at your school think boys are better than girls	14.8%	85.2%
Some teachers at your school often praise boys more than girls	15.2%	84.8%
Some male teachers at your school help girls more than boys during exams	15.7%	84.3%
Some teachers at your school assign tasks based on gender (for being a girl/ boy)	15.9%	84.1%
Some teachers at your school expect more, provide assistance or encourage girls more towards art and literature fields	16.3%	83.7%
Some teachers at your school expect more, provide assistance or encourage boys more than girls towards mathematics and sciences fields	16.6%	83.4%
Some male teachers at your school call on girls more than boys in the classroom	17.2%	82.8%
Some teachers at your school think boys and girls are not equal	17.4%	82.6%
Some teachers at your school try to show that boys and girls are different (i.e. showing male contributions to science but not women)	17.5%	82.5%
Some female teachers at your school call on boys more than girls in the classroom	18.4%	81.6%
At your school, girls performing well are often praised by saying “as good as boys”	23.8%	76.2%
Some teachers at your school often criticize boys more than girls	24.6%	75.4%
Some teachers at your school offer more attention and instruction to one gender (for being a girl/boy) more than the other	25.1%	74.9%
Some teachers at your school think that there are certain subjects that are specific for girls and others specific for boys	43.7%	56.3%
Most of the male teachers at your school treat girls with respect	54.3%	45.7%

The majority of the students (69.7%, N=881) reported “never” missing classes or school in the current school year because of being hurt, threatened or afraid. For those who did, 20.6% (N=260) did not attend school for one or two days against 3.1% (N=39) for ten or more days.

48.6% of the students reported never being upset or angry at school against 27.7% who did and who attributed it mainly to: low grades, lots of homework, personal problems and teachers’ bad behavior with students. Few students attributed it to the discrimination against children.

Students reported to usually dealing with their anger or frustration at school by feeling sad and crying (33.6%), listening to music (27.9%) and shouting (11.4%).

Only 8% of the students (N=98) reported ever being suspended from school with a significant higher proportion among males (13.1%) than females (3.7%) (p-value<0.001). They mainly attributed it to hitting, fighting and cursing within the school premises.

Only 2.5% of the students (N=31) reported ever leaving or thinking of leaving school because of problems of being girl/boy with a significant higher proportion among males (3.3%) than females (1.5%) (p-value=0.03). They mainly attributed it to hitting, fighting and cursing within the school premises.

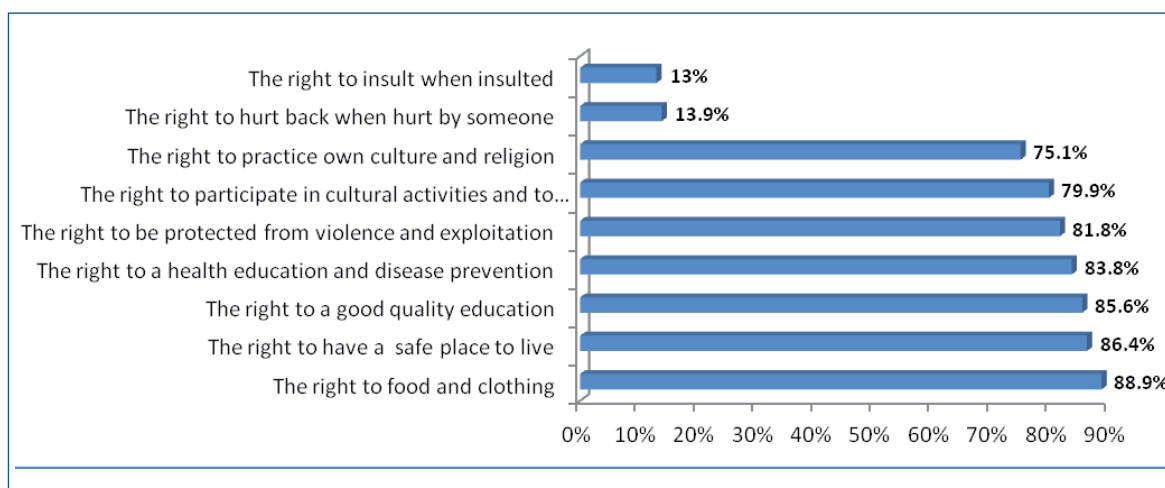
Furthermore, only 2.7% of the students (N=34) reported ever being prevented from going to school (or threatened to be removed from school) with a significant

higher proportion among males (4.6%) than females (0.9%) (p-value<0.001). 41.2% of the students attributed it to their gender (being a boy/girl) while 38.2% and 29.4% of the students attributed it respectively to their poor performance at school and their poor economic status.

While assessing students’ knowledge regarding the Convention on the Rights of the Child (figure 14), 75.5% of the students reported ever hearing about it; while 17.3% did not with a significant higher proportion among males (21.9%) than females (13.6%) (p-value<0.001). The curriculum was considered as the main source of information (52.9%).

When asked to identify the Children Rights (Figure 14), the vast majority of the students showed a correct knowledge regarding their rights while around 13% of the students identified “the right to insult when insulted” and “the right to hurt back when hurt by someone” as children rights while they are not.

Figure 14. Identification of the Children Rights by private schools students



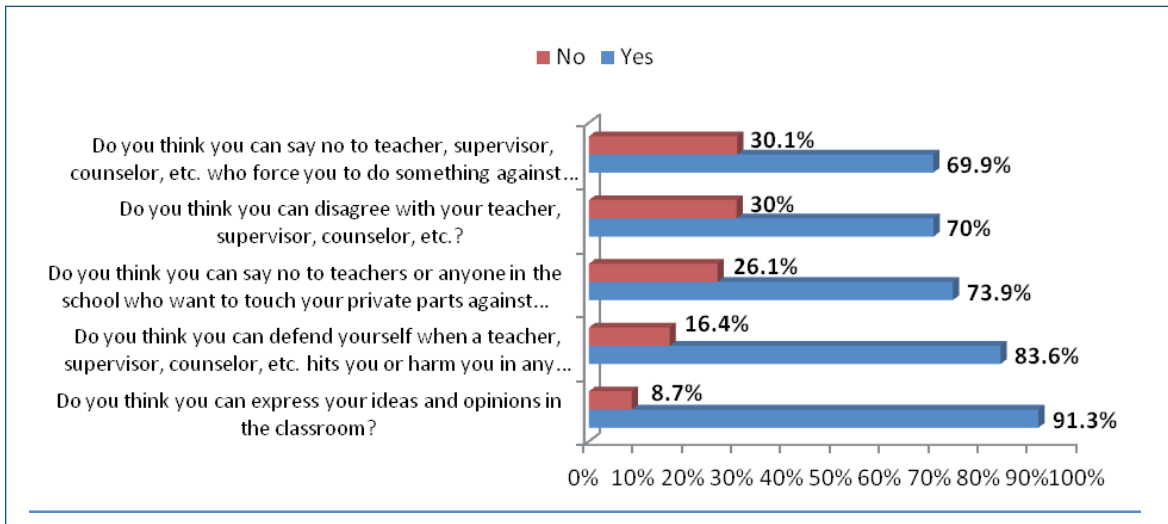
76.6% of the students thought they have rights at their school with a significant higher proportion among females (80.5%) than males (72.9%) (p-value<0.005). And the majority of the students showed a good perception of their rights at school (Figure 15); in fact, 91.3% thought they can express their ideas and opinions in the classroom and 83.6% thought they can defend themselves when a teacher, supervisor or counselor hits them or harm them in any other way. Around 70% of the students thought they can disagree with their teacher, supervisor or counselor and stand up to him/her if s/he forces them to do something against their will. 73.9% also thought they can say no to teachers or anyone in the school who want to touch their private parts against their will.

By looking at gender differences, males were significantly more likely than females to believe that:

- they cannot express their ideas and opinions in the classroom (12.6% for males compared to 5.3% for females, p-value <0.001);

- they cannot say no to teacher, supervisor or counselor who forces them to do something against their will (33.4% for males compared to 27% for females, p-value =0.02);
- they cannot defend themselves when a teacher, supervisor or counselor hits them or harms them in any other way (20.5% for males compared to 12.5% for females, p-value <0.001).

Figure 15. Students' perception regarding their rights at school among private schools students

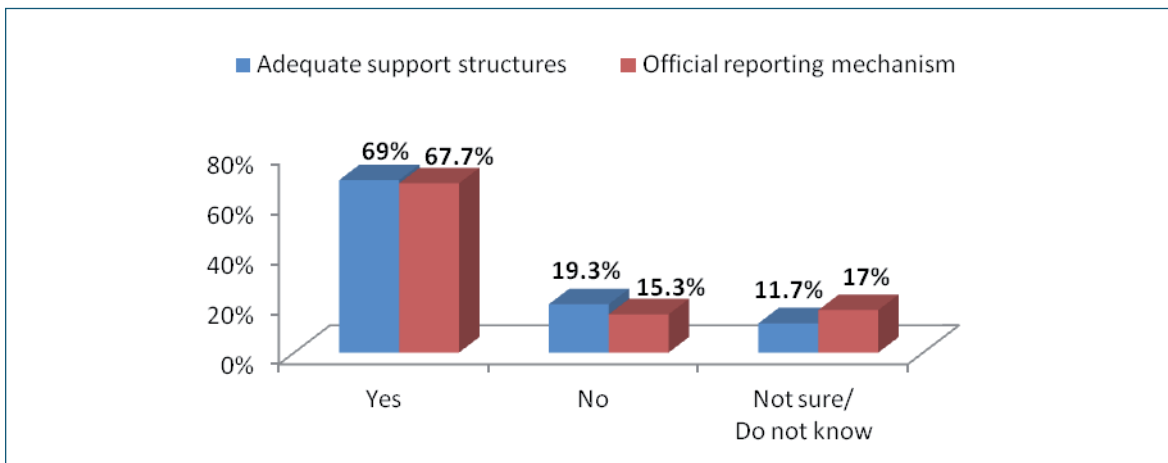


83.6% of the students believed there is discipline at their school with a significant higher proportion among females (p-value<0.001); among them, 77.3% considered it fair.

63% of the students reported believing that their school forbade hitting the students to punish them while 29.1% did not.

The majority of the students reported believing that their school offered adequate support structures such as school counselor, someone to talk to and grievances (69%) and that it had an official reporting mechanism in place to allow children to report incidents that had harmed them (67.7%) (Figure 16 below).

Figure 16. Availability of support structures and official reporting mechanisms at schools among private schools students



When asked about what they believed their school could do more to help them feel more welcome and help prevent school related violence, the majority of students reported that their school should educate them about harm occurring within its premises (51.8%) and teach them on how to report it (47.1%) (Figure 17).

45.2% thought the school should educate teachers and school support staff on how to prevent and address harm at school and 44.4% thought that information meetings should be held for parents and guardians. Only 7.3% of students reported going for separate schools for boys and schools for girls as an approach of school-related violence prevention.

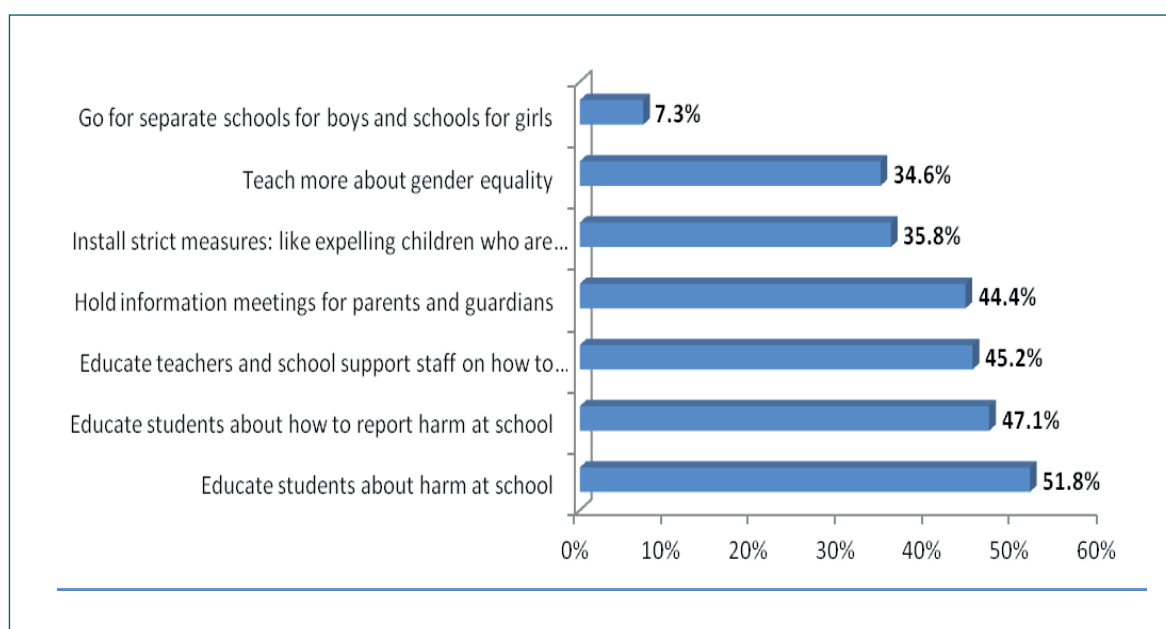
Only 11.1% of the students replied to the question 117 “Did you or anyone you know have to leave school because of violence?”

Among them, 52.7% reported never experiencing this or knowing anyone who did. On the other hand, among those who did, 25.3% of the students reported having to leave school and attributed it mainly to problems with the teacher.

Students who reported knowing someone who had to leave school because of violence explained that the main reasons behind this were physical fights between students and emotional harm towards them.

Four students reported knowing a teacher who got fired after hitting a student and one student reported knowing a director who also got fired for hitting a student.

Figure 17. Ways of prevention of school-related violence as reported by private schools students



II. School Safety, Physical, Psychological and Moral Harm Scales

A descriptive analysis of the three scales showed the following:

- ▶ **1st Scale “school safety”:** it had a minimum of 1, a maximum of 3, a mean of 2.27 and a std. deviation of 0.45;
- ▶ **2nd Scale “physical harm”:** it had a minimum of 1, a maximum of 4, a mean of 1.16 and a std. deviation of 0.36;
- ▶ **3rd Scale “psychological and moral harm”:** it had a minimum of 1, a maximum of 4, a mean of 1.14 and a std. deviation of 0.31.

Table 12 below shows the internal consistency of the 3 scales: the first scale and third scale had a good reliability (Cronbach’s alpha=0.959 and 0.932 respectively, both > 0.6) whereas the second scale had a medium reliability (Cronbach’s alpha=0.691).

The correlation coefficients between the 1st and 2nd scale was -0.232 and between the 1st and 3rd scale was -0.239. Although they were significant, the results showed a weak negative correlation that were not considered as accountable (p-value<0.001).

Nevertheless, the correlation coefficient between the 2nd and 3rd scale was 0.526 and was considered as a significant moderate positive linear correlation (p-value<0.001) meaning that if physical harm increased, psychological and moral harm also increased and vice versa

The correlation between the 1st scale (school safety) and students’ gender (being a boy/girl) was not found to be significant. However, when the 2nd (physical harm) and 3rd (psychological harm) scales were correlated with the gender, the results showed a weak positive linear correlation with correlation coefficients equal to 0.172 and 0.136 respectively (p-value<0.001).

The correlation between question number 85 “ever being exposed to any form of sexual harm/harassment at school during the current school year” with students’ gender showed a very weak negative linear correlation with a correlation coefficient equal to -0.065 (p-value<0.05).

The correlation between the 1st scale (school safety) and students’ age was found to be a weak negative linear correlation with a correlation coefficient equal to -0.126. Although it was significant, the correlation was weak and it was not taken into account (p-value<0.001).

Table 12. Reliability testing of the scales

1 st scale		2 nd scale		3 rd scale	
Cronbach’s alpha	Number of items	Cronbach’s alpha	Number of items	Cronbach’s alpha	Number of items
0.959	14	0.691	19	0.932	22

However, the correlation of the physical harm, and psychological and moral harm scales with students' age was found not to be significant.

The correlation between question number 85 "ever being exposed to any form of sexual harm/harassment at school during the current school year" with students' age was not significant.

The correlation between the 1st scale (school safety) and schools' caza was found to be a weak positive linear correlation with a correlation coefficient equal to 0.125. Although it was significant, the correlation was weak and it was not taken into account (p-value<0.001).

However, the correlation of the physical harm, and psychological and moral harm scales with schools' caza was found not to be significant.

The correlation between question number 85 "ever being exposed to any form of sexual harm/harassment at school during

the current school year" with schools' caza was not significant.

As mentioned above, the correlation between the 1st scale (school safety) and students' gender and between the 2nd scale (physical harm) and 3rd scale (psychological and moral harm) and students' age were both not significant. However, "gender" and "age" have been known as universal confounders and therefore the three scales were treated as categorical aiming at approaching significant correlation with these two variables.

Nevertheless, even after treating the 1st scale as categorical (mean as cut off value between "considered not safe" and "considered safe"), its correlation with students' gender remained not significant. And even after treating the 2nd and 3rd scales as categorical and after lumping the categories (all students who replied by "sometimes", "manytimes" and "happened but not in the current school year" were grouped under "ever occurred"), their correlation with students' age remained not significant.

Table 13. Summary of scales correlation results

	1 st SCALE	2 nd SCALE	3 rd SCALE	GENDER	AGE	CAZA
1 st Scale "school safety"		weak negative correlation	weak negative correlation	Not correlated	weak negative correlation	weak positive correlation
2 nd Scale "physical harm"	weak negative correlation		moderate positive correlation	weak positive correlation	Not correlated	Not correlated
3 rd Scale "psychological and moral harm"	weak negative correlation	moderate positive correlation		weak positive correlation	Not correlated	Not correlated

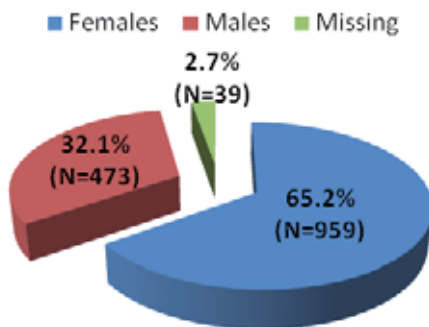
D. RESULTS: PUBLIC SCHOOLS

I. Descriptive Analysis

1. Social characteristics

65.2% of the respondents were female with a total number of 39 students (2.7%) who did not specify their gender as reported in the pie chart below (Figure 18). The difference in numbers between males and females was due to the enrollment of six girls' only schools against one boys' only school whereas the rest of the public schools consisted of students from both gender.

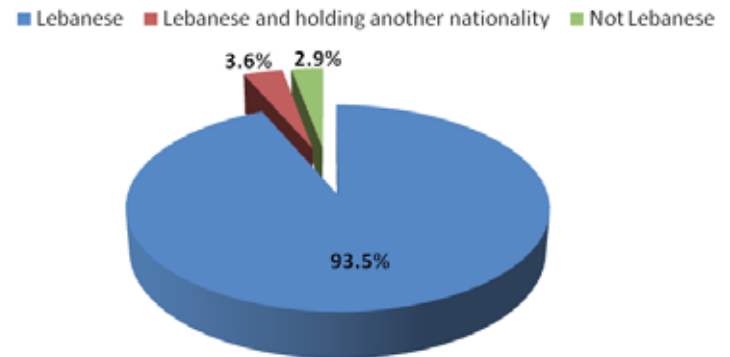
Figure 18. Gender distribution of public school students



The mean age of public schools students was 16.26 years old (95% CI=16.16-16.37), with a minimum of 11 and a maximum of 22. The age of the respondents followed a normal distribution where the mean, median and mode were almost equal (mean=16.26; median=16 and mode= 16). No age difference was noted between males and females students.

The majority of the respondents were Lebanese (97.1%), 3.6% of them held another nationality mainly Palestinian and Syrian.

Figure 19. Nationality distribution of public school students



The vast majority of the respondents reported currently living with both parents (92%). And 69.5% of the students reported belonging to the Islamic religion (including Druze religion) whereas 20.3% indicated being Christians.

The largest proportion of students stated the intermediate level as the highest educational level for their fathers (25.2%) and their mothers (27.9%). Only 7.4% and 7.8% of the students reported that their fathers and mothers had finished the university level respectively.

The majority of them reported that their father work (84.9%) but not their mother (82.9%).

The mean number of years students had attended school was found to be equal to 11.25 years (95% CI=11.14-11.37), with a minimum of 1 and a maximum of 17 years.

49.2% of the students stated that they repeated a class. Among them, the vast majority reported repeating grade 7 within the intermediate section and grade 10 within the secondary section.

2. Sources of information and knowledge on school-related violence and SRGBV

The most frequent form(s) of school-related violence among peers that students reported were the following: calling names (61.2%), making fun of others (55.8%), beating (54.4%) embarrassing (46.4%) and insulting others (43.4%) as reported in Figure 20 below.

The majority (52.3%) reported “never” witnessing violence at school. Among those who did, a significant higher proportion was noted among males (60.1%) than females (41.3%) (p-value<0.001). Students designated “fighting” (39.1%) and “hitting” (20.1%) as the most witnessed forms of violence and only 19.6% of them (N=129) reported it. The principal (N=49) was the main person to whom students referred to in order to report a school-related violence, followed by the school’s director (N=42) and the administration (N=25).

3. School safety

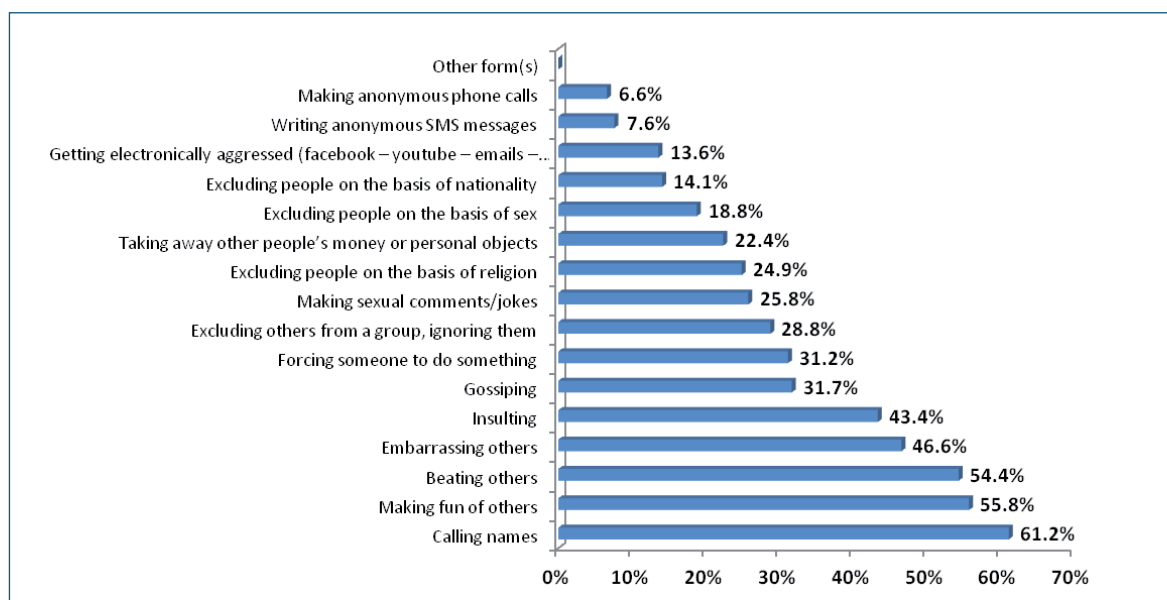
When assessing the feeling of being safe at school, 83% of students reported “never” feeling unwelcome, uncomfortable or unsafe at school.

On the other hand, students who reported having this feeling attributed it mainly to their grades or marks (43.2%) and their appearance (16.6%). Only 12% of them attributed this feeling to their gender (for being a boy/girl).

When asking students about school safety, the largest proportion reported considering all school places as safe mainly: school grounds (59%), hallways (56%), computer rooms/laboratory rooms/social club rooms and classrooms (54.3%), school entrances/exits (53.5%), the way to and from school (51.9%) and the library (51.7%).

Many students also indicated the following as “very safe”: classrooms (37.4%), library

Figure 20. Most frequent form(s) of school related violence among peers among public schools students



(29.7%) and computer rooms/laboratory rooms/social club rooms (28.1%).

However, other students reported feeling “not safe” in the following: school entrances/exits (28.6%), on the way to and from school (27%) and parking lot (27.4%). Toilets were considered by 49% as a safe place whereas 34.3% of the students considered it as unsafe.

By looking at gender differences, males (30%) were significantly more likely than females (26.2%) to indicate the parking lot as unsafe (p-value<0.05). No gender differences were observed regarding the other two places reported as “not safe”.

The largest proportion of students came to school on foot (31.2%) or used private buses (29.8%) or school buses (23.7%) as means of transport; students also stated that travelling to and from school was not safe mainly because of getting sexually abused/harassed (look, touch, kiss, sex), engaging in fights, getting embarrassed, threatened and insulted.

4. Physical harm at school

The majority of the students (80%) reported “never” being involved in a physical fight at school during the current school year with a significant higher proportion among females (p-value<0.001).

The majority of the students also reported “never” being the victim of any form of physical harm at school as indicated by Table 14 below. The most frequent form of physical harm happening to students at school was the prevention of the students from going to the toilets during class hours reported by 22.5% of the students as happening “sometimes” and by 15.2% as happening “many times” followed by hitting them by throwing an object at them (8.9%), pulling their hair (6.7%), hitting them with a ruler (6.1%), making them stay outside in the cold or heat to punish them (5.8%), biting them (5.6%) and making them stand/kneel in a way that hurt or felt embarrassing (5.1%).

Figure 21. Frequencies distribution of the answers to “at school, how safe do you feel in the following places” among public schools students

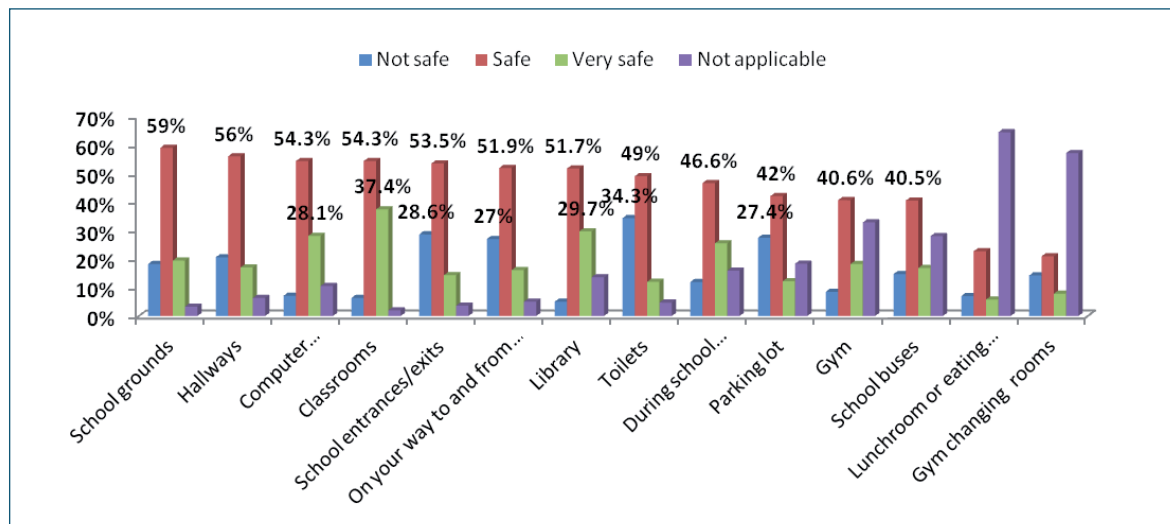


Table 14. Frequencies distribution of the answers to “Physical harm: In the current school year, how often has anyone at school done any of the following?” among public schools students

PHYSICAL HARM AT SCHOOL – In the current school year, how often has anyone <u>at school</u> done any of the following?	FREQUENCY			
	Never	Sometimes	Many times	Happened but not in the current school year
Spit on you at school?	96.1%	2.1%	1.0%	0.9%
Bit you at school?	90.2%	5.6%	1.7%	2.5%
Slapped you at school?	92.2%	4.6%	1.6%	1.6%
Hit you with a ruler at school?	86.9%	6.1%	3.1%	3.8%
Hit you by throwing an object at you at school?	87.7%	8.9%	2.4%	1.0%
Hit you with a closed fist, belt, stick or shoe at school?	96.2%	2.6%	1.0%	0.3%
Kicked you at school?	94.7%	3.3%	1.1%	0.8%
Pushed you, choked you, or shook you at school?	94.1%	3.9%	1.4%	0.7%
Crushed your fingers or hands at school?	96.2%	2.1%	1.3%	0.4%
Locked you up in a small place at school?	96.8%	2.1%	0.5%	0.5%
Tied you with a rope at school?	98.6%	0.8%	0.6%	0.1%
Made you stay outside in the cold or heat to punish you at school?	90.5%	5.8%	2.2%	1.4%
Burnt you or tried to cut you purposefully at school?	96.9%	2.1%	0.5%	0.5%
Twisted your ear or nose at school?	92.4%	3.8%	1.6%	2.3%
Pulled your hair at school?	88.9%	6.7%	2.2%	2.3%
Made you stand /kneel in a way that hurt or felt embarrassing at school?	90.8%	5.1%	2.1%	2.1%
Prevented you from going to the toilets during class hours?	59.3%	22.5%	15.2%	2.9%
Took your food or any personal belonging away from you at school?	93.0%	3.8%	2.2%	1.0%
Other act of physical harm	97.6%	0.0%	1.2%	1.2%

Male students were significantly more likely than females to report “sometimes”:

- Being hit by throwing an object at them (11.9% among males compared to 7.5% among females, p -value<0.001);
- Getting their hair pulled (8.9% among males compared to 5.5% among females, p -value=0.003);
- Getting bitten (10.2% among males compared to 3.1% among females, p -value<0.001);

Getting obliged to stand/kneel in a way that hurt or felt embarrassing (p -value=0.008). They were also more likely than females to report “sometimes” and “many times” getting hit with a ruler (8.1% and 5.5% respectively among males, compared to 5.4% and 2.2% respectively among females, p -value=0.002).

On the other hand, females were more likely than males to report “sometimes” getting obliged to stay outside in the cold or heat to get punished (6% among females compared to 5.7% among males, p -value<0.001) whereas a higher proportion of males reported this physical harm act as happening “many times”.

Adult perpetrators of physical harm acts were either females or males or both as reported by students who experienced such violence at school (Table 15). **Female adults** were mostly reported by the students to lock them up in a small place (60%), to take their food or any personal belonging away from them (59.5%), to twist their ear or nose (57.9%), to pull their hair (57.9%), to make them stand /kneel in a way that hurt or felt embarrassing (57.1%), to slap them (54.8%),

to push them, to choke them or shake them (53.3%) and to hit them with a ruler (50%); whereas **male adults** were mostly reported to hit them with a closed fist, belt, stick or shoe (84.2%), to tie them with a rope (66.7%), to crush their fingers or hands (60%), to kick them (53.3%), to burn them or try to cut them purposefully (52.9%), to spit on them and bite them (50%).

Both female and male adults were mostly reported to prevent students from going to the toilets during class hours (39.4%) and made them stay outside in the cold or heat to punish them (16.7%).

By looking at gender differences, male students were significantly more likely than female students to designate a male adult as a perpetrator when he bit them (84.2% among males compared to 31.3% among females, p -value=0.001). Furthermore, male students were significantly more likely than female students to designate both female and male adults as perpetrators when they prevented students from going to the toilets during class hours (43.4% among males compared to 37.9% among females, p -value<0.001).

On the other hand, female students were significantly more likely than male students to designate a female adult as a perpetrator when she did the following:

- Slapped them (81% among females compared to 26.3% among males, p -value=0.001);
- Hit them with a ruler (61.8% among females compared to 23.3% among males, p -value=0.001);
- Twisted their ear or nose (76.5%

among females compared to 30.4% among males, p-value=0.002);

- Pulled their hair (77.8% among females compared to 21.1% among males, p-value<0.001);
- Made them stand /kneel in a way that hurt or felt embarrassing

(70.9% among females compared to 31% among males, p-value=0.001);

- Took their food or any personal belonging away from them (72% among females compared to 37.5% among males, p-value<0.05).

Table 15. Frequencies distribution of the answers to “Physical harm: In the current school year, WHO did any of the following to you at school – Adults as perpetrators?” among public schools students

PHYSICAL HARM AT SCHOOL – In the current school year, who did any of the following to you at school:	Adult as PERPETRATOR		
	Female	Male	Female & Male
Spit on you	41.7%	50%	8.3%
Bit you	44.2%	50%	5.8%
Slapped you	54.8%	42.9%	2.4%
Hit you with a ruler	50%	38.8%	11.2%
Hit you by throwing an object at you	46.2%	46.2%	7.7%
Hit you with a closed fist, belt, stick or shoe	15.8%	84.2%	0%
Kicked you	46.7%	53.3%	0%
Pushed you, choked you, or shook you	53.3%	46.7%	0%
Crushed your fingers or hands	40%	60%	0%
Locked you up in a small place	60%	40%	0%
Tied you with a rope	33.3%	66.7%	0%
Made you stay outside in the cold or heat to punish you	41.7%	41.7%	16.7%
Burnt you or tried to cut you purposefully	41.2%	52.9%	5.9%
Twisted your ear or nose	57.9%	35.1%	7%
Pulled your hair	57.9%	33.3%	8.8%
Made you stand /kneel in a way that hurt or felt embarrassing	57.1%	32.1%	10.7%
Prevented you from going to the toilets during class hours	42.4%	18.2%	39.4%
Took your food or any personal belonging away from you	59.5%	35.7%	4.8%
Other act of physical harm	0%	0%	0%

However, when perpetrated by “students” (Table 16 and Figure 22), the majority of the students who were physically violated reported that a male student was the main perpetrator for physical harm acts mainly when he did the following:

- Hit them with a closed fist, belt, stick or shoe (80%);
- Crushed their fingers or hands (77.8%);
- Burnt them or tried to cut them purposefully (77.8%) with a significant higher proportion among male students (p-value<0.05);
- Spit on them (77.4%);
- Bit them (73%) with a significant higher proportion among male students (p-value=0.001);
- Pushed them, choked them or shook them (59.3%) with a significant higher proportion among male students (p-value=0.006);
- Slapped them (58.1%) with a

significant higher proportion among male students (p-value<0.05);

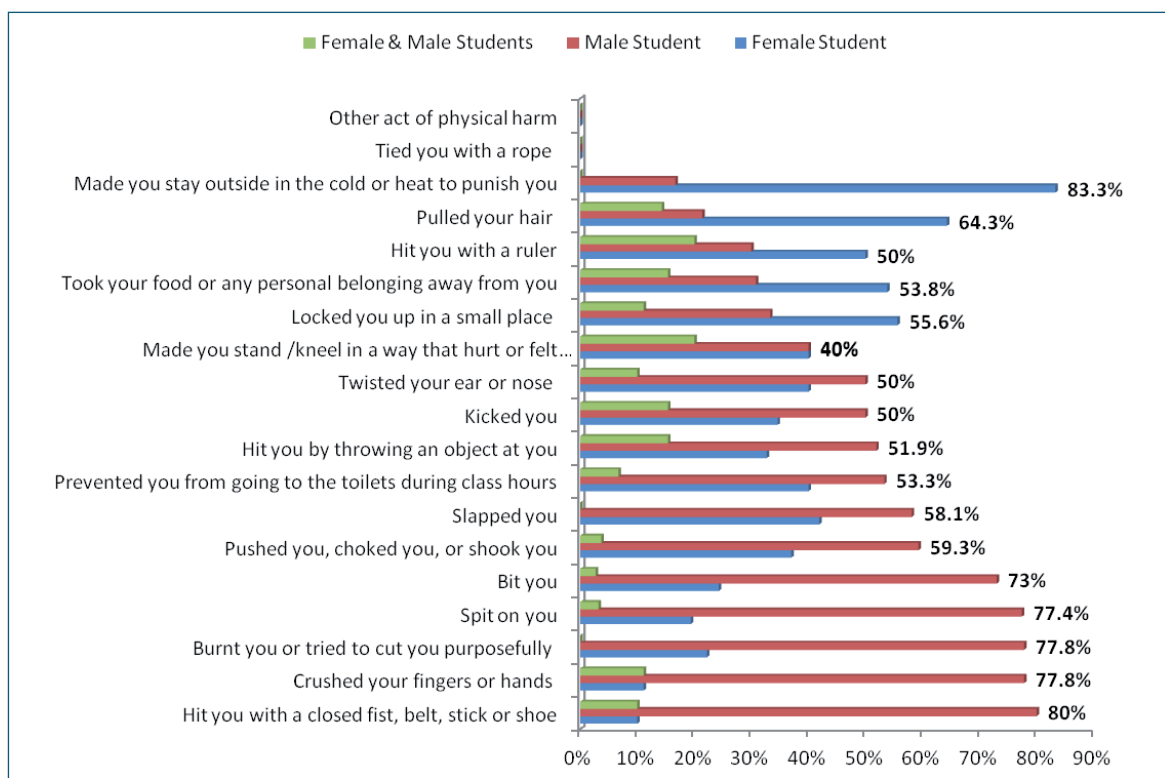
- Hit them by throwing an object at them (51.9%);
- Kicked them (50%) with a significant higher proportion among male students (p-value<0.05);
- Twisted their ear or nose (50%).

If the perpetrator was reported to be *Female students*, they mainly made other students stay outside in the cold or heat to punish them (83.3%); pulled their hair (64.3%) with a significant higher proportion among female students (p-value<0.001); locked them up in a small place (55.6%); took their food or any personal belonging away from them (53.8%) and hit them with a ruler (50%). And both *female and male students* were reported to make them stand/kneel in a way that hurt or felt embarrassing (20%). None of the students reported being tied up with a rope by other students.

Table 16. Frequencies distribution of the answers to “Physical harm: In the current school year, WHO did any of the following to you at school – Students as perpetrators?” among public schools

PHYSICAL HARM AT SCHOOL – In the current school year, who did any of the following to you at school:	Student as PERPETRATOR		
	Female	Male	Female & Male
Spit on you	19.4%	77.4%	3.2%
Bit you	24.3%	73%	2.7%
Slapped you	41.9%	58.1%	0%
Hit you with a ruler	50%	30%	20%
Hit you by throwing an object at you	32.7%	51.9%	15.4%
Hit you with a closed fist, belt, stick or shoe	10%	80%	10%
Kicked you	34.6%	50%	15.4%
Pushed you, choked you, or shook you	37%	59.3%	3.7%
Crushed your fingers or hands	11.1%	77.8%	11.1%
Locked you up in a small place	55.6%	33.3%	11.1%
Tied you with a rope	0%	0%	0%
Made you stay outside in the cold or heat to punish you	83.3%	16.7%	0%
Burnt you or tried to cut you purposefully	22.2%	77.8%	0%
Twisted your ear or nose	40%	50%	10%
Pulled your hair	64.3%	21.4%	14.3%
Made you stand /kneel in a way that hurt or felt embarrassing	40%	40%	20%
Prevented you from going to the toilets during class hours	40%	53.3%	6.7%
Took your food or any personal belonging away from you	53.8%	30.8%	15.4%
Other act of physical harm	0%	0%	0%

Figure 22. Students reported as perpetrators of physical harm at school among public schools students



Most of the students attributed this experience mostly to their grades or marks (N=87), to their gender (N=68) and to their political affiliation (N=61); and identified the coordinator/ teacher / supervisor as the main perpetrator (N=285).

The physical harm acts were reported by the largest proportion of students to usually happen in classrooms (N=295) and playgrounds (N=220) and especially during classes (N=274) and breaks or at recess (N=188). Only 42 students reported the violent act to usually take place at the toilets. When asked about their behaviors following the physical harm act, the largest proportion of students reported ignoring it and trying to forget it (N=228) while only 95 students told their parent(s) or guardian(s) or an adult outside of school or an

association or an official body or the police about it; or told another student about it (N=88). Only few students reported it to the teacher, principal or vice-principal.

For those who had told someone about it, 240 students reported that no action was taken afterwards. Only 110 students reported being asked to describe the incident in details.

For those who did not do anything about it, 188 of them attributed it to the fact that they thought it was normal.

The largest proportion of students (88.3%) stated that they could talk to someone at school if they were victims of any act of physical harm at school. Among them, 70% preferred talking to a close/good friend while only 31% preferred talking to their parent(s) or guardian(s).

Around 84% of the students reported not committing a physical harm act to another person at school. Among those who did, a higher proportion was observed among males (p-value<0.001). Students committed this act mainly against a boy (65.6%) and the reasons behind it were mostly because the other person hurt them first (49.5%). By looking at gender differences, males (89.4%) were significantly more likely than females (37.6%) to commit a physical harm act on another male at school (p-value<0.001).

5. Psychological and moral harm at school

The largest proportion of students reported “never” being the victim of any form of psychological and moral harm at school as indicated by Table 17 below. The most frequent acts of psychological and moral harm reported as “sometimes” happening to students at school were the following: swearing at them (17.3%) with a higher proportion among males (p-value<0.001); ignoring them (15.3%); commonly giving them ironic looks or making faces whenever they speak (13.9%); insulting them or calling them rude or hurtful names (11.5%) with a higher proportion among males (p-value<0.001); and shouting at them to embarrass or humiliate them (10.3%).

Table 17. Frequencies distribution of the answers to “Psychological and Moral harm: In the current school year, how often has anyone at school done any of the following?” among public schools students

PSYCHOLOGICAL AND MORAL HARM AT SCHOOL. In the current school year, how often has anyone <u>at school</u> done any of the following:	FREQUENCY			
	Never	Sometimes	Many times	Happened but not in the current school year
Ignored you	80.1%	15.3%	3.6%	0.9%
Sworn at you	75.7%	17.3%	5.6%	1.4%
Insulted you or called you rude or hurtful names	83.2%	11.5%	4.4%	0.9%
Damaged your reputation	90.3%	6.4%	2.5%	0.9%
Shouted at you to embarrass or humiliate you	85.2%	10.3%	3.5%	1.1%
Commonly gave you ironic looks or made faces whenever you spoke	81%	13.9%	4.5%	0.6%
Did not let you participate in the classroom	89.8%	7%	2.6%	0.6%
Scared or threatened you	94.6%	3.6%	1.7%	0.1%
Purposely made you feel stupid or foolish	91.1%	6.3%	2%	0.6%

Referred to your gender in a hurtful or insulting way	95.4%	3.3%	1%	0.2%
Referred to any health problem/physical appearance you might have in a hurtful way	95.2%	3.2%	1%	0.6%
Referred to a particular condition you might have such as stuttering in a hurtful way	95.8%	3%	0.8%	0.4%
Embarrassed you at school because of the way you dress	93%	4.9%	1.5%	0.6%
Embarrassed you at school because you were poor or unable to buy things	96.6%	1.6%	1.4%	0.5%
Stole or broke or ruined your belongings	94.2%	3.7%	1.5%	0.6%
Threatened you with giving you low grades to make you fail	90.7%	5.7%	3.1%	0.5%
Threatened to destroy your belongings	96.8%	1.8%	1.2%	0.2%
Prevented you from being or playing with other children to make you feel bad or lonely	94.9%	2.5%	1.7%	1%
Said things about you at school to make other students laugh	91.8%	6.0%	1.6%	0.6%
Used the internet (e-mail, facebook, twitter, youtube, blogs ...) at school to threaten you, hurt your feelings, spread rumors or reveal secrets about you	95.4%	2.9%	0.9%	0.9%
Used a cell phone at school to send you text messages, pictures, instant messages (blackberry messenger, whatsapp...) and threaten you, hurt your feelings, spread rumors or reveal secrets about you	96.5%	1.8%	1%	0.6%
Other way of psychological/moral harm	97.2%	0.9%	0.9%	0.9%

Adult perpetrators of psychological and moral harm acts were mostly males as reported by the students in Table 18 and Figure 23 below. 80% and 71.4% of the students who were psychologically or morally hurt identified *male adults* as perpetrators who used the internet (e-mail, facebook, twitter, youtube, blogs ...) at school to threaten them, hurt their feelings, spread rumors or reveal secrets about them, and who used a cell phone at school to send them text messages, pictures, instant messages (blackberry messenger, whatsapp...) and threatened them, hurt their feelings, spread rumors or revealed secrets about them respectively. Students also reported that male adults mainly:

- Stole, broke, or ruined their belongings (60%);
- Referred to their gender in a hurtful or insulting way (60%);
- Insulted them or called them rude or hurtful names (58%) with a significant higher proportion among males (p-value<0.05);
- Swore at them (57.7%);
- Referred to a particular condition they might have such as stuttering in a hurtful way (54.5%);
- Scared or threatened them (54.2%)
- Damaged their reputation (53.3%).

When perpetrated by *female adults*, students who were violated reported that female adults mainly:

- Embarrassed them because they were poor or unable to buy things (66.7%);

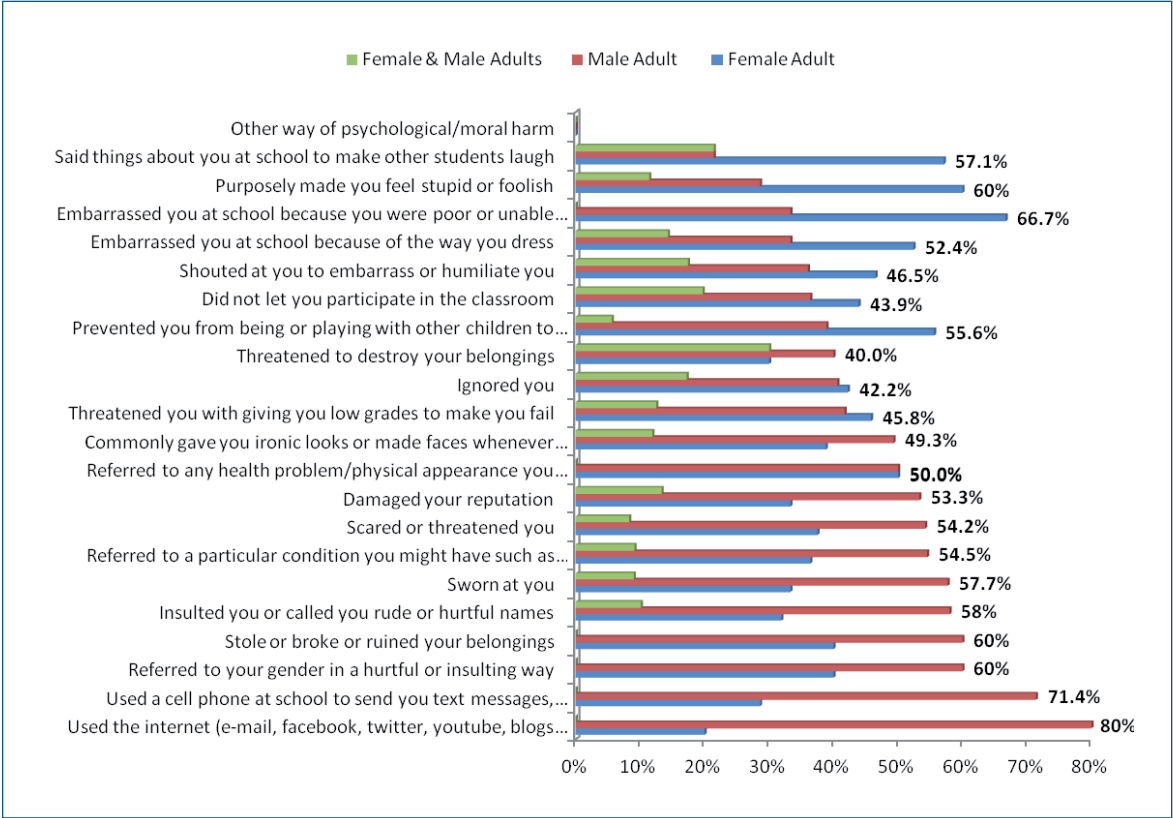
- Purposely made them feel stupid or foolish (60%);
- Said things about them to make other students laugh (57.1%);
- Prevented them from being or playing with other children to make them feel bad or lonely (55.6%);
- Embarrassed them because of the way they dress (52.4%) with a significant higher proportion among females (p-value<0.05);
- Threatened them with giving them low grades to make them fail (45.8%).

Students considered both *female and male adults* as perpetrators when they did not let them participate in the classroom (19.7%); shouted at them to embarrass or humiliate them (17.4%) with a significant higher proportion among females (p-value=0.001); and ignored them (17.2%) with a significant higher proportion among females (p-value=0.006).

Table 18. Frequencies distribution of the answers to “Psychological and moral harm: In the current school year, WHO did any of the following to you at school – Adults as perpetrators?” among public schools students

PSYCHOLOGICAL AND MORAL HARM AT SCHOOL – In the current school year, who did any of the following to you at school:	Adult as PERPETRATOR		
	Female Adult	Male Adult	Female & Male Adults
Ignored you	42.2%	40.6%	17.2%
Sworn at you	33.3%	57.7%	9%
Insulted you or called you rude or hurtful names	31.9%	58%	10.1%
Damaged your reputation	33.3%	53.3%	13.3%
Shouted at you to embarrass or humiliate you	46.5%	36%	17.4%
Commonly gave you ironic looks or made faces whenever you spoke	38.8%	49.3%	11.9%
Did not let you participate in the classroom	43.9%	36.4%	19.7%
Scared or threatened you	37.5%	54.2%	8.3%
Purposely made you feel stupid or foolish	60%	28.6%	11.4%
Referred to your gender in a hurtful or insulting way	40%	60%	0%
Referred to any health problem/physical appearance you might have in a hurtful way	50%	50%	0%
Referred to a particular condition you might have such as stuttering in a hurtful way	36.4%	54.5%	9.1%
Embarrassed you at school because of the way you dress	52.4%	33.3%	14.3%
Embarrassed you at school because you were poor or unable to buy things	66.7%	33.3%	0%
Stole or broke or ruined your belongings	40%	60 %	0%
Threatened you with giving you low grades to make you fail	45.8%	41.7%	12.5%
Threatened to destroy your belongings	30%	40.0%	30%
Prevented you from being or playing with other children to make you feel bad or lonely	55.6%	38.9%	5.6%
Said things about you at school to make other students laugh	57.1%	21.4%	21.4%
Used the internet (e-mail, facebook, twitter, youtube, blogs ...) at school to threaten you, hurt your feelings, spread rumors or reveal secrets about you	20%	80%	0%
Used a cell phone at school to send you text messages, pictures, instant messages (blackberry messenger, whatsapp...) and threaten you, hurt your feelings, spread rumors or reveal secrets about you	28.6%	71.4%	0%
Other way of psychological/moral harm	0%	0%	0%

Figure 23. Adults reported as perpetrators of psychological and moral harm at school among public schools students



“Students” were also reported as perpetrators for psychological and moral harm (Table 19 and Figure 24).

With a significant higher proportion among female students who responded to this question, students reported *female student* as a perpetrator for doing the following:

- Commonly giving students ironic looks or making faces whenever they spoke (64.1%): 82.4% among females compared to 17.2% among males, p-value<0.001;
- Ignoring them (64%): 88.7% among females compared to 15.8% among males, p-value<0.001;
- Purposely making them feel stupid

or foolish (59%): 74.1% among females compared to 25% among males, p-value=0.01;

- Shouting at them to embarrass or humiliate them (56.4%): 83.3% among females compared to 24% among males, p-value<0.001;
- Not letting them participate in the classroom (50%): 70.6% among females compared to 11.1% among males, p-value=0.015;
- Preventing them from being or playing with other children to make them feel bad or lonely (44.4%): 77.8% among females compared to 11.1% among males, p-value=0.005;
- Damaging their reputation (41.7%):

71.9% among females compared to 3.7% among males, p -value <0.001 .

They were also reported as perpetrators when embarrassing students at school because they were poor or unable to buy things (55.6%) and referring to a particular condition they might have such as stuttering in a hurtful way (50%).

Whereas a *male student* was designated as a perpetrator for:

- Using the internet (e-mail, facebook, twitter, youtube, blogs ...) at school to threaten students, hurt their feelings, spread rumors or reveal secrets about them (81%) with a significant higher proportion reported among males (92.9% compared to 57.1% among females, p -value <0.05);
- Scaring or threatening them (73.7%) with a significant higher proportion reported among males (86.7% compared to 25% among females, p -value=0.012);
- Using a cell phone at school to send them text messages, pictures, instant messages (blackberry messenger, whatsapp...) and threaten them, hurt their feelings, spread rumors or reveal secrets about them (68.8%);
- Referring to their gender in a hurtful or insulting way (66.7%);
- Insulting them or calling them rude or hurtful names (62.8%) with a significant higher proportion reported among males (83.3% compared to 38.2% among females, p -value <0.001);

- Swearing at students (56.6%) with a significant higher proportion reported among males (82.8% compared to 32.8% among females, p -value <0.001);
- Embarrassing them at school because of the way they dress (50%);
- Referring to any health problem/ physical appearance they might have in a hurtful way (47.4%).

Female students and *male students* were also equally reported by the students for stealing or breaking or ruining their belongings (35.7%); threatening to destroy them (42.9%); and saying things about them at school to make other students laugh (41.7%).

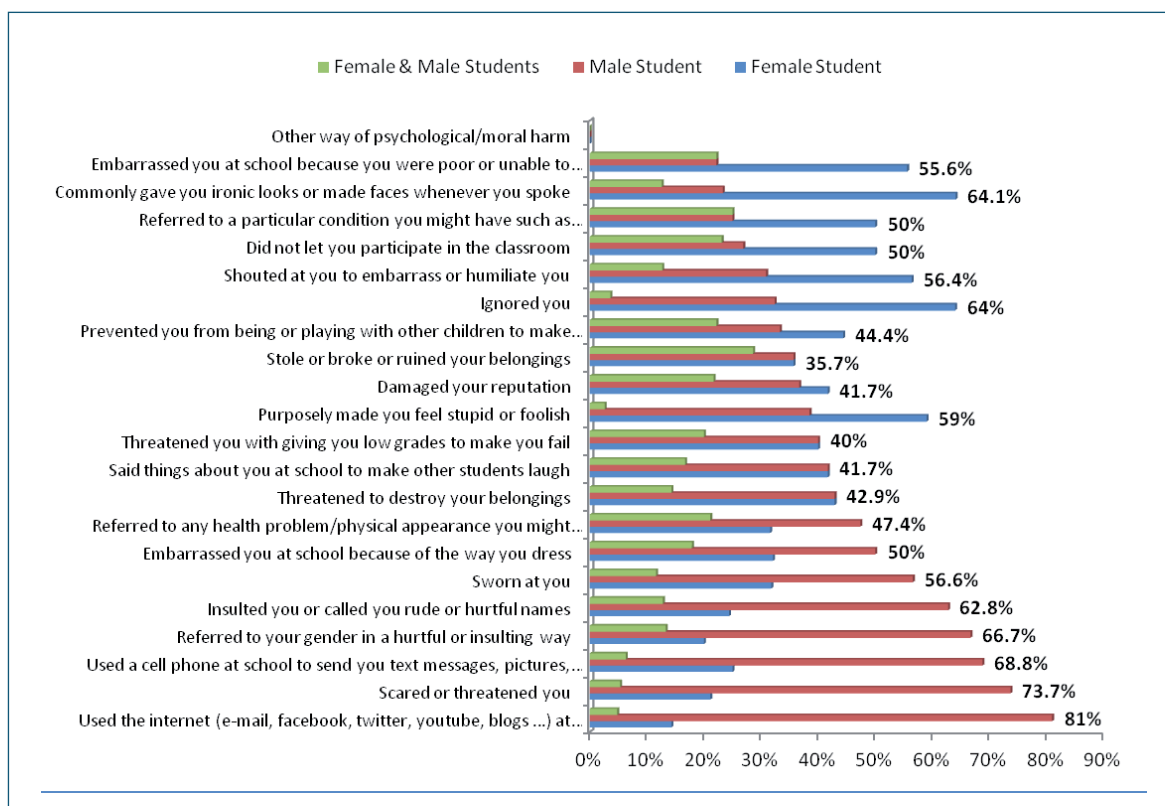
Moreover, both *female and male students* together were reported as perpetrators by students who were violated for mainly doing the following:

- Stealing or breaking or ruining their belongings (28.6%);
- Not letting them participate in the classroom (23.1%);
- Embarrassing them at school because they were poor or unable to buy things (22.2%);
- Preventing them from being or playing with other children to make them feel bad or lonely (22.2%);
- Damaging their reputation (21.7%);
- Referring to any health problem/ physical appearance they might have in a hurtful way (21.1%).

Table 19. Frequencies distribution of the answers to “Psychological and moral harm: In the current school year, WHO did any of the following to you at school – Students as perpetrators?” among public schools students

PSYCHOLOGICAL AND MORAL HARM AT SCHOOL – In the current school year, who did any of the following to you at school:	Student as PERPETRATOR		
	Female Student	Male Student	Female & Male Students
Ignored you	64%	32.4%	3.6%
Sworn at you	31.8%	56.6%	11.6%
Insulted you or called you rude or hurtful names	24.4%	62.8%	12.8%
Damaged your reputation	41.7%	36.7%	21.7%
Shouted at you to embarrass or humiliate you	56.4%	30.9%	12.7%
Commonly gave you ironic looks or made faces whenever you spoke	64.1%	23.3%	12.6%
Did not let you participate in the classroom	50%	26.9%	23.1%
Scared or threatened you	21.1%	73.7%	5.3%
Purposely made you feel stupid or foolish	59%	38.5%	2.6%
Referred to your gender in a hurtful or insulting way	20%	66.7%	13.3%
Referred to any health problem/physical appearance you might have in a hurtful way	31.6%	47.4%	21.1%
Referred to a particular condition you might have such as stuttering in a hurtful way	50%	25%	25%
Embarrassed you at school because of the way you dress	32.1%	50%	17.9%
Embarrassed you at school because you were poor or unable to buy things	55.6%	22.2%	22.2%
Stole or broke or ruined your belongings	35.7%	35.7%	28.6%
Threatened you with giving you low grades to make you fail	40%	40%	20%
Threatened to destroy your belongings	42.9%	42.9%	14.3%
Prevented you from being or playing with other children to make you feel bad or lonely	44.4%	33.3%	22.2%
Said things about you at school to make other students laugh	41.7%	41.7%	16.7%
Used the internet (e-mail, facebook, twitter, youtube, blogs ...) at school to threaten you, hurt your feelings, spread rumors or reveal secrets about you	14.3%	81%	4.8%
Used a cell phone at school to send you text messages, pictures, instant messages (blackberry messenger, whatsapp...) and threaten you, hurt your feelings, spread rumors or reveal secrets about you	25%	68.8%	6.3%
Other way of psychological/moral harm	0%	0%	0%

Figure 24. Students reported as perpetrators of psychological and moral harm at school among public schools students



The largest proportion of students who experienced an act of psychological and moral harm assigned it mostly to their grades or marks (N=80), their gender (N=65), their activities/hobbies (N=54) and their appearance (N=38); and identified a coordinator/ teacher / supervisor (N=155) as the main perpetrator followed by a girl at school (N=117) and a boy at school (N=98).

The psychological and moral harm acts were reported by the largest proportion of students to usually happen in playgrounds (N=229) and classrooms (N=203) and especially during breaks or at recess (N=192) and during classes (N=172).

When asked about their behaviors following the psychological and moral harm act, the majority of the students who answered this question reported ignoring it and trying to forget it (N=194) while only 62 students reported fighting back and standing up to the person who was doing it.

Only 69 students told their parent(s) or guardian(s) or an adult outside of school or an association or an official body or the police about it.

For those who had told someone about it, 183 students reported that no action was taken afterwards while only 65 of them were asked to describe the incident in details. Only 35 students reported that the person who harmed them got yelled at or punished or expelled.

For those who did not do anything about it, 138 of them attributed it to the fact that they thought it was normal while only 70 of them did not want to get in trouble for telling. 45 students disregarded it as boys/girls were usually aggressive.

The largest proportion of students (85.2%) stated that they could talk to someone at school if they were victims of any act of psychological and moral harm at school. Among them, 77.4% preferred talking to a close/good friend while only 29.6% preferred talking to their parent(s) or guardian(s) and 17.4% preferred talking to a female teacher or coordinator or supervisor.

Around 90.2% of the students reported not committing a psychological and moral harm act to another person at school. A higher proportion of male students was observed among those who committed this violent act (p -value <0.001). They mainly committed it against a boy (56.4%) with a significant higher proportion among male students (74.5% for males compared to 32.7% for females; p -value <0.001);

The reasons behind this violent act were mainly because the student:

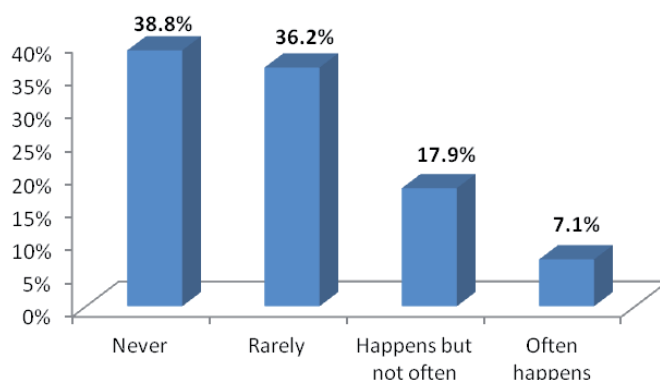
- Harmed them psychologically and/or morally first (49%);
- S/he was insulting them or making fun of them (18.6%);
- S/he was shouting at them (12.7%)
- Only 5 students reported committing this violent act against both genders.

6. Sexual harm/harassment at school

Around 38.8% (N=536) of the students thought that sexual/harm harassment “never” occurred at school while 36.2%

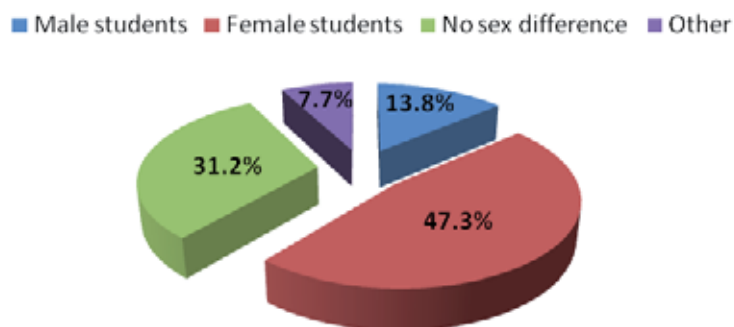
(N=499) thought it rarely occurs. Only 7.1% of the students (N=98) thought that it often happens.

Figure 25. Frequency of sexual harm/ harassment estimated by public schools students



The largest proportion of the students (47.3%) thought that female students were the most vulnerable to sexual/harm harassment at school with a significant higher proportion among male students (p -value <0.05). Only 13.8% of the students chose male students as the most vulnerable to such violent act.

Figure 26. People vulnerable to sexual harm/ harassment estimated by public schools students

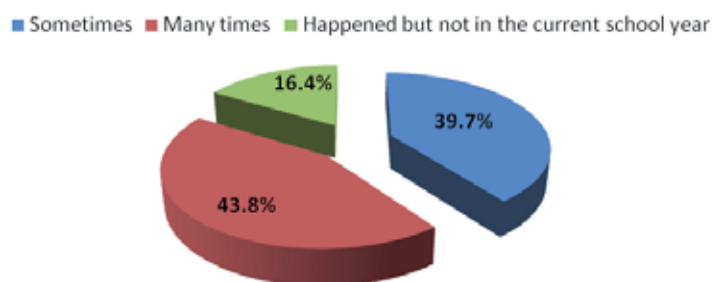


“Male students” were mostly reported by students as the people who engage in sexual/harm harassment at school (49.7%) followed by “other people” (15.6%) and by “male adults working in the school” (15.3%).

The largest proportion of students (95.1%) reported “never” been exposed to any form of sexual harm/harassment in the current school year. Among those who reported experiencing this kind of violence, a significant higher proportion was observed among males’ students (p-value<0.05).

Students who were exposed to such violence selected the “verbal sexual harm/harassment through the use of insults or sexual remarks” (54.5%, N=36) as the most frequent form they had being exposed to during the current school year followed by “physical sexual harm/harassment attempt” (50%, N=33). 43.8% of them reported experiencing a sexual harm/harassment “many times” at school and mainly indicated “another male student at school” as the main perpetrator.

Figure 27. Frequency of sexual harm/harassment experienced by public schools students



The largest proportion of students who experienced an act of sexual harm/harassment at school assigned it mostly to their gender (N=45), their appearance (N=32) and their clothing (N=28) and identified the playgrounds (N=49), classrooms (N=43), toilets (N=37) and hallways (N=28) as the main school places where this violence usually took place. Students also reported that these violent acts usually happened during breaks or at recess (N=52), on the way to and from school (N=38) and after school (N=35).

When asked about their behaviors following the sexual harm/harassment act, the majority of the students who answered this question reported ignoring it and trying to forget it (N=65) while only 12 students reported fighting back and standing up to the person who was doing it. Only 10 of them told a teacher or principal or vice principal or an adult at school about it while 23 told their parent(s) or guardian(s) or an adult outside school or an association or an official body or the police about it.

For those who had told someone about it, 50 of them reported that no action was taken afterwards while only 30 of them were asked to describe the incident in details. 13 students were told to ignore it since it was a usual behavior for boys and only 19 students reported that the person(s) who harmed them sexually got yelled at or punished or expelled.

For those who did not do anything about it, 44 of them attributed it to the fact that they thought it was normal; 20 students

did not want to get in trouble for telling; 17 students did not talk about it in order not to ruin their image/reputation; 14 students felt guilty and that it was their fault; and 13 students did not talk about it as they were ashamed.

Feeling depressed and/or anxious (N=30) was considered as the main consequence of the sexual harm/harassment students were subjected to at school followed by the obligation to leave school (N=19). Five male students reported getting infected with a disease: three of them reported getting expelled from school.

The largest proportion of students (78.6%) stated that they could talk to someone at school if they were victims of any act of sexual harm/harassment at school against 15.3% who stated that they would not. Among those who would talk to someone about it, 68.8% preferred talking to a close/good friend while only 42.9% preferred talking to their parent(s) or guardian(s).

Almost 94.7% of the students reported not committing a sexual harm/harassment act to another person at school with a higher significant proportion among males among those who did (p-value<0.001). Students who performed this violent act mainly committed it against a female (60.3%) and the reasons behind it were mostly because the student sexually harmed them first (34.5%) or was asking for it (20%) or because the student made insinuations about it (14.5%).

7. Attitudes, Behaviors and Practices

When students were asked questions about their attitudes towards gender roles in general, no major differences were observed regarding their opinion (agree/disagree) to the following statements:

- When a boy and girl go out for lunch, they should share the cost of the meal with a significant higher proportion among females;
- In general, the father should have greater authority than the mother in the bringing up of the children;

However, many students, with a significant higher proportion among females (p-value<0.001), disagreed to the fact that:

- Women should also be able to ask a man: "will you marry me?" (78.3%): 82.5% for females compared to 70.5% for males;
- The smart people in the community are men (77.9%): 87.6% for females compared to 59.2% for males;
- Men can be violent but women should not (68.4%): 72.8% for females compared to 59.3% for males;
- Families should encourage boys more than girls to go to university (66.7%): 73.1% for females compared to 54.2% for males;
- Women should obey whatever the men say (57.2%): 63.7% for females compared to 44.6% for males;
- It is silly for a woman to drive a public bus and for a man to wash dishes (56.6%): 60.3% for females compared to 48.2% for males.

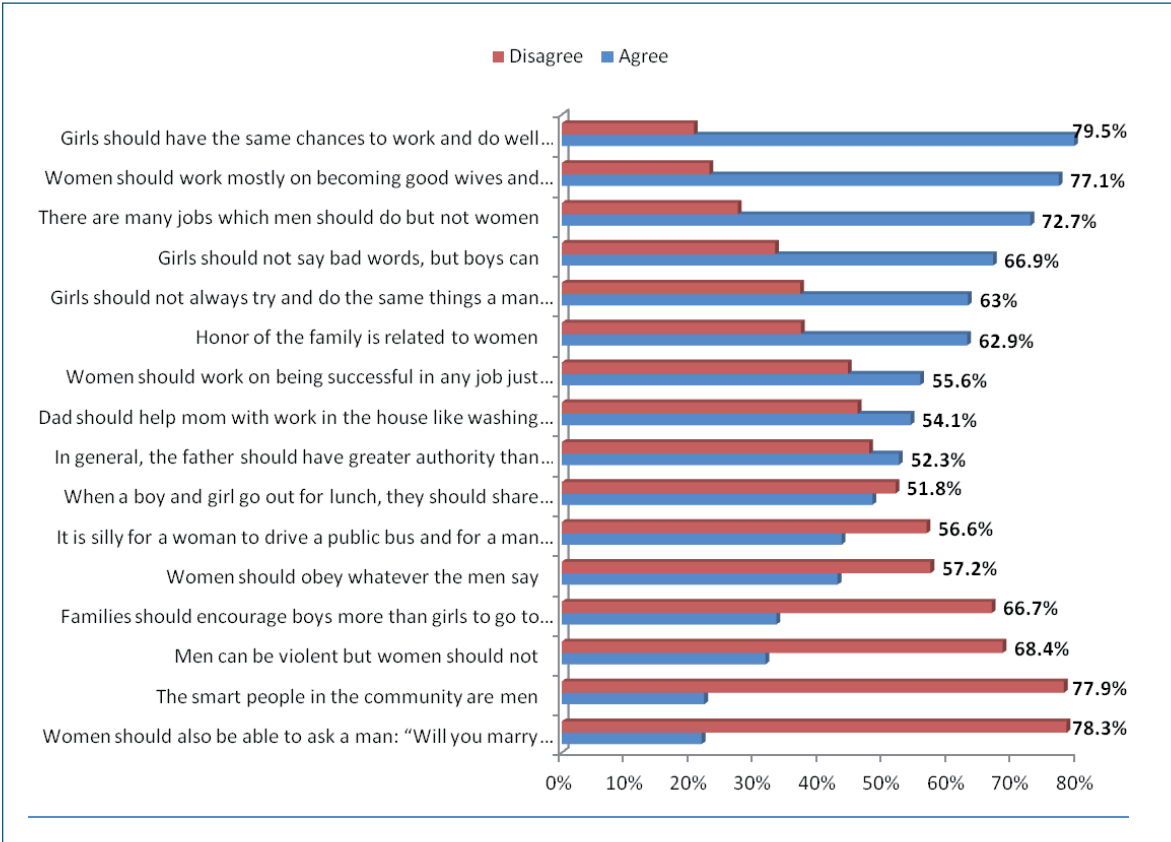
On the other hand, many students agreed to the following:

- Girls should have the same chances to work and do well as boys do (79.5%) with a significant higher proportion among females (84.3% for females compared to 70.9% for males, p-value<0.001);
- Women should work mostly on becoming good wives and mothers (77.1%);
- There are many jobs which men should do but not women (72.7%);
- Girls should not say bad words, but boys can (66.9%);
- Girls should not always try and do the same things a man can (63%);
- Honor of the family is related to women (62.9%);
- Women should work on being successful in any job just like men (55.6%);
- Dad should help mom with work in the house like washing dishes, cooking dinner and doing the laundry (54.1%) with a significant higher proportion among females (p-value=0.011).

Table 20. Students' opinions regarding gender roles among public schools students

Attitudes towards gender roles	Agree	Disagree
Girls should not say bad words, but boys can	66.9%	33.1%
Dad should help mom with work in the house like washing dishes, cooking dinner and doing the laundry	54.1%	45.9%
Women should obey whatever the men say	42.8%	57.2%
Women should also be able to ask a man: "Will you marry me?"	21.7%	78.3%
Women should work mostly on becoming good wives and mothers	77.1%	22.9%
Women should work on being successful in any job just like men	55.6%	44.4%
Girls should not always try and do the same things a man can	63%	37%
It is silly for a woman to drive a public bus and for a man to wash dishes	43.4%	56.6%
The smart people in the community are men	22.1%	77.9%
Girls should have the same chances to work and do well as boys do	79.5%	20.5%
When a boy and girl go out for lunch, they should share the cost of the meal	48.2%	51.8%
Families should encourage boys more than girls to go to university	33.3%	66.7%
In general, the father should have greater authority than the mother in the bringing up of the children	52.3%	47.7%
There are many jobs which men should do but not women	72.7%	27.3%
Honor of the family is related to women	62.9%	37.1%
Men can be violent but women should not	31.6%	68.4%

Figure 28. Attitudes towards gender roles among public schools students



When asking the students questions about school-related gender roles (Table 21 below), no major differences were observed regarding their opinion (agree / do NOT agree) to the following statements:

- Girls are often reminded that they should be good housewives;
- We have learned that men are responsible for earning the money and women for are responsible for raising children;
- We have learned that men have greater authority than women in making family decisions;
- Girls are more criticized for swearing than boys;

Table 21. Students' opinions regarding school-related gender roles among public schools students

School-related gender roles statements	Agree	Do NOT agree
At school, boys are ridiculed for being friends with girls	19.3%	80.7%
At school, girls are ridiculed for being friends with boys	21.6%	78.4%
At school, girls are often reminded that they should be good housewives	49.8%	50.2%
At school, girls are often instructed to be more concerned with becoming good wives and mothers rather than desiring a professional or business career	41.6%	58.4%
At school, boys are often reminded that they should be the head of the household and earn living	64.9%	35.1%
At school, girls are often taught that they should worry about their reputation	74.6%	25.4%
At school, boys are often taught that they should protect the girl's reputation	77.8%	22.2%
At school, I often hear statements like girls should not do so and so and boys should not do so and so	62.9%	37.1%
At school, girls are not encouraged to study as they do not have to work for living	14.9%	85.1%
At school, it is usually more acceptable for a boy to hit a girl	12.8%	87.2%
At school, it is more acceptable for a boy to hit another boy than to hit a girl	35.8%	64.2%
At school, it is more acceptable for a girl to hit another girl than to hit a boy	32.7%	67.3%
At school, girls are more criticized for swearing than boys	52.6%	47.4%
At school, it is acceptable to engage in an intimate relationship with your teacher in order to get good grades or succeed	31.7%	68.3%
At school, it is more important for boys than girls to do well in school	20.1%	79.9%
At school, boys are often considered better leaders than girls	24.1%	75.9%
At school, girls are considered in general to be smarter than boys	46%	54%
At school, girls are given the same freedom as boys	65.8%	34.2%
At school, we have learned that men are responsible for earning the money and women for are responsible for raising children	51.9%	48.1%
At school, we are taught that men and women should have equal responsibility for raising children	79.6%	20.4%
At school, we have learned that men have greater authority than women in making family decisions	53.3%	46.7%
At school, we have learned that boys should protect women's honor	80.5%	19.5%

However, as seen in Figure 29 below, many students, with a significant higher proportion among females, disagreed mostly to the following statements when occurring at school:

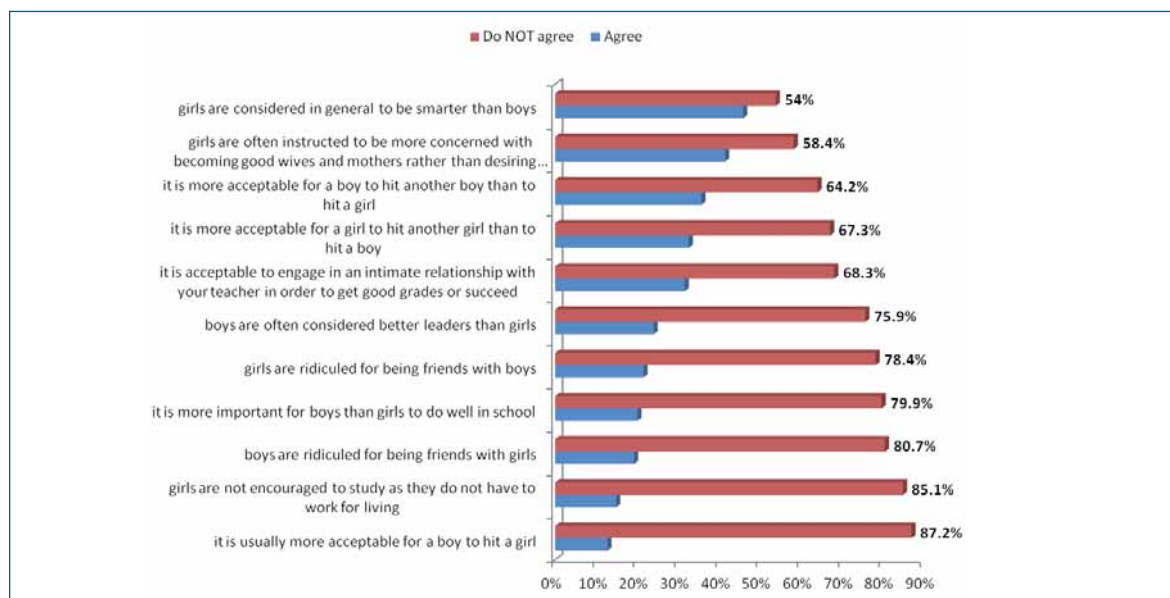
- It is usually more acceptable for a boy to hit a girl (87.2%): 91.2% for females compared to 78.5% for males, $p\text{-value} < 0.001$;
- Girls are not encouraged to study as they do not have to work for living (85.1%) ($p\text{-value} < 0.001$);
- Boys are ridiculed for being friends with girls (80.7%): 84.3% for females compared to 74.2% for males, $p\text{-value} < 0.001$;
- It is more important for boys than girls to do well in school (79.9%): 85.9% for females compared to 67.3% for males, $p\text{-value} < 0.001$;
- Girls are ridiculed for being friends with boys (78.4%): 80.9% for females compared to 73.4% for males, $p\text{-value} = 0.002$;

- Boys are often considered better leaders than girls (75.9%): 85.1% for females compared to 56.4% for males, $p\text{-value} < 0.001$;
- It is acceptable to engage in an intimate relationship with your teacher in order to get good grades or succeed (68.3%) ($p\text{-value} < 0.001$);
- Girls are often instructed to be more concerned with becoming good wives and mothers rather than desiring a professional or business career (58.4%) ($p\text{-value} = 0.007$).

Males (67.9%) were significantly more likely than females (47.5%) to disagree to the fact that girls are considered in general to be smarter than boys ($p\text{-value} < 0.001$).

No gender differences were observed regarding the following statements disagreed upon by the students: It is more acceptable for a girl to hit another girl than to hit a boy (67.3%) and It is more acceptable for a boy to hit another boy than to hit a girl (64.2%);

Figure 29. Attitudes towards school related gender roles statements disagreed upon among public schools students



On the other hand, as seen in Figure 30 below, many students, with a significant higher proportion among females, mainly agreed upon the following statements:

- We have learned that boys should protect women’s honor (80.5%) (p-value<0.001);
- We are taught that men and women should have equal responsibility for raising children (79.6%) (p-value<0.001);
- Boys are often taught that they should protect the girl’s reputation (77.8%) (p-value<0.001);
- Girls are often taught that they should worry about their reputation (74.6%) (p-value<0.05);
- Boys are often reminded that they should be the head of the household and earn living (64.9%) (p-value=0.003);

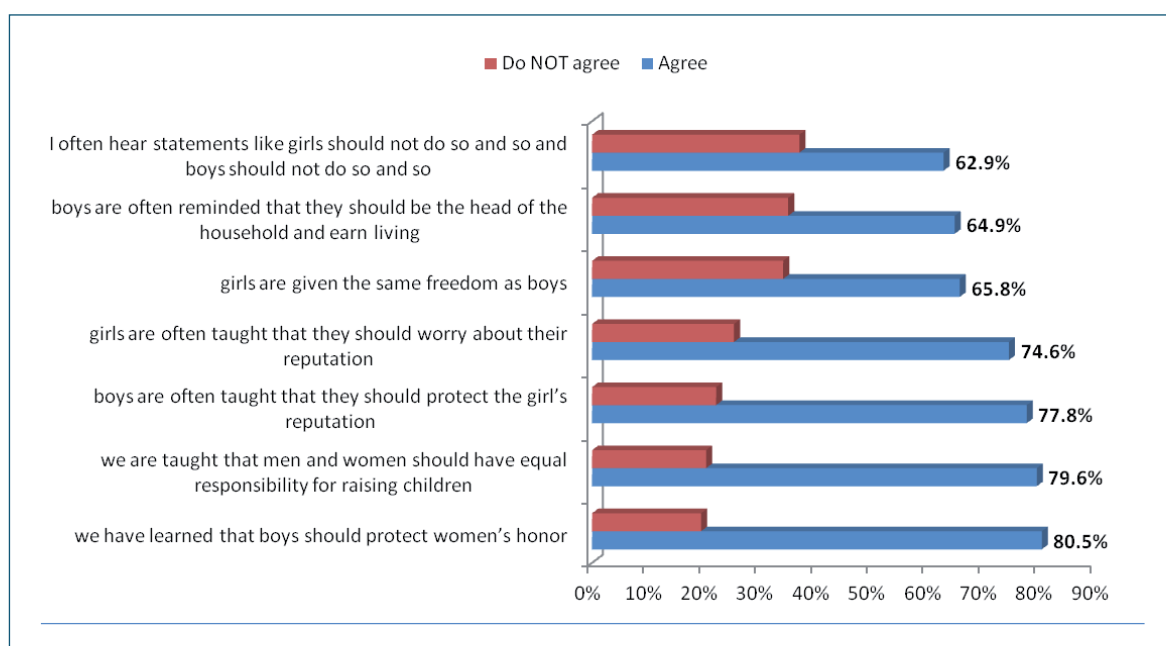
- I often hear statements like girls should not do so and so and boys should not do so and so (62.9%) (p-value=0.001).

No gender differences were observed regarding the fact that girls are given the same freedom as boys disagreed upon by 65.8% of the students.

When asked questions about some teachers’ attitudes, behaviors and practices at school in favor of one gender more than the other (24 statements), more than 50% of the students answered by “NO” to 22 statements out of 24 and reported that such attitudes, behaviors and practices did not take place at their school (Table 22 below).

However, 42% of the students reported that most of the male teachers did not treat girls with respect and 52.2% reported that some teachers at their school thought that there are certain subjects that were

Figure 30. Attitudes towards school related gender roles statements agreed upon by public schools students



specific for girls and others specific for boys. 37.5% of the students also reported that boys and girls were seated separately in the classroom.

Moreover, 34.4% and 18.9% of the students reported respectively that some teachers at their school offered more attention and instruction to one gender (for being a girl/boy) more than the other and assigned tasks based on gender with a significant

higher proportion among males than females ($p\text{-value}<0.001$).

Furthermore, male students were also significantly more likely than females to report that some teachers at their school thought boys and girls were not equal ($p\text{-value}<0.05$) and that they tried to show that they were different (i.e. showing male contributions to science but not women) ($p\text{-value}<0.001$).

Table 22. Teachers' attitudes, behaviors and practices at school among public schools students

Teachers' attitudes, behaviors and practices at school	Yes	No
Boys are more allowed to answer back to the teachers than girls	14.1%	85.9%
Some female teachers at your school help girls more than boys during exams	15.9%	84.1%
Some teachers at your school encourage girls to get married right after school	16.5%	83.5%
Some teachers at your school ask girls easy questions and ask boys more difficult questions that require additional thinking	17.1%	82.9%
Some male teachers at your school help boys more than girls during exams	17.3%	82.7%
Some female teachers at your school help boys more than girls during exams	18%	82%
Some teachers at your school assign tasks based on gender (for being a girl/boy)	18.9%	81.1%
Some teachers at your school think boys are better than girls	20%	80%
Some male teachers at your school help girls more than boys during exams	20.2%	79.8%
Some teachers at your school prefer dealing with boys more than girls	21.3%	78.7%
Some teachers at your school often praise boys more than girls	22%	78%
Some teachers at your school encourage boys more than girls to continue their education	23.4%	76.6%
Some female teachers at your school call on boys more than girls in the classroom	24.1%	75.9%
Some male teachers at your school call on girls more than boys in the classroom	25.4%	74.6%
Some teachers at your school try to show that boys and girls are different (i.e. showing male contributions to science but not women)	25.5%	74.5%
Some teachers at your school expect more, provide assistance or encourage boys more than girls towards mathematics and sciences fields	26.7%	73.3%
Some teachers at your school think boys and girls are not equal	26.9%	73.1%
Some teachers at your school expect more, provide assistance or encourage girls more towards art and literature fields	27.2%	72.8%
Some teachers at your school often criticize boys more than girls	27.7%	72.3%
At your school, girls performing well are often praised by saying "as good as boys"	31.4%	68.6%
Some teachers at your school offer more attention and instruction to one gender (for being a girl/boy) more than the other	34.4%	65.6%
In the classroom, boys and girls are seated separately	37.5%	62.5%
Some teachers at your school think that there are certain subjects that are specific for girls and others specific for boys	52.2%	47.8%
Most of the male teachers at your school treat girls with respect	58%	42%

The majority of the students (58.9%, N=750) reported “never” missing classes or school in the current school year because of being hurt, threatened or afraid. For those who did, 28.9% (N=368) did not attend school for one or two days against 2.7% (N=34) for ten or more days. 45.5% of the students reported never being upset or angry at school against 34% who did and who attributed it mainly to: problems with teachers, low grades and lots of homework. Few students attributed it to the discrimination between students. Only two students reported not feeling safe in the classroom: both of them were girls and one of them reported being hit many times by a male student by throwing an object at her, being sometimes hit by both female and male students by a closed fist, belt stick or shoe, and being sometimes obliged by a male adult to stay outside in the cold or heat to be punished.

Students reported to usually dealing with their anger or frustration at school by feeling sad and crying (42.8%) and listening to music (25.3%).

10.7% of the students reported shutting themselves away/isolating themselves from other people while 4.4% and 3.8% reported hurting themselves and physically attacking other people respectively as a result to anger or frustration.

Only 8.5% of the students (N=105) reported ever being suspended from school with a significant higher proportion among males (16.8%) than females (4.5%) (p-value<0.001). They mainly attributed it to hitting, fighting and attacking other students and teachers within the school premises.

Only 3.8% of the students (N=49) reported ever leaving or thinking of leaving school because of problems of being girl/boy (no gender differences were observed); they mainly attributed it to personal reasons and other students’ bad behaviors.

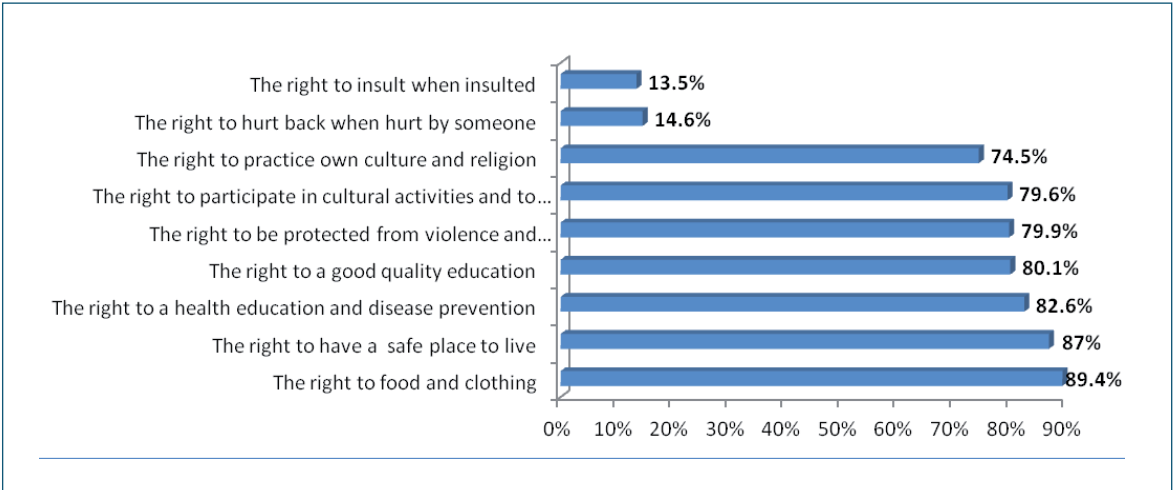
Furthermore, only 4.9% of the students (N=62) reported ever being prevented from going to school (or threatened to be removed from school) (no gender differences were observed). Among them, 7 students reported being prevented by their parents, 3 by the supervisor, and 2 by the school’s administration.

43.5% of the students attributed it to their gender (being a boy/girl) and 22.6% to having troubles at school. 11.3% of the students attributed it to getting sexually abused (five males, one female and one student who didn’t report his gender) and only one female student attributed it to getting pregnant.

While assessing students’ knowledge regarding the Convention on the Rights of the Child, 78.5% of the students reported hearing about it; while 16.7% did not with a significant higher proportion among males (22.1%) than females (13.8%) (p-value=0.001). The curriculum was considered as the main source of information (54.9%).

When asked to identify the Children Rights (Figure 31), the vast majority of the students showed a correct knowledge regarding their rights while 13.5% and 14.6% of the students identified “the right to insult when insulted” and “the right to hurt back when hurt by someone” respectively as children rights while they are not.

Figure 31. Identification of the Children Rights by public schools students



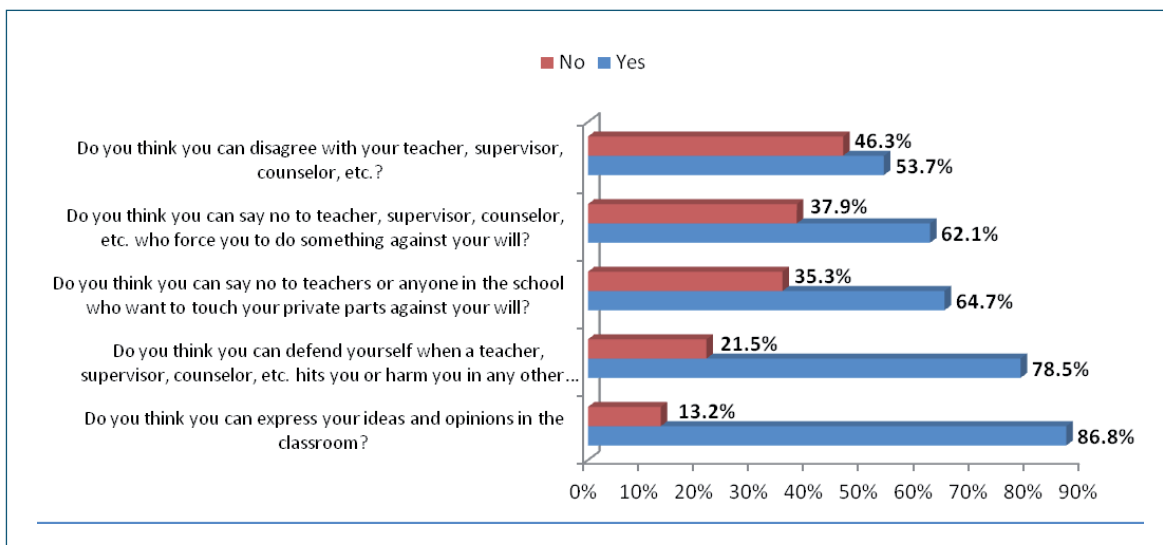
60.2% of the students thought they have rights at their school while 20.1% thought they did not with a significant higher proportion among male students (p -value <0.05); they reported that their rights were being ignored at their school by not being protected from any form of violence or discrimination and by disregarding their opinions.

Concerning their rights at school (Figure 32), 86.8% of the students thought they can express their ideas and opinions in the classroom and 78.5% thought they can defend themselves when a teacher, supervisor or counselor hit them or harmed them in any other way. 64.7% also thought they can say no to teachers or anyone in the school who want to touch their private parts against their will. Around 62.1% of the students thought they can disagree with their teacher, supervisor or counselor and stand up to him/her if s/he forced them to do something against their will.

By looking at gender differences, males were significantly more likely than females to believe that:

- They cannot express their ideas and opinions in the classroom (16.5% for males compared to 11.7% for females, p -value <0.05);
- They cannot say no to teacher, supervisor or counselor who forces them to do something against their will (41.6% for males compared to 35.6% for females, p -value <0.05);
- They cannot defend themselves when a teacher, supervisor or counselor hits them or harms them in any other way (27.2% for males compared to 18.9% for females, p -value=0.001).

Figure 32. Students' perception regarding their rights at school among public schools students

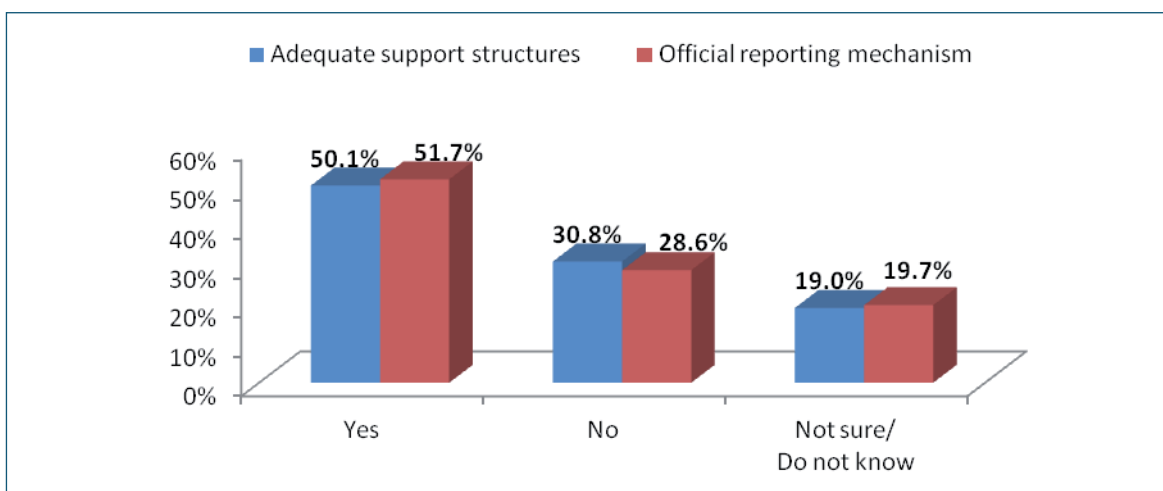


70.1% of the students believed there was discipline at their school; among them, 67.1% considered it fair while the rest did not with a significant higher proportion among males (p-value<0.05).

52.2% of the students reported believing that their school forbade hitting the students to punish them while 34.6% did not.

Around half of the students reported believing that their school offered adequate support structures such as school counselor, someone to talk to and grievances (50.1%) and that it had an official reporting mechanism in place to allow children to report incidents that had harmed them (51.7%) whereas around 30% did not.

Figure 33. Availability of support structures and official reporting mechanisms at schools among public schools students



When asked about what they believe their school could do more to help them feel more welcome and help prevent school related violence, the majority of students reported that their school should educate them about harm occurring within its premises (52.2%) and teach them on how to report it (47.7%) (Figure 34).

45.5% thought that information meetings should be held for parents and guardians and 45% think that school should educate teachers and school support staff on how to prevent and address harm at school. Moreover, 42.1% and 31.9% thought that their school should install strict measures like expelling children who are bad and should teach more about gender equality respectively.

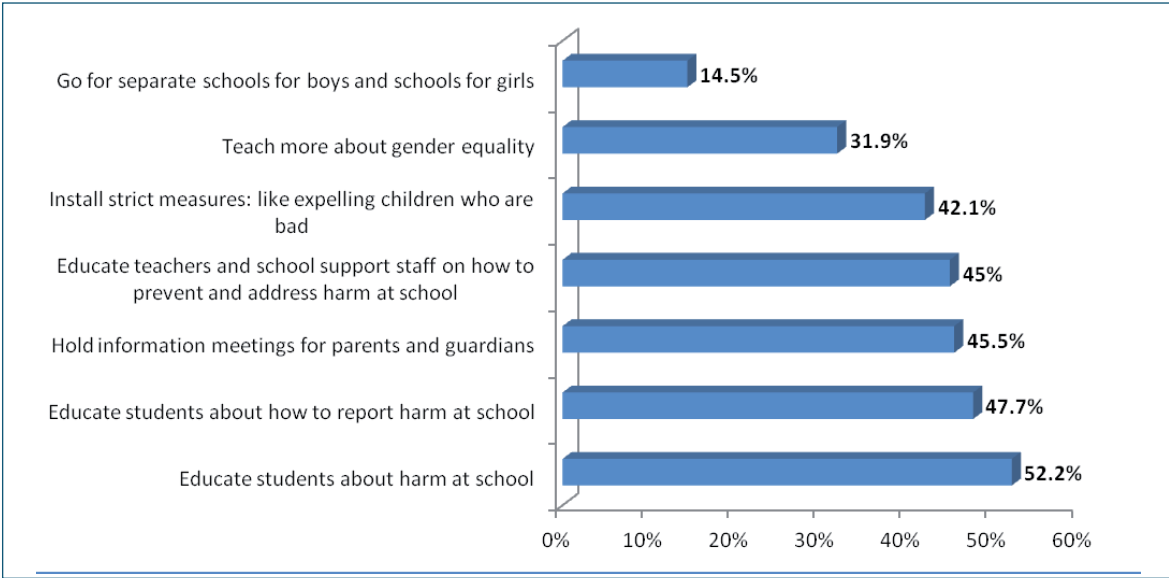
Only 14.5% of students reported going for separate schools for boys and schools for girls as an approach of school-related violence prevention.

Only 14.4% of the students (N=212) replied to the question 117 “Did you or anyone you know have to leave school because of violence?” and 47.6% among them reported never experiencing this or knowing anyone who did.

Among those who did, only 4.5% of the students reported having to leave school and attributed it mainly to problems with teachers and administration (one of them got hit by the teacher and had to leave school); whereas around 80% of them reported knowing someone else who had to leave school because of violence and the reason behind it was mostly physical and psychological harm committed by students towards other students and teachers.

Five students reported knowing a teacher who got fired after hitting a student and one student reported knowing someone who had to leave school as a result of sexual harassment at school.

Figure 34. Ways of prevention of school-related violence as reported by public schools students



II. School Safety, Physical, Psychological and Moral Harm Scales

A descriptive analysis of the three scales showed the following:

- ▶ **1st Scale “school safety”:** it had a minimum of 1, a maximum of 3, a mean of 2.02 and a std. deviation of 0.39;
- ▶ **2nd Scale “physical harm”:** it had a minimum of 1, a maximum of 4, a mean of 1.16 and a std. deviation of 0.34;
- ▶ **3rd Scale “psychological and moral harm”:** it had a minimum of 1, a maximum of 4, a mean of 1.16 and a std. deviation of 0.35.

Table 23 below shows the internal consistency of the 3 scales: all of them had a good reliability (cronbach’s alpha=0.925 for the 1st and 2nd scales and 0.930 for the 3rd scale).

The correlation coefficients between the 1st and 2nd scale was -0.183 and between the 1st and 3rd scale was -0.164 which were considered as weak negative linear correlations. Although they were significant, they were not taken into account (p-value<0.001).

However, the correlation coefficient between the 2nd and 3rd scale was 0.572 which was considered as a significant moderate positive linear correlation (p-value<0.001) meaning that when physical harm increased, psychological and moral harm also increased and vice versa.

The correlation between the 1st scale (school safety) and students’ gender (being a boy/girl) was not significant. However, when the 2nd (physical harm) and 3rd (psychological harm) scales were correlated with the gender, the results showed a significant weak positive linear correlation with correlation coefficients equal to 0.124 and 0.147 respectively (p-value<0.001).

The correlation between question number 85 “ever being exposed to any form of sexual harm/harassment at school during the current school year” with students’ gender showed a very weak negative linear correlation with a correlation coefficient equal to -0.059 (p-value<0.05).

The correlation between the 1st scale (school safety) and students’ age showed a significant weak negative linear correlation with a correlation coefficient equal to -0.067 (p-value<0.05). However,

Table 23. Reliability testing of the scales

1 st scale		2 nd scale		3 rd scale	
Cronbach’s alpha	Number of items	Cronbach’s alpha	Number of items	Cronbach’s alpha	Number of items
0.925	14	0.925	19	0.930	22

the correlation between the 2nd and 3rd scales and students' age was found to be not significant. Moreover, "ever being exposed to any form of sexual harm/harassment at school during the current school year" (Q85) was also found to be not correlated with students' age.

The correlation between the three scales and students' caza was also found to be not significant. Therefore the three scales were not correlated with school's caza. Moreover, "ever being exposed to any form of sexual harm/harassment at school during the current school year" (Q85) was also found to be not correlated with school's caza.

As mentioned above, the correlations between the *1st scale and students' gender* and between the *three scales and students' age* were not significant. However, "gender" and "age" have been known to be universal confounders and therefore the three scales were treated as categorical aiming at approaching

significant correlation with students' gender (with the 1st scale) and age (with the 2nd and 3rd scales).

Nevertheless, even after treating the 1st scale as categorical (mean as cut off value between "considered not safe" and "considered safe"), it remained not correlated with students' gender.

And even after treating the 2nd and 3rd scales as categorical (after lumping the categories: all students who replied by "sometimes", "manytimes" and "happened but not in the current school year" were grouped under "ever occurred"), the three scales remained not correlated with students' age.

Table 24. Summary of scales correlation results

	1 st SCALE	2 nd SCALE	3 rd SCALE	GENDER	AGE	CAZA
1 st Scale "school safety"		weak negative correlation	weak negative correlation	Not correlated	weak negative correlation	Not correlated
2 nd Scale "physical harm"	weak negative correlation		moderate positive correlation	weak positive correlation	Not correlated	Not correlated
3 rd Scale "psychological and moral harm"	weak negative correlation	moderate positive correlation		weak positive correlation	Not correlated	Not correlated

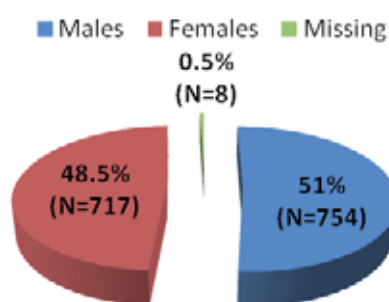
E. RESULTS: UNIVERSITIES

By targeting 1500 students within universities and in order to account for students who refused to participate and for incomplete questionnaires, fieldworkers had to approach more than 100 students within each campus yielding in more than 1500 questionnaires. However, only 1479 questionnaires were kept for data analysis given the huge number of missing and conflicting data.

1. Social characteristics

51% of the respondents were males. Only 8 students (0.5%) did not specify their gender as reported in the pie chart below.

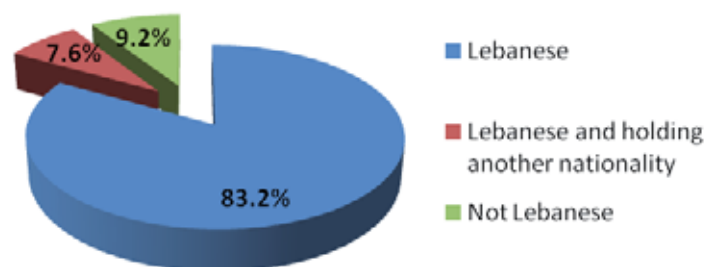
Figure 35. Gender distribution of university students



The mean age of university students was 20.72 years old (95% CI=20.62-20.81), with a minimum of 17 and a maximum of 24. The age of the respondents approached a normal distribution where the mean, median and mode were almost equal (mean=20.72; median=21 and mode=20). The mean age among males (21.06) was slightly higher than that among females (20.35).

The majority of the respondents were Lebanese (90.8%), 7.6% of them held another nationality mainly Palestinian (71 students), Syrian (32 students) and Iraqi (22 students).

Figure 36. Nationality distribution of university students



The largest proportion of students (69%) reported living with their parents while only 7.4% reported living alone. Thirteen students reported being married and living with their spouse.

And 49.7% of the students reported belonging to the Islamic religion (including Druze religion) whereas 37% indicated being Christians.

More than half of the students reported not belonging to any political party (55.4%) while 29.9% reported being close to and sympathizing with one. Among those who did, the main political parties stated by the students were "Lebanese Forces" (34 students) and "Tayyar" (32 students).

The main two majors that students reported as their current field of study were business (25.6%) and engineering (14.7%). The most stated reason behind the choice of the major was being interested

in it as reported by 76.7% of the students while 16.8% of the students attributed it to a better chance to find work abroad.

The mean number of years students had attended university was found to be equal to 2.78 years (95% CI=2.71-2.85), with a minimum of 1 and a maximum of 8 years (only 4 students aged 24 years old reported attending university for 8 years).

Only 27.2% of the students stated that they repeated a year/course during the past 5 years with a significant higher proportion among males (p -value<0.001). Among them, 34.4% reported having repeated one year/course at university while 28.6% reported having repeated more than one and attributed it mainly to neglecting their studies.

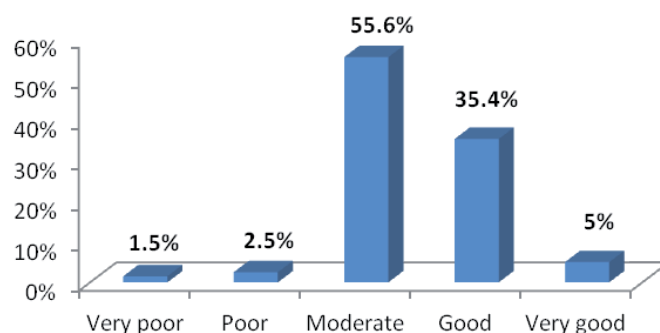
Around 52% of the students reported not working while 27.5% stated currently working with a significant higher proportion among males (34.3%) than females (20.2%) (p -value<0.001). The majority of the students reported either working as teachers or in the sales domain or as waiters/waitresses, and 54% reported working for a maximum of 40 hours per week while 38.2% reported working for 40 to 60 hours and 7.7% for more than 60 hours.

The largest proportion of students stated the university level as their father's highest educational level (33.7%), and the secondary level or the university level as their mother's highest educational level (31.9% and 31.7%, respectively).

The majority of the students reported that their fathers work (85.1%) but not their mothers (67.1%).

Approximately 55.6% perceived their socio-economic status as moderate while 35.4% perceived it as good.

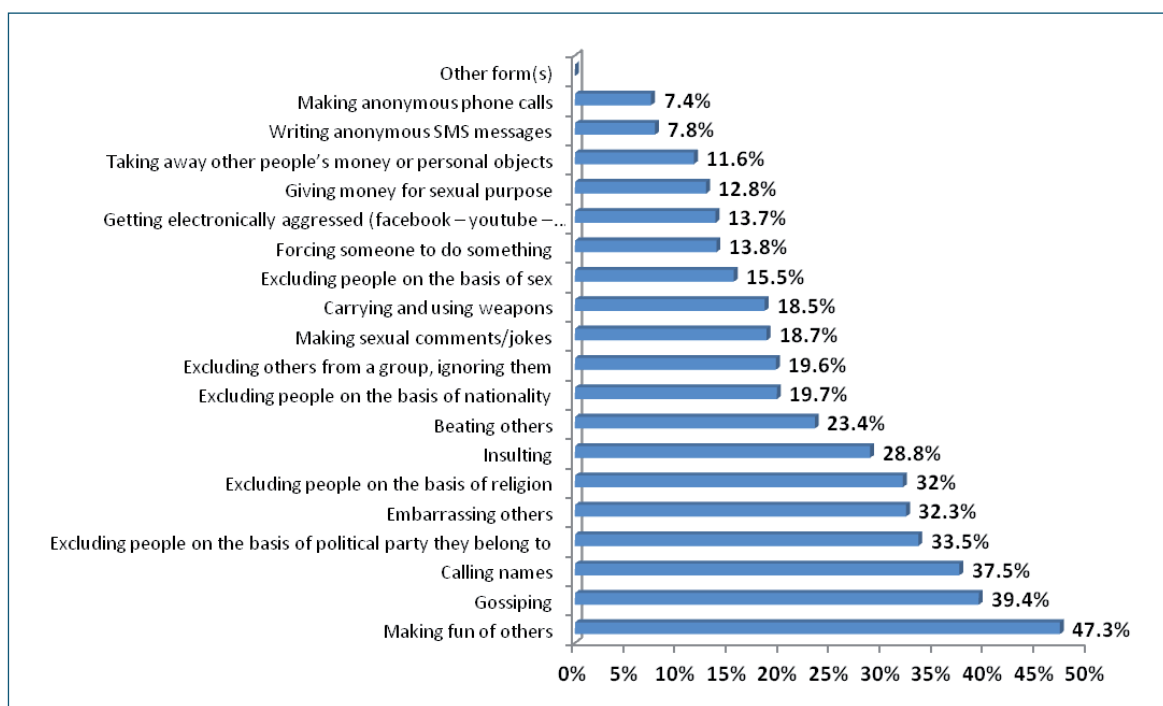
Figure 37. Socio-economic status as perceived by university students



2. Sources of information and knowledge on violence at university

The most frequent form(s) of university-related violence among peers were the following, as reported by students: making fun of others (47.3%), gossiping (39.4%), calling names (37.5%), excluding people on the basis of political party they belong to (33.5%), embarrassing others (32.3%), excluding people on the basis of religion (32%) and insulting (28.8%) as reported in Figure 38 below.

Figure 38. Most frequent form(s) of university-related violence among peers



The majority (63.2%) reported “never” witnessing violence at university over the past year. Among those who did, a significant higher proportion was noted among males (43%) than females (30%) (p -value<0.001).

39.1% of the students witnessed violence once while 38.7% witnessed it two or three times and the vast majority of the students specified “political conflicts” as the main witnessed form, with a significant higher proportion among males (p -value<0.05).

Most of the students (89.4%) did not report the violent incident. Students who indicated reporting the violence they witnessed at university (N=38) referred to the university’s direction or the security or their friends.

Moreover, students who witnessed any form of violence reported to usually deal with their anger or frustration at university by feeling sad and crying (N=229), cursing or insulting another person (N=214) and getting drunk (N=141). 115 students reported shutting themselves away/ isolating themselves from other people as a result to anger or frustration.

3. University safety

When assessing the feeling of being safe at university, 87.7% of students reported “never” feeling unwelcome, uncomfortable or unsafe at university.

On the other hand, among those who witnessed the feeling of not being safe, a significant higher proportion was observed among males (15.7%) than females (8.9%)

(p -value <0.001); students attributed it mainly to their religion or faith (19.9%), their accent (15.3%), their political affiliation (14.8%) and their grades or marks (12.5%). Only 6.2% of them attributed this feeling to their gender (for being a female/male).

When asking students about university safety, at least 46% of the students reported considering all university places as “safe” as Figure 39 shows.

Many university places were also indicated by students as “very safe” such as: library (43.9%), classrooms/amphitheatre/lecture hall (42.7%), computer rooms/laboratory rooms/social club rooms (42.1%), professor’s lounge (39.4%), lunchroom or eating area/cafeteria (35.9%), university entrances/exits (33.1%) and toilets (32.8%).

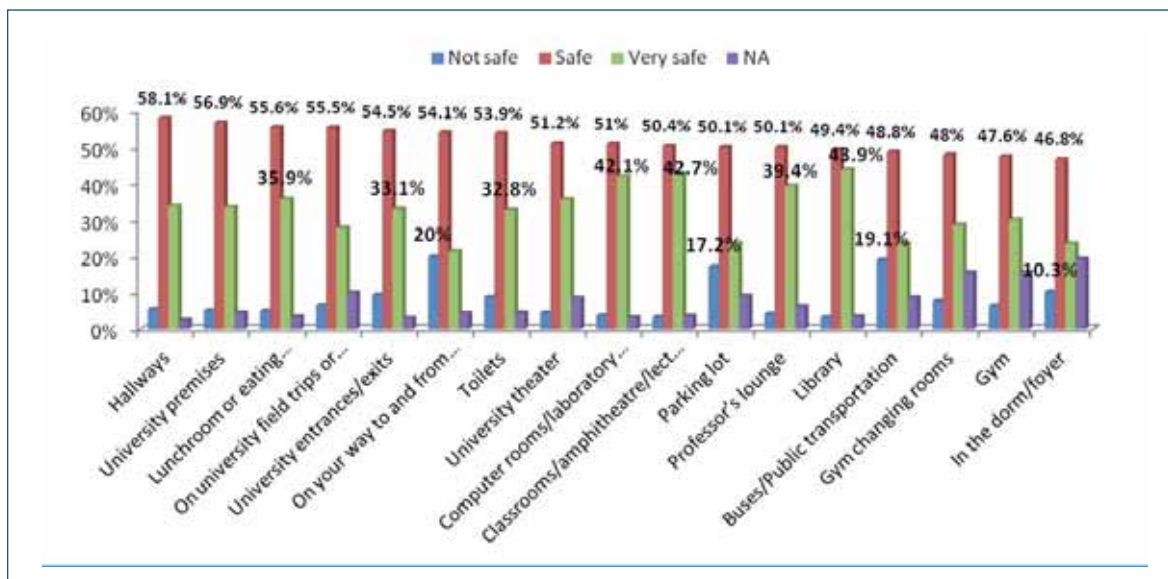
However, other students reported feeling “not safe” mainly in the following places:

on the way to and from university (20%), on buses/public transportation (19.1%), in the parking lot (17.2%) and in the dorm/foyer (10.3%).

By looking at gender differences, females were significantly more likely than males to report feeling unsafe in the dorm/foyer, on the way to and from university and on buses/public transportation (p -value <0.001) and in the parking lot (p -value=0.001).

The largest proportion of students came to university in a private car (38.1%) or in a taxi (31.4%); as for the main reasons for feeling unsafe while traveling to and from university, students reported the following: getting sexually abused/harassed (look, touch, kiss, sex), getting mugged/robbed and getting insulted and embarrassed.

Figure 39. Frequencies distribution of the answers to “at university, how safe do you feel in the following places” among university students



4. Physical harm at university

The majority of the students (90.2%, N=1263) reported “never” being involved in a physical fight at university during the university school year with a significant higher proportion among females (p-value<0.001).

The vast majority of the students reported “never” being the victim of any form of physical harm at university as indicated

in Table 25 below. Among the very small percentage of students who reported experiencing such harm at university, the most frequent form of physical harm was “being attacked” as reported by 5.2% (N=69) as happening “sometimes” and by 1.7% (N=22) as happening “many times”. Taking any personal belonging away from them (4.7%, N=62), and hitting them by throwing an object at them (3.7%, N=49) and slapping them (3.5%, N=46) were also reported as happening “sometimes”.

Table 25. Frequencies distribution of the answers to “Physical harm: In the current university year, how often has anyone or a mob at university done any of the following?” among university students

PHYSICAL HARM – In the current university year, how often has anyone (an adult working at university or a student) or a mob <u>at university</u> done any of the following?	FREQUENCY			
	Never	Sometimes	Many times	Happened but not in the current university year
Spit at you	97.5%	1.7%	0.5%	0.3%
Slapped you	95.2%	3.5%	0.7%	0.6%
Attacked you	92.7%	5.2%	1.7%	0.4%
Hit you by throwing an object at you	94.7%	3.7%	1%	0.6%
Hit you with a closed fist, belt, stick or shoe	96.9%	2%	0.6%	0.5%
Kicked you	96.3%	2.5%	0.5%	0.7%
Pushed you, choked you, or shook you	96.6%	2%	1%	0.4%
Crushed your fingers or hands	96.5%	2.7%	0.5%	0.3%
Tied you with a rope	96.6%	2%	0.9%	0.5%
Burnt you or tried to cut you purposefully	96%	2.7%	1.1%	0.2%
Pulled your hair	95.8%	2.8%	1.1%	0.3%
Made you stand /kneel in a way that hurt or felt embarrassing	96.3%	2.9%	0.6%	0.2%
Took any personal belonging away from you	93.9%	4.7%	0.8%	0.6%
Threatened you with a weapon	95.8%	2.8%	0.7%	0.7%
Pulled a weapon at you	96.9%	2.2%	0.6%	0.3%
Stabbed or cut you with a knife or sharp object	97.5%	1.7%	0.6%	0.2%
Other act of physical harm	0%	0%	0%	0%

Students who experienced physical violence reported that when perpetrated by adults (Table 26 below), a *male adult* mainly did the following to them:

- Attacked them (N=12: 10 male and 2 female students);
- Hit them by throwing an object at them (N=12 male students);
- Slapped them (N=6 male students);
- Hit them with a closed fist, belt, stick or shoe (N=6 male students);
- Pulled a weapon at them (N=6 male students);
- Took any personal belonging away from them (N=5 male students);
- Spit at them (N=4: 2 male and 2 female students);
- Burnt them or tried to cut them

purposefully (N=4 male students);

- Made them stand/kneel in a way that hurt or felt embarrassing (N=4 female students);
- Threatened them with a weapon (N=4 male students);

Whereas *female adult* perpetrators were mostly reported to kick them (N=4 female students) and tie them with a rope (N=3: 2 male students and one student who did not report the gender).

Both female and male adults were mostly reported to burn students or try to cut them purposefully (N=2 female students) and slap them (N=2 female students).

None of the students reported getting their fingers or hands crushed by female or male adults.

Table 26. Frequencies distribution of the answers to “Physical harm: In the current university year, WHO did any of the following to you at university – Adults as perpetrators?” among university students

PHYSICAL HARM – In the current university year, who did any of the following to you <u>at university</u> :	Adult as PERPETRATOR (N)			
	Female	Male	Female & Male	TOTAL
Attacked you	0	12	0	12
Hit you by throwing an object at you	0	12	0	12
Slapped you	1	6	2	9
Hit you with a closed fist, belt, stick or shoe	2	6	0	8
Kicked you	4	2	0	6
Burnt you or tried to cut you purposefully	0	4	2	6
Made you stand /kneel in a way that hurt or felt embarrassing	2	4	0	6
Pulled a weapon at you	0	6	0	6
Tied you with a rope	3	2	0	5
Pulled your hair	2	3	0	5
Took any personal belonging away from you	0	5	0	5
Spit at you	0	4	0	4
Threatened you with a weapon	0	4	0	4
Stabbed or cut you with a knife or sharp object	2	2	0	4
Pushed you, choked you, or shook you	0	2	0	2
Crushed your fingers or hands	0	0	0	0

When perpetrated by “*students*” (Table 27 below), the majority of the students who were violated reported that a *male student* was a perpetrator of physical harm acts mainly when he did the following:

- Took any personal belonging away from them (N=16: 14 male and 2 female students);
- Hit them by throwing an object at them (N=13: 11 male and 2 female students);
- Attacked them (N=12: 10 male and 2 female students);
- Pushed them, choked them or shook them (N=8 male students);
- Threatened them with a weapon (N=8: 6 male and 2 female students);
- Burnt them or tried to cut them purposefully (N=6 male students);
- Slapped them (N=6: 4 male and 2 female students);
- Crushed their fingers or hands (N=6: 4

male and 2 female students);

- Tied them with a rope (N=6 male students).

Female students on the other hand were mainly reported to take any personal belonging away from students (N=7: 2 male and 5 female students), attack them (N=6: 2 male and 4 female students), hit them by throwing an object at them (N=4: 2 male and 2 female students), threaten them with a weapon (N=4: 2 male and 2 female students), slap them (N=4 female students), kick them (N=4: 2 male and 2 female students) and pull their hair (N=4 female students).

Both *female and male students* were reported to burn them or try to cut them purposefully (N=4) and hit them by throwing an object at them (N=4 female students) and push them, choke them or shake them (N=2 female students).

Table 27. Frequencies distribution of the answers to “Physical harm: In the current university year, WHO did any of the following to you at university – Students as perpetrators?” among university students

PHYSICAL HARM – In the current university year, who did any of the following to you at university:	Student as PERPETRATOR (N)			
	Female	Male	Female & Male	TOTAL
Took any personal belonging away from you	7	16	0	23
Hit you by throwing an object at you	4	13	4	21
Attacked you	6	12	0	18
Pushed you, choked you, or shook you	2	8	2	12
Burnt you or tried to cut you purposefully	2	6	4	12
Threatened you with a weapon	4	8	0	12
Slapped you	4	6	0	10
Kicked you	4	4	0	8
Pulled your hair	4	4	0	8
Hit you with a closed fist, belt, stick or shoe	2	4	0	6
Crushed your fingers or hands	0	6	0	6
Tied you with a rope	0	6	0	6
Pulled a weapon at you	0	4	0	4
Stabbed or cut you with a knife or sharp object	2	2	0	4
Spit at you	0	2	0	2
Made you stand /kneel in a way that hurt or felt embarrassing	0	2	0	2

When perpetrated by “a mob”, students reported experiencing the following:

- Being kicked (N=4 male students);
- Being threatened with a weapon (N=4 students: 2 male and 2 female students);
- Being tied with a rope (N=2 male students);
- Being forced to stand/kneel in a way that hurt or felt embarrassing (N=2 female students);
- Being stripped of a personal belonging (N=2 female students);
- And having a weapon pulled at them (N=2 male students);
- Being attacked (N=2 male students);
- Being hit with a closed fist, belt, stick or shoe (N=1 student who did not report his gender);
- Being slapped (N=1 male student).

Among the very small percentage of students who reported experiencing physical harm at university, the largest proportion attributed their experience mostly to their appearance (N=36), political affiliation (N=30), religion or faith (N=23) and accent (N=21). Only 16 students attributed it to their gender.

The physical harm acts were reported by the majority of the students to usually happening in toilets (N=25), areas off university property (N=24), classrooms/amphitheatre/lecture hall (N=23) and hallways (N=21); and especially during breaks or at recess (N=38), between courses (N=36), at lunch time (N=29) and after university (N=28).

When asked about their behavior following the physical harm act they were subjected to, the majority of the students reported

ignoring it and trying to forget it (N=53) while 33 students fought back and stood up to the person who was doing it and 25 students told their parent(s) or guardian(s) or an adult outside the university about it. Only 6 students told an association or an official body or the police about it.

For those who had told someone about it, 49 students reported that no action was taken afterwards while 22 students reported that the person(s) who harmed them physically got yelled at or punished or expelled. Only 18 students reported being asked to describe the incident in details.

For those who did not do anything about it, the majority of them (N=43) attributed it to the fact that they thought it was normal so they ignored it. 16 students attributed it to the fear of getting in trouble for telling and 12 students felt guilty about it and that it was their fault.

The majority of the students (81%; N=85) stated that they could talk to someone at university if they were victims of any act of physical harm at university. Among them, 50.5% preferred talking to a close/good friend while 20% would talk to their parent(s) or guardian(s) and 16% to a male professor/coordinator/supervisor.

Around 95% (N=1160) of the students reported not committing a physical harm act to another person at university. Among those who did (N=66), the majority reported committing this violent act mainly against a male (81%) and the main reason behind it was mostly because the other person hurt them first (49%).

5. Psychological and moral harm at university

The vast majority of the students reported “never” being the victim of any form of psychological and moral harm at university as indicated in Table 28 below. Among the very small percentage of students who reported experiencing such harm at university, the most frequent form of

psychological and moral harm was “being ignored” as reported by 17.4% (N=220) of the students as happening “sometimes” and by 2.5% (N=32) as happening “many times”. Swearing at students (8.8%, N=109), insulting them or calling them rude or hurtful names (6.4%, N=80) and purposely making students feel stupid or foolish (6.1%, N=76) were also reported as happening “sometimes”.

Table 28. Frequencies distribution of the answers to “Psychological and moral harm: In the current university year, how often has anyone or a mob at university done any of the following?” among university students

PSYCHOLOGICAL AND MORAL HARM - In the current university year, how often has anyone (an adult working at university or a student) or a mob at university done any of the following?	FREQUENCY			
	Never	Some- times	Many times	Happened but not in the current university year
Ignored you	78.4%	17.4%	2.5%	1.7%
Sworn at you	88.4%	8.8%	2%	0.8%
Insulted you or called you rude or hurtful names	90.7%	6.4%	1.9%	1%
Damaged your reputation	92.0%	5.2%	2%	0.8%
Shouted at you to embarrass or humiliate you	93.4%	5.1%	0.9%	0.6%
Did not let you participate in the classroom during class discussions	93%	5.4%	1.4%	0.2%
Scared or threatened you	93.8%	4.9%	0.8%	0.5%
Purposely made you feel stupid or foolish	92.1%	6.1%	1%	0.8%
Referred to your gender in a hurtful or insulting way	94.9%	2.8%	1.5%	0.8%
Referred to any health problem/physical appearance or a particular condition you might have in a hurtful way	94.2%	3.6%	1.7%	0.5%
Embarrassed you because of the way you dress	93.2%	4.9%	1.4%	0.5%
Embarrassed you because you were poor or unable to buy things	95.5%	3.1%	0.8%	0.6%
Stole or broke or ruined your belongings	94.7%	3.9%	0.6%	0.8%
Threatened you with giving you low grades to make you fail	94.4%	3.7%	1.3%	0.6%
Threatened to destroy your belongings	96.6%	1.8%	0.8%	0.8%
Threatened to hurt you badly or kill you	96.1%	2.8%	0.8%	0.3%
Said things about you to make other students laugh	92.4%	5.5%	1.5%	0.6%
Used the internet (e-mail, facebook, twitter, youtube, blogs ...) at university to threaten you, hurt your feelings, spread rumors or reveal secrets about you	94.5%	3.4%	1.5%	0.6%
Used a cell phone at university to send you text messages, pictures, instant messages (blackberry messenger, whatsapp...) and threaten you, hurt your feelings, spread rumors or reveal secrets about you	95.3%	3%	1.3%	0.4%
Other way of psychological/moral harm	0%	0%	0%	0%

Female students were significantly more likely than males to report that someone (an adult working at university or another student) or a mob at university ignored them “sometimes” (p-value=0.002).

When perpetrated by adults, students who experienced psychological or moral harm reported that a male adult mainly did the following to them (Table 29 below):

- Did not let them participate in the classroom during class discussions (N=12: 4 male students and 8 female students);
- Sworn at them (N=12: 10 male students and 2 female students);
- Used the internet (e-mail, facebook, twitter, youtube, blogs...) at university to threaten them, hurt their feelings, spread rumors or reveal secrets about them (N=11: 9 male students and 2 female students);
- Used a cell phone at university to send them text messages, pictures, instant messages (blackberry messenger, whatsapp...) and threaten them, hurt their feelings, spread rumors or reveal secrets about them (N=8: 2 male student and 6 female students);
- Threatened them with giving them low grades to make them fail (N=8 male students);
- Shouted at them to embarrass or humiliate them (N=5 male students);
- Referred to any health problem/ physical appearance or a particular condition they might have in a hurtful way (N=4: 2 male students and 2 female students);
- Embarrassed them because of the way they dress (N=4: 2 male students and 2 female students);

- Said things about them to make other students laugh (N=4: 2 male students and 2 female students);
- Scared or threatened them (N=3 male students);
- Embarrassed them because they were poor or unable to buy things (N=3 male students);
- Threatened to destroy their belongings (N=2 male students).

Whereas *female adults* were mostly reported to damage students’ reputation (N=8: 1 male student and 7 female students), to purposely make them feel stupid or foolish (N=6 female students), and to refer to their gender in a hurtful or insulting way (N=3 male students).

When perpetrated by *both female and male adults*, two female students reported that they did not let them participate in the classroom during class discussions.

None of the students reported experiencing stealing or breaking or ruining their belongings or being threatened to be hurt badly or killed by female or male adults.

Moreover, when reporting being ignored, 16 students (1 male student and 15 female students) reported experiencing it by a *female adult* whereas 13 students (9 male student and 4 female students) experienced it by a male adult; and 3 male and 2 female students reported experiencing it by both female and male adults.

And when reporting being insulted or called by rude or hurtful names, 3 male students reported experiencing it by a female adult while 2 male students reported experiencing it by a male adult and 2 female students reported experiencing it by both female and male adults.

Table 29. Frequencies distribution of the answers to “Psychological and moral harm: In the current university year, WHO did any of the following to you at university – Adults as perpetrators?” among university students

PSYCHOLOGICAL AND MORAL HARM – In the current university year, who did any of the following to you <u>at university</u> :	Adult as PERPETRATOR (N)			
	Female	Male	Female & Male	TOTAL
Ignored you	16	13	5	34
Did not let you participate in the classroom during class discussions	2	12	2	16
Sworn at you	1	12	0	13
Used the internet (e-mail, facebook, twitter, youtube, blogs ...) at university to threaten you, hurt your feelings, spread rumors or reveal secrets about you	0	11	0	11
Used a cell phone at university to send you text messages, pictures, instant messages (blackberry messenger, whatsapp...) and threaten you, hurt your feelings, spread rumors or reveal secrets about you	2	8	0	10
Purposely made you feel stupid or foolish	6	2	1	9
Damaged your reputation	8	0	0	8
Threatened you with giving you low grades to make you fail	0	8	0	8
Insulted you or called you rude or hurtful names	3	2	2	7
Shouted at you to embarrass or humiliate you	2	5	0	7
Embarrassed you because of the way you dress	2	4	1	7
Referred to any health problem/physical appearance or a particular condition you might have in a hurtful way	0	4	1	5
Said things about you to make other students laugh	0	4	0	4
Scared or threatened you	0	3	0	3
Embarrassed you because you were poor or unable to buy things	0	3	0	3
Referred to your gender in a hurtful or insulting way	3	0	0	3
Threatened to destroy your belongings	0	2	0	2
Stole or broke or ruined your belongings	0	0	0	0
Threatened to hurt you badly or kill you	0	0	0	0

Students also reported another “*student*” as a perpetrator of psychological and moral harm. They considered a *male student* as a perpetrator (Table 30 below) when he mainly did the following to them:

- Sworn at them (N=14: 8 male and 6 female students);
- Ignored them (N=13: 5 male and 8 female students);
- Said things about them to make other students laugh (N=10: 8 male and 2 female students);
- Purposely made them feel stupid or foolish (N=10: 8 male and 2 female students);
- Used a cell phone at university to send them text messages, pictures, instant messages (blackberry messenger, whatsapp...) and threaten them, hurt their feelings, spread rumors or reveal secrets about them (N=9: 3 male and 6 female students);
- Scared or threatened them (N=8: 4 male and 4 female students);
- Used the internet (e-mail, facebook, twitter, youtube, blogs ...) at university to threaten them, hurt their feelings, spread rumors or reveal secrets about them (N=6: 4 male and 2 female students);
- Stole or broke or ruined their belongings (N=4 male students);
- Threatened to destroy their belongings (N=4 male students);
- Threatened to hurt them badly or kill them (N=4: 2 male and 2 female students);
- Referred to their gender in a hurtful or insulting way (N=2 female students).

Whereas *female students* were mostly reported to: ignore them (N=16: 6 male and 10 female students), embarrass students because of the way they dress (N=10: 2 male and 8 female students), refer to any health problem/physical appearance or a particular condition they might have in a hurtful way (N=8: 2 male and 6 female students), damage their reputation (N=6: 2 male and 4 female students), insult them or call them rude or hurtful names (N=5: 2 male and 3 female students), and not let them participate in the classroom during class discussions (N=5: 1 male and 4 female students). When perpetrated by *both female and male students*, students reported experiencing the following: ignoring them (N=22: 11 male and 11 female students) and saying things about them to make other students laugh (N=7: 2 male and 5 female students) and purposely making them feel stupid or foolish (N=5: 2 male and 3 female students).

Moreover, students equally reported *male and female students* to be the perpetrators of the following acts: shouting at them to embarrass or humiliate them (N=4: 2 male students and 2 female students) and embarrassing them because they were poor or unable to buy things (N=2 male students).

Table 30. Frequencies distribution of the answers to “psychological and moral harm: In the current university year, WHO did any of the following to you at university – Students as perpetrators?” among university students

PSYCHOLOGICAL AND MORAL HARM – In the current university year, who did any of the following to you <u>at university</u> :	Student as PERPETRATOR (N)			
	Female	Male	Female & Male	TOTAL
Ignored you	16	13	22	51
Sworn at you	7	14	0	21
Purposely made you feel stupid or foolish	6	10	5	21
Said things about you to make other students laugh	2	10	7	19
Embarrassed you because of the way you dress	10	4	2	16
Referred to any health problem/physical appearance or a particular condition you might have in a hurtful way	8	4	0	12
Used a cell phone at university to send you text messages, pictures, instant messages (blackberry messenger, whatsapp...) and threaten you, hurt your feelings, spread rumors or reveal secrets about you	0	9	2	11
Scared or threatened you	2	8	0	10
Damaged your reputation	6	2	0	8
Shouted at you to embarrass or humiliate you	4	4	0	8
Did not let you participate in the classroom during class discussions	5	2	0	7
Stole or broke or ruined your belongings	2	4	0	6
Threatened to hurt you badly or kill you	2	4	0	6
Used the internet (e-mail, facebook, twitter, youtube, blogs ...) at university to threaten you, hurt your feelings, spread rumors or reveal secrets about you	0	6	0	6
Insulted you or called you rude or hurtful names	5	0	0	5
Threatened you with giving you low grades to make you fail	1	4	0	5
Embarrassed you because you were poor or unable to buy things	2	2	0	4
Threatened to destroy your belongings	0	4	0	4
Referred to your gender in a hurtful or insulting way	0	2	0	2

When perpetrated by “a mob”, students mainly reported being subject to the following:

- Ignoring them (N=27: 13 male and 14 female students);
- Insulting them or calling them rude or hurtful names (N=9: 7 male and 2 female students);
- Swearing at them (N=8: 6 male and 2 female students);
- Damaging their reputation (N=8: 4 male and 4 female students);
- Purposely making them feel stupid or foolish (N=8: 4 male and 4 female students);
- Using the internet (e-mail, facebook, twitter, youtube, blogs ...) at university to threaten them, hurt their feelings, spread rumors or reveal secrets about them (N=8: 6 male and 2 female students);
- Referring to any health problem/ physical appearance or a particular condition they might have in a hurtful way (N=6: 4 male and 2 female students);
- Embarrassing them because of the way they dress (N=6: 4 male and 2 female students).

Four students also reported that a mob at university threatened to hurt them badly or kill them.

Among the very small percentage of students who reported experiencing psychological and moral harm at university, the largest proportion attributed their experience mostly to their gender (N=35), political affiliation (N=35), appearance (N=34), religion or faith (N=32) and nationality (N=32).

The psychological and moral harm acts were reported by the largest proportion of students to usually took place in the lunchroom or eating area/cafeteria (N=54), in the classrooms/amphitheatre/lecture hall (N=45) and in the hallways (N=42). 28 students also indicated the university entrances/exits as places where this form of violence occurs.

Students also reported that psychological and moral harm acts happened especially between courses (N=66), during courses (N=42) and at lunch time (N=39).

When asked about their behavior following the psychological and moral harm act they were subjected to, the majority of the students reported ignoring it and trying to forget it (N=121) while only 33 students fought back and stood up to the person who was doing it. Only 12 students told an association or an official body or the police about it.

For those who had told someone about it, 107 students reported that no action was taken afterwards while only 12 students reported that the person(s) who harmed them psychologically and/or morally got yelled at or punished or expelled. Only 22 students reported being asked to describe the incident in details.

For those who did not do anything about it, the majority of them (N=90) attributed it to the fact that they thought it was normal so they ignored it. 20 students thought that if they tell someone, they would not do anything about it.

The majority of the students (84.2%; N=149) stated that they could talk to someone at university if they were victims of any act of psychological and moral harm at university. Among them, the majority (71.1%) preferred talking to a close/good friend while only 22.1% would talk to their parent(s) or guardian(s) and 19.5% to a male professor/coordinator/supervisor.

95% (N=1104) of the students reported not committing a psychological and moral harm act to another person at university. Among those who did (N=58), the majority reported committing this violent act against a male (71.1%) and the main reasons behind it were mostly because the other person was shouting at them (29.6%, N=16) or insulting them or making fun of them (22.2%, N=12).

6. Sexual harm/harassment at university

The vast majority of the students reported “never” being the victim of any form of sexual harm/harassment at university as indicated in Table 31 below. Among the very small percentage of students who reported experiencing such harm at university, the most frequent form of sexual harm/harassment was “being subjected to sexual comments” as reported by 3.3% (N=38) of the students as happening “sometimes” and by 1.2% (N=14) as happening “many times”.

“Perpetrator exposing his/her private parts in front of the students” was also reported to be experienced by 2.5% (N=29) of the students as happening “sometimes” and by 2% (N=23) as happening “many times”.

Trying to kiss students or hugging them against their will (3%, N=35); verbally insulting them using sexual words (2.5%, N=28); touching/grabbing them against their will (2.4%, N=28), touching students’ private parts (2.2%, N=25), were also reported as happening “sometimes”.

Moreover, 19 students reported being invited/convinced “many times” to sit in the perpetrator’s lap to get fondled.

Table 31. Frequencies distribution of the answers to “Sexual harm/harassment: In the current university year, how often has anyone or a mob at university done any of the following?” among university students

SEXUAL HARM/HARASSMENT - In the current university year, how often has anyone (an adult working at university or a student) or a mob <u>at university</u> done any of the following?	FREQUENCY			
	Never	Sometimes	Many times	Happened but not in the current university year
Verbally insulted you using sexual words	95.6%	2.5%	1.6%	0.3%
Made sexual comments about you	94.8%	3.3%	1.2%	0.7%
Touched/grabbed you against your will	95.8%	2.4%	1.6%	0.2%
Tried to kiss you or hug you against your will	94.7%	3%	1.4%	0.9%
Kissed you or hugged you against your will	96.4%	2%	1%	0.6%
Exposed his/her private parts in front of you	95.3%	2.5%	2%	0.2%
Tried to force you to expose your private parts	97.1%	1.3%	1.3%	0.3%
Made you take your clothes off when it was not for a medical reason	97%	1.3%	1%	0.7%
Tried to force you to touch his/her private parts	97%	1.6%	1.3%	0.1%
Forced you to touch his/her private parts	97.6%	1.1%	1.1%	0.2%
Touched your private parts	96.3%	2.2%	1%	0.5%
Invited/Convinced you to sit on his/her lap to fondle you	95.9%	2.2%	1.6%	0.3%
Forced you to sit on his/her lap to fondle you	97.7%	1.2%	0.6%	0.5%
Had sex with you	96.4%	1.8%	1%	0.8%
Forced you to have sex with you	98%	1.1%	0.8%	0.1%
Gave you money to do sexual things	97.8%	0.9%	1%	0.3%
Made you look at sexual films or pictures in a magazine or on the internet/computer/cell phone	97.2%	1%	1.2%	0.6%
Made you pose naked in front of any person for photographs, video or internet webcam against your will	97.9%	1.2%	0.8%	0.1%
Took pictures or films of you alone or with others while doing sexual acts	98.2%	0.4%	1%	0.4%
Other form of sexual harm	0%	0%	0%	0%

When perpetrated by adults, students who were sexually harmed/harassed reported that a female adult did the following sexual harm/harassment acts to them: touched/grabbed them against their will (N=4); exposed her private parts in front of them (N=4); had sex with them (N=4); kissed them or hugged them against their will (N=2); and forced them to sit on her lap to fondle them (N=1). The students who reported all the sexual acts mentioned above were males.

Students also reported that a male adult did the following to them:

- Exposed his private parts in front of them (N=2 female students);
- Made sexual comments about them (N=2 female students);
- Tried to kiss them or hug them against their will (N=2 male students);
- Touched their private parts (N=2 female students);
- Invited/Convinced them to sit on his lap to fondle them (N=2 female students);
- Verbally insulted them using sexual words (N=1 male student).

Students also reported experiencing sexual harm/harassment by both female and male adults when they exposed their private parts in front of them (N=4 female students), made sexual comments about them (N=2 male students) and verbally insulted them using sexual words (N=2 male students). When perpetrated by students, students reported that a female student did the following sexual harm/harassment acts to them:

- Had sex with them (N=10 male students);

- Exposed her private parts in front of them (N=8 male students);
- Touched their private parts (N=6 male students);
- Tried to kiss them or hug them against their will (N=5 male students and a student who did not report his gender);
- Forced them to sit on her lap to fondle them (N=5 male students);
- Verbally insulted them using sexual words (N=4 male students);
- Touched/grabbed them against their will (N=4 male students);
- Kissed them or hugged them against their will (N=4 male students);
- Made them take their clothes off when it was not for a medical reason (N=4 male students);
- Tried to force them to touch her private parts (N=4 male students);
- Invited/Convinced them to sit on her lap to fondle them (N=4 male students);
- Tried to force them to expose their private parts (N=2 male students);
- Forced them to touch her private parts (N=2 male students);
- Forced them to have sex with them (N=2 male students).

Students also reported that a male student did the following to them:

- Made sexual comments about them (N=8: 2 male students and 6 female students);
- Tried to kiss them or hug them against their will (N=6: 2 male students and 4 female students);
- Verbally insulted them using sexual words (N=6: 2 male students and 4 female students);

- Touched/grabbed them against their will (N=6: 2 male students and 4 female students);
- Invited/Convinced them to sit on his lap to fondle them (N=6: 2 male students and 4 female students);
- Tried to force them to expose their private parts (N=6: 4 male students and 2 female students);
- Exposed his private parts in front of them (N=4: 2 male students and 2 female students);
- Touched their private parts (N=2 male students);
- Forced them to sit on his lap to fondle them (N=2 female students);
- Kissed them or hugged them against their will (N=2 male students);
- Made them take their clothes off when it was not for a medical reason (N=2 male students);
- Tried to force them to touch his private parts (N=2 male students);
- Forced them to touch his private parts (N=2 male students);
- Had sex with them (N=1 male student).

Students also reported experiencing sexual harm/harassment by both female and male students when they verbally insulted them using sexual words (N=4 male students) and made them look at sexual films or pictures in a magazine or on the internet/computer/cell phone (N=2 male students).

When perpetrated by “a mob”, students reported verbally being insulted by using sexual words (N=3: 2 male students and one student who did not report his gender) and being subjected to sexual comments (N=2 female students).

Among the very small percentage of students who reported experiencing sexual harm/harassment at university, the largest proportion attributed their experience mostly to their appearance (N=34) and gender (N=24).

The sexual harm/harassment acts were reported by the majority of students to usually take place in the lunchroom or eating area/cafeteria (N=20), in the hallways (N=20), in areas off university property (N=18), and in the toilets (N=15); and to happen especially between courses (N=27) and after university (N=26). Only 16 students reported it happening on the way to and from university.

When asked about their behavior following the sexual harm/harassment act they were subjected to, the majority of students reported ignoring it and trying to forget it (N=34). 22 students reported not knowing what to do or who to talk to while 12 students told an association or an official body or the police about it and 10 students fought back/stood up to the person who was doing it.

For those who had told someone about it, 36 students reported that no action was taken afterwards while only 10 students reported that the person(s) who harmed them sexually got yelled at or punished or expelled.

For those who did not do anything about it, the majority of them (N=34) attributed it to the fact that they thought it was normal so they ignored it. 18 students felt guilty and that it was their fault, 12 students did not talk about it as they were ashamed, and 10 students thought that if they told someone, they would not do anything about it.

When asked about the consequences of the sexual harm/harassment they were subjected to, 21 students reported getting stigmatized and isolated and 20 students reported feeling depressed/anxious. Four students reported getting pregnant and stigmatized and isolated: 2 of them reported having to leave university while the other 2 females reported getting expelled from university and consulting a health worker.

The majority of the students (81.8%; N=54) stated that they could talk to someone at university if they were victims of any act of physical harm at university. Among them, the majority preferred talking to a close/good friend (55.6%) while only 14.8% would talk to their parent(s) or guardian(s). 97.8% (N=1032) of the students reported not committing a sexual harm/harassment act to another person at university. Among those who did (N=23), the majority reported committing this violent act against a male (73.3%) and the main reason behind it was because the other person sexually harmed them first (62%).

7. Attitudes, Behaviors and Practices

When students were asked questions about their beliefs regarding the role of women and men in today's society (Figure 40 below), the largest proportion (42.2%) agreed that "with more women working outside the home, men should share in household tasks such as washing dishes and doing laundry" with a significant higher proportion among females (p-value<0.001). 33.8% and 33.3% of the students agreed and strongly agreed respectively that

"women should have the chance to achieve equal ranks and salaries in business and all the professions just like with men" with a significant higher proportion among females among those who strongly agree (p-value<0.001).

30.3% and 33% of the students also agreed and strongly agreed respectively that "women should be given equal opportunity with men for work opportunities in all kinds of work" with a significant higher proportion among females among those who strongly agree (p-value<0.001).

Moreover, the largest proportion of students also agreed with the following: "There are many jobs in which men should be given preference over women in being hired or promoted" (31.5%) with a significant higher proportion among females (p-value<0.001); "A woman should be free as a man to propose marriage" (26.3%) with a significant higher proportion among males (p-value<0.001); "If a woman earns the same as her date, they should share the bills when they go out together" (24.4%); "It is insulting to women to use the term "obey" in the marriage contract" (23.5%).

On the other hand, the largest proportion of students disagreed with the following:

- "Sons in a family should be given more encouragement to go to college than daughters" (42.9%);
- "Swearing and obscenity is less appropriate in the speech of a woman than of a man" (38.3%);
- "Men can be violent but women should not" (34.2%);
- "The intellectual leadership of a community should be mainly in the hands of men" (33.7%);
- "It is ridiculous for a woman to drive

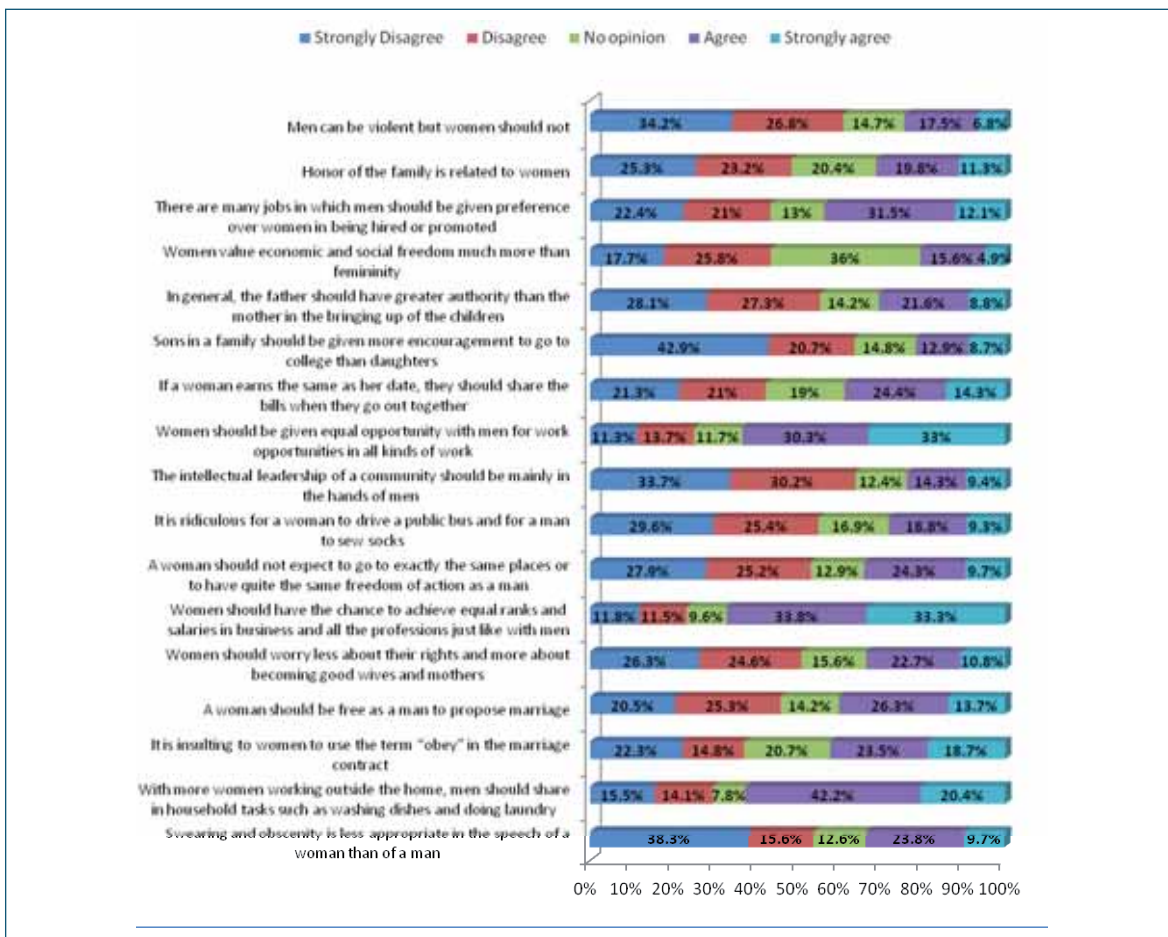
- a public bus and for a man to sew socks” (29.6%);
- “In general, the father should have greater authority than the mother in the bringing up of the children” (28.1%) with a significant higher proportion among females (p-value<0.001);
- “A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man” (27.9%) with a significant higher proportion among females (p-value<0.001);
- “Women should worry less about

their rights and more about becoming good wives and mothers” (26.3%);

- “Honor of the family is related to women” (25.3%) with a significant higher proportion among females (p-value=0.003).

When asked about their opinion regarding the following statement “women value economic and social freedom much more than femininity”, the largest proportion of students (36%) reported that they had no opinion regarding this statement, while 25.8% disagreed with it with a significant higher proportion among females (p-value<0.001).

Figure 40. Students’ opinions regarding the role of women and men in today’s society among university students



When students were asked questions about their opinion (agree/do NOT agree) regarding university-related gender roles (Table 32 below), the largest proportion of them mainly disagreed to more than 60% of the statements.

In fact, students disagreed to the following when occurring at university:

- It is usually more acceptable for a male to hit a female (77.4%) with a significant higher proportion among females (p-value<0.05);
- Females are not encouraged to study as they do not have to work for a living (77.3%) with a significant higher proportion among females (p-value=0.001);
- Females are often told that they will end up in kitchen (69.6%);
- It is more important for males than females to do well in university (69.1%);
- Females are often instructed to be more concerned with becoming good wives and mothers rather than desiring a professional or business career (67.5%) with a significant higher proportion among females (p-value<0.05);
- It is acceptable to engage in an intimate relationship with your professor in order to get good grades or succeed (67.1%) with a significant higher proportion among females (p-value<0.001);
- Males are often considered better leaders than females (63.3%) with a significant higher proportion among females (p-value<0.001);
- We have learned that men are responsible for earning the money and women for are responsible for raising children (60%) with a significant higher proportion among females (p-value=0.01);
- Female professors are better suited to give art and literature courses than male professors (59.2%) with a significant higher proportion among females (p-value<0.001);
- It is more acceptable for a female to hit another female than to hit a male (56.5%);
- Male professors are better suited to give engineering/math courses than female professors (56%) with a significant higher proportion among females (p-value=0.002);
- We have learned that men should have greater authority than women in making family decisions (55.9%) with a significant higher proportion among females (p-value=0.003);
- Females are considered in general to be smarter than males (54.2%) with a significant higher proportion among males (p-value<0.001).

Table 32. Students' opinions regarding university-related gender roles among university students

University-related gender roles statements	Agree	Do NOT agree
At university, females are often instructed to be more concerned with becoming good wives and mothers rather than desiring a professional or business career	32.5%	67.5%
At university, females are often told that they will end up in kitchen	30.4%	69.6%
At university, males are often reminded that they should be the head of the household and earn living	65.9%	34.1%
At university, females are often reminded that they should worry about their reputation	63.1%	36.9%
At university, males are often reminded that they should protect the female's reputation	67%	33%
At university, I often hear statements like "females should not do so and so" and "males should not do so and so"	62.2%	37.8%
At university, females are not encouraged to study as they do not have to work for a living	22.7%	77.3%
At university, it is usually more acceptable for a male to hit a female	22.6%	77.4%
At university, it is more acceptable for a male to hit another male than to hit a female	52.7%	47.3%
At university, it is more acceptable for a female to hit another female than to hit a male	43.5%	56.5%
At university, females are more criticized for swearing than males	62.1%	37.9%
At university, it is acceptable to engage in an intimate relationship with your professor in order to get good grades or succeed	32.9%	67.1%
At university, it is more important for males than females to do well in university	30.9%	69.1%
At university, males are often considered better leaders than females	36.7%	63.3%
At university, females are considered in general to be smarter than males	45.8%	54.2%
At university, females are given the same freedom as males	61.7%	38.3%
At university, we have learned that men are responsible for earning the money and women for are responsible for raising children	40%	60%
At university, we are taught that men and women should have equal responsibility for raising children	67.4%	32.6%
At university, we have learned that men should have greater authority than women in making family decisions	44.1%	55.9%
Male professors are better suited to give engineering/math courses than female professors	44%	56%
Female professors are better suited to give art and literature courses than male professors	40.8%	59.2%

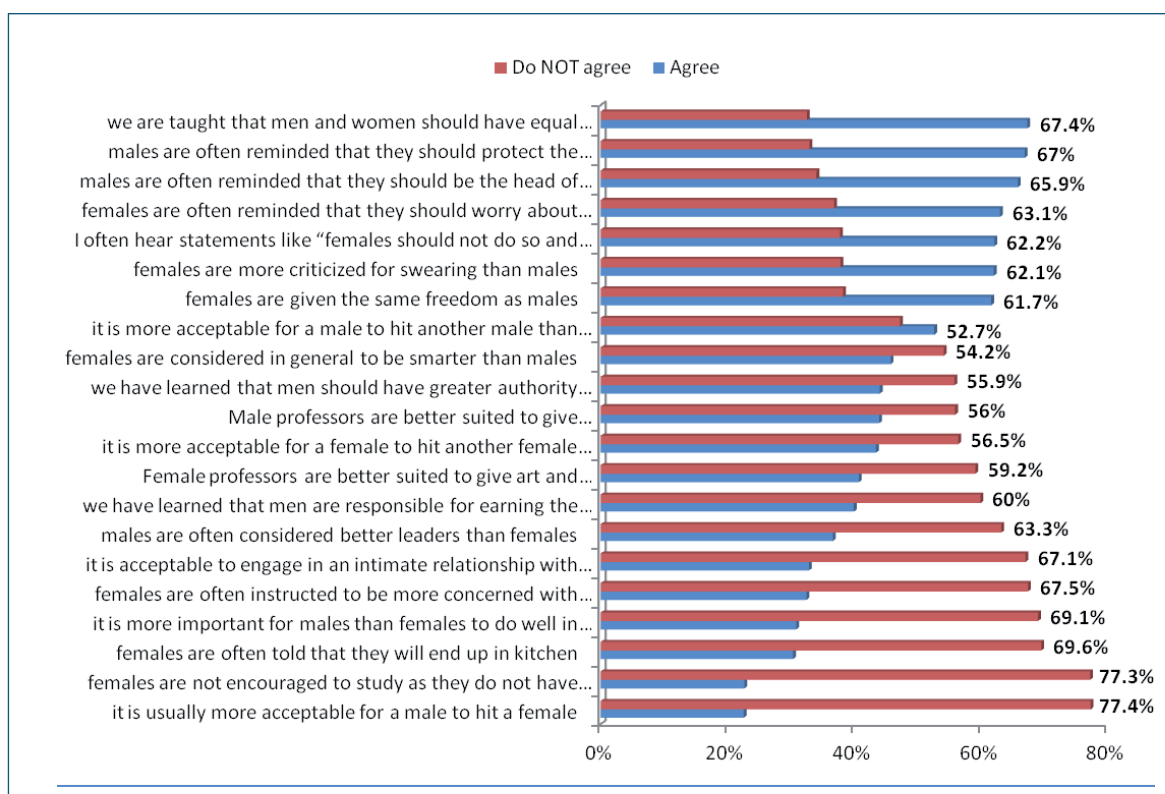
On the other hand, as seen in Figure 41 below, many students agreed with the following statements:

- We are taught that men and women should have equal responsibility for raising children (67.4%);
- Males are often reminded that they should protect the female's reputation (67%);
- Males are often reminded that they should be the head of the household and earn living (65.9%);
- Females are often reminded that they should worry about their reputation (63.1%);
- I often hear statements like "females should not do so and so" and "males should not do so and so" (62.2%);

- Females are more criticized for swearing than males (62.1%) with a significant higher proportion among females (p-value<0.05);
- Females are given the same freedom as males (61.7%);
- It is more acceptable for a male to hit another male than to hit a female (52.7%).

When asked questions about some professors' attitudes, behaviors and practices at university in favor of one gender more than the other (34 statements), more than half of the students answered by "NO" to 82% of the statements (28 out of 34 statements) indicating that the largest proportion of targeted students believed

Figure 41. Students' opinions regarding university-related gender roles statements among university students



that professors within their universities did not favor one gender over the other (Table 33 below).

Moreover, 43.8% of the students also disagreed with the following statement “Some professors at your university expect females to get married right after school” while 28.7% agreed with it.

On the other hand, 42.1% and 37.9% disagreed respectively with the following statements “girls are being encouraged and nominated for student councils” and “girls are being elected for student

councils” while 29.9% and 33.5% agreed with the 2 statements respectively.

Furthermore, 42.8% of the students reported that some professors at their university gave more attention to females than males during discussions with a significant higher proportion among males (p-value<0.001) while 39.3% disagreed with it.

42% and 38.9% of the students reported that some male professors taught art and literature courses at their university and that some female professors taught engineering/math courses at their university respectively.

Table 33. Professors’ attitudes, behaviors and practices at university as reported by university students

Professors’ attitudes, behaviors and practices at university	Yes	No	I don’t know
Some professors at your university give more time to males than to females to find the answer to a question	11.7%	69.7%	18.6%
Some professors at your university ask females easy questions and ask males more difficult questions	14.7%	66.7%	18.6%
Males are allowed to answer back to the professors more than females	14.5%	66.3%	19.2%
Some professors at your university allow males to participate more than females	13.3%	65.5%	21.2%
Some male professors at your university call on males more than females in the classroom/during the course	17%	65.1%	17.9%
Females are allowed to answer back to the professors more than males	16.4%	63.8%	19.8%
Some professors at your university give more time to females than to males to find the answer to a question	18.1%	63.5%	18.4%
Some professors at your university consider males are better than females	15.4%	63.2%	21.4%
Some professors at your university give more attention to males than females during discussions	18%	61.9%	20.1%
Some female professors at your university help males more than females during exams	15.8%	61.9%	22.3%
Some professors at your university encourage more males than females to continue their education	17.3%	61.8%	20.9%

Some professors at your university consider that females are better than males	18.9%	60.6%	20.5%
Some male professors at your university call on females more than males in the classroom/during the course	17.9%	60.1%	22%
Some female professors at your university call on males more than females in the classroom/during the course	19.3%	59.9%	20.8%
At your university, girls are being harassed after declaring candidacy	13.1%	58.6%	28.3%
At your university, females have better chance than males in being part of research activities	16.6%	58.5%	24.9%
Some professors at your university assign tasks to students depending on the gender of the students (for being a female/male)	18.3%	58.4%	23.3%
At your university, females are helped more than males in getting a scholarship to continue their education abroad	14.3%	57.4%	28.3%
Some professors at your university prefer dealing with males more than females	20%	57.2%	22.8%
At your university, females performing well are often praised by saying "as good as males"	20.9%	56.6%	22.5%
Some professors at your university consider males and females are not equal	21.4%	56.5%	22.1%
Some male professors at your university help females more than males during exams	22.5%	56.5%	21%
Some professors at your university prefer dealing with females more than males	22.5%	56.1%	21.4%
Some professors at your university try to show that men contribute more to science	23.3%	55.2%	21.5%
At your university, males are helped more than females in getting a job right after their graduation	19.8%	53.8%	26.4%
Some professors at your university encourage females to take higher level science so they do better on standardized tests	24.7%	52.2%	23.1%
Some male professors at your university call on females more than males in the classroom/during the course	29.4%	51.7%	18.9%
Some professors at your university allow females to participate more than males	28.8%	50.2%	21%
Some professors at your university expect females to get married right after school	28.7%	43.8%	27.5%
At your university, girls are being encouraged and nominated for student councils	29.9%	42.1%	28%
Some professors at your university give more attention to females than males during discussions	42.8%	39.3%	17.9%
At your university, girls are being elected for student councils	33.5%	37.9%	28.6%
At your university, some male professors teach art and literature courses	42%	31.5%	26.5%
At your university, some female professors teach engineering/math courses	38.9%	31.1%	30%

When students were asked about research activities (if applicable) at their universities, the largest proportion of them disagreed and strongly disagreed with the following (Figure 42):

- I learn a lot more about research when researching with a male professor than with a female one: 26.3% and 25.7% of the students “strongly disagreed” and “disagreed” respectively with this statement while 12.8% “agreed” with it;
- I have more opportunities to practice research skills with a female professor than with a male one: 21.8% and 27.7% of the students “strongly disagreed” and “disagreed” respectively with this statement while 16.9% “agreed” with it;
- I tried to assist in a research project but I was told I could not because of my gender (for being a female/ male): 39.3% and 22.3% of the students “strongly disagreed” and

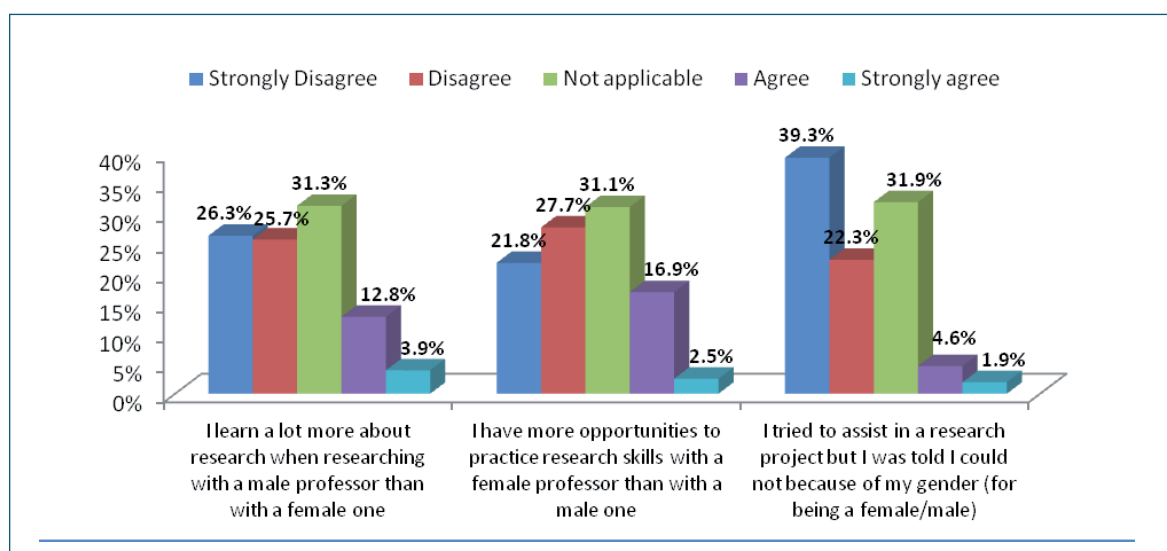
“disagreed” respectively with this statement while only 4.6% “agreed” with it.

The majority of the students (85.6%) reported never having chosen their professor depending on the gender (for being a female/male). However, among those who chose their professor depending on the gender, males represented a higher proportion.

Most of the students attributed their choice to the professor’s skills.

33.4% (N=285) of the students reported applying to financial aid and 82.9% (N=203) of them got it with a significant higher proportion among females (p-value<0.05). When students were asked if they thought their gender influenced whether or not they get the financial aid, the majority of the students (64.5%) who got the financial aid disagreed strongly.

Figure 42. Students’ opinion about research activities at their university



Students who did not get the financial aid attributed it mainly to their low grades.

The majority of the students (60.1%, N=504) reported “never” missing classes/courses at university during the current university year because of being hurt, threatened or afraid. For those who did, 16.3% (N=137) didn’t attend university for one or two days against 5.7% (N=48) for ten or more days.

The largest proportion of students (98%, N=838) reported never being suspended from university while only 17 students did (13 males’ students and 4 females’ students); they mainly attributed it to bad grades.

The majority of the students (99.1%) also reported never leaving or thinking of leaving university because of problems of being girl/boy (no gender differences were observed).

Most of the students reported that their university usually dealt with a student who misbehaved or had a bad conduct by suspending him. Furthermore, only 6.6% of the students (N=56) reported ever being prevented from going to university (or threatened to be removed from university) (no gender differences were observed). They mainly attributed it to having troubles at university and to their poor performance, whereas two male students attributed it to being sexually abused and two female students attributed it to getting pregnant.

43.8% (N=369) of the students reported knowing someone who had dropped out of university. The person’s gender was reported to be “a female” by 49% of the students, “a male” by 34.5% and “both

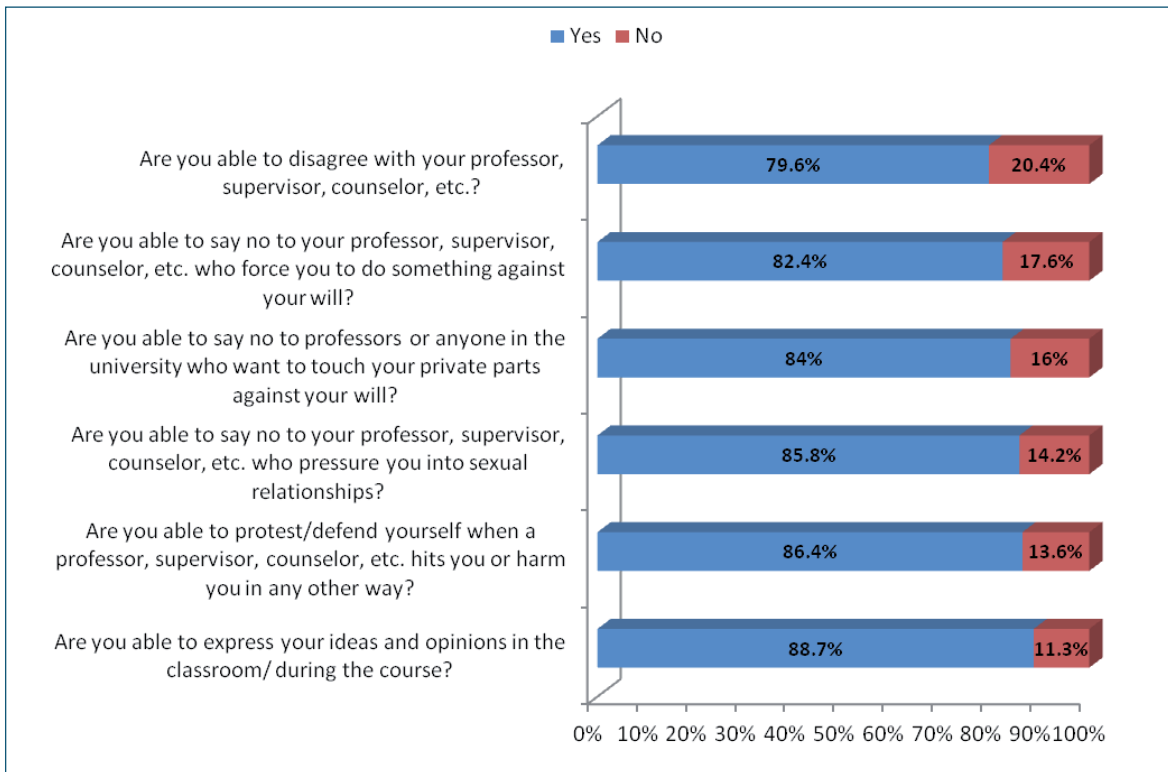
females and males’ students” by 16.5% of the students. The main reasons behind dropping out were mainly financial issues and low grades.

When asked about their rights at university, 70.1% (N=592) of the students reported believing that their rights were respected. Of those who reported feeling that their rights were not respected, the majority were male students (N=100) (p-value=0.003); they mainly attributed it to disregarding their opinions/comments and limiting their participation.

Concerning their rights at university (Figure 43 below), students (mainly females) reported the following:

- Being able to express their ideas and opinions in the classroom/during the course (88.7%) (p-value=0.007);
- Being able to protest/defend themselves when a professor, supervisor, counselor, etc. hits them or harm them in any other way (86.4%) (p-value=0.004);
- Being able to say no to their professor, supervisor, counselor, etc. who pressures them into sexual relationships (85.8%) (p-value<0.001);
- Being able to say no to professors or anyone in the university who want to touch their private parts against their will (84%) (p-value=0.003);
- Being able to say no to their professor, supervisor, counselor, etc. who forces them to do something against their will (82.4%) (p-value<0.05);
- Being able to disagree with their professor, supervisor, counselor, etc. (79.6%) (p-value<0.05).

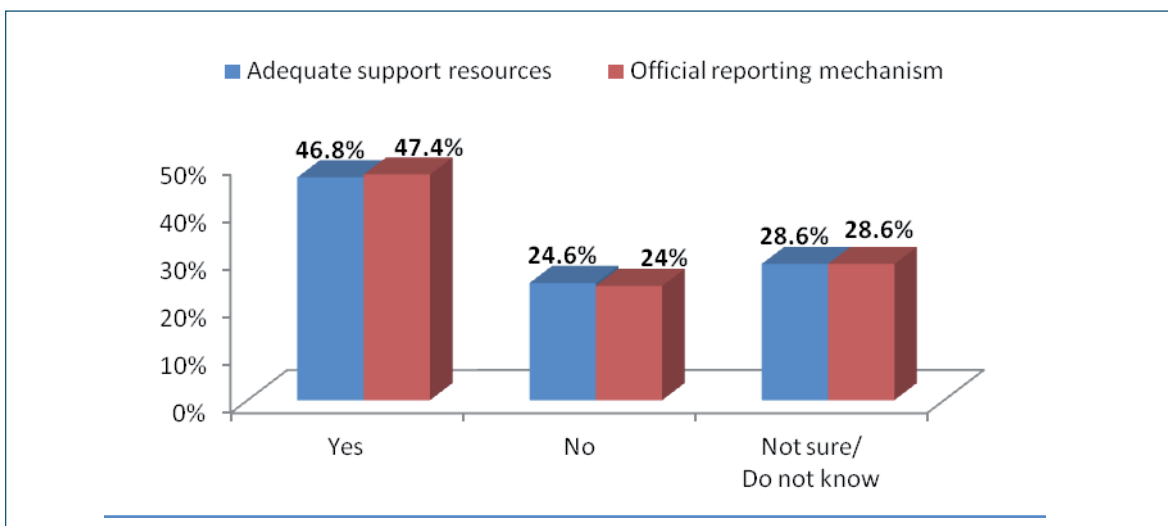
Figure 43. Students' perception regarding their rights at university



Almost half of the students reported believing that their university offered adequate support resources such as university counselor, someone to talk to, grievances, etc. (46.8%) and that it had an

official reporting mechanism in place to allow students to report incidents that had harmed them (47.4%); whereas around 24% of students did not.

Figure 44. Availability of adequate support resources and official reporting mechanisms at university



When asked about what they believed their university could do more to make them feel more welcome and help prevent university-related violence, the majority of students reported that their university should upgrade the security within its premises and prevent political debates.

F. CHALLENGES

Several challenges were encountered during the implementation of this survey and at different levels.

I. During recruitment of schools and universities

1. Among private and public schools

- The lengthy process of the review of the school questionnaire by the relevant stakeholders (MEHE, MOSA, UNFPA,...) due to repetitive comments which had impact on the timeframe of the study;
- A suboptimal communication mechanism; in fact, stakeholders never attended any of the meetings held at the UNESCO premises;
- MoEHE's concerns in relation to the core questionnaire, in particular the concerns over the linguistic content of the component on "Sexual Violence" when addressed to intermediate school students; thus, questions related to "sexual violence" were rephrased in all languages of the core questionnaire for a form that is friendlier to students and more culturally acceptable;
- The lengthy process of the endorsement of the modified version of the core questionnaire by UNESCO and partners;
- The lengthy process of the endorsement of the modified version of the core questionnaire by MoEHE due to administrative procedures within the Ministry. For that, the verbal approval to use the tool and the permission to enter schools was granted in mid May and the written approval in June 2011. At that time, most schools refused to adhere to the study as the final exams were already set in May 2011 and most schools closed their door by June;
- Amendment of the approach and adoption of one tool for school students (the core questionnaire: same questionnaire for intermediate and secondary school students) and another expanded version for university students in which the sexual harm section would be further developed;
- Students' complaints about the length of the school questionnaire; in fact, several students stopped filling the questionnaire in the first few pages during the pilot testing phase. A second version of the questionnaire was generated with the aim of reducing the number of pages and combining or removing recurrent questions. However, the reduced version was not adopted as both teams (LSU and UNESCO) agreed to maintain the length of the

questionnaire and reduce the sample size within schools to 3000 students instead of 5000. This option was considered to be a unique opportunity to generate data on as many aspects around SRGBV as possible although more rejections from schools and less completed questionnaires were anticipated;

- The high refusal rate during schools recruitment from the private sector;
- The lengthy process in obtaining schools response regarding participation (whether refusal or acceptance);
- Given the sensitivity of the topic, many schools requested the questionnaire in order to study its content with respect to the school environment before accepting to be part of the survey. Reassuring that the questionnaire was approved by MoEHE did not ameliorate the schools response rate, as several schools objected on several sections if not on the whole content;
- The high refusal rate among private schools was threatening the sampling technique initially adopted. Indeed, as the refusal rate increased, sampling the private schools was approaching a convenient mode rather than being proportional to their enrollment sizes.

2. Among private and public universities

- The lengthy process in finalizing

the university questionnaire; in fact, the final approval by UNESCO was granted in July 2011 after the introduced amendments made by MoEHE on the school questionnaire were adopted; thus, the research team requested an extension of the SRGBV contract until the end of January 2012 at no extra cost in order to be able to finalize the whole survey;

- Students' complaints about the length of the university questionnaire; in fact, several students stopped filling the questionnaire in the first few pages during the pilot testing phase. A second version of the questionnaire was generated with the aim of reducing the number of pages and combining or removing recurrent questions. However, the reduced version was not adopted as both teams (LSU and UNESCO) agreed to maintain the length of the questionnaire in order to generate more comprehensive data in relation to University-Related Gender Based Violence (URGBV) although less completed questionnaires were anticipated;
- The lengthy process in obtaining universities response regarding participation (whether refusal or acceptance);
- Given the sensitivity of the topic, many universities requested the questionnaire in order to study its content with respect to the university environment.

II. During data collection

1. Among private and public schools

- Survey administrators had to navigate many layers of bureaucracy to get permission to enter the school for data collection.
- Appointing a time for school visit for data collection was subject to several timing constraints (vacation, exams...), which has also extended the timetable for data collection.
- Few schools have declined their participation in the study at the last minute, reporting it to reasons such as schedule restraints or the sensitivity of the topic.
- In very few cases, at the appointed day, data collection among schools was postponed for technical issues, mainly:
- The school has prepared a class other than the one that was randomly sampled by the research team. Thus, fieldworkers apologized from the school and took a second appointment for data collection among the initially randomly sampled class.
- The school has failed to distribute the consent form to parents, despite claiming otherwise. Therefore, fieldworkers apologized from the school and delayed data collection.
- Many times, at the appointed day, less than half of the sampled class was present at the time of data collection.

- And many times, especially when collecting data within the intermediate educational cycle, fieldworkers had to read the questionnaire and explain most of the questions to the students.

2. Among private and public universities

- Appointing a time for university visit for data collection was subject to several timing constraints (vacation, exams...).
- To account for the different schedules (Monday-Wednesday-Friday/Tuesday-Thursday), it was deemed necessary to conduct several visits to the same campus (at least 2 to 4 visits).
- Refusal rate among universities students was not negligible. However, in addition to the issue of the questionnaire topic or content, the length of the questionnaire was a major concern. Indeed, students refused to fill 16 pages instead of sitting with their friends or studying during their recess hours. Therefore, a target of 100 approached students in each campus was not always met and thus fieldworkers tried to target more than 100 students within other campuses in order to account for students refusing to participate and for incomplete questionnaires.
- On the other hand, a large amount of students who agreed to participate did not complete the questionnaire, resulting in a

big proportion of missing values.

- The majority of the sampled universities were considered small to medium sized. Therefore, the target of 100 approached students per campus was stalled furthermore.
- The majority of the sampled universities requested the questionnaire before accepting to be part of the survey. Thus, it was either sent to the universities' administrations by e-mail or delivered to them by hand.
- Fieldworkers faced a major challenge and it was to preserve the privacy of the approached students, especially that a convenient mode is adopted. Thus, they were advised to kindly ask the students to preserve their privacy and limit the conversations with friends when filling the questionnaire.

III. During data analysis

Given that a very small percentage of students in both sectors reported experiencing any type of S/URGBV and in addition to the huge percentage of missing data, the study analysis was limited to: descriptive statistics for the whole questionnaire and cross-tabulation by gender for the first three sections and last section of the questionnaire.

In fact, the three forms of URGBV were not analyzed by students' gender nor further looked into by the gender of the perpetrator/position/venues/consequences as any gender differences must be seen as small and not very reliable.

G. REFUSAL REASONS

I. Among schools

A high refusal rate was encountered among private schools. The main reasons behind the refusal were the following:

- Schools mainly refused to participate given the limited time have to dedicate to the survey.
- The topic of the study was perceived by school principles as very sensitive. A large proportion of schools have refused to be part of the study, claiming that they don't want to expose their students to this type of subjects. Others stated that their schools are violence free.
- Schools that requested the questionnaire has objected to its length as well as the sexual harm section content. Despite ensuring the schools that the questionnaire was approved by MoEHE, this did not change the schools reaction to the questionnaire neither their decision regarding taking part of the study.
- In addition to the sensitivity of the topic, schools did not seem to accept the idea of parental consent form. Several schools have agreed on the questionnaire but were reluctant to distribute the consent form to the students' parents. These schools have reported that they fear the parents' reaction towards the subject. Other schools have reported that "parents would not understand that the school has been randomly sampled and would question what is going on within school premises to conduct this type of study".

- Similarly, in some cases, the study was objected by the parental committee rather than by the administrative board.

II. Among universities

Few universities refused to participate in the study and were replaced; the main reasons behind the refusal were the limited time they have to dedicate to the survey and the sensitivity of the topic.

in bivariate analyses couldn't be included in a multivariate analysis in order to generate the model that best explain the root causes of S/URGBV and its implication on students in general and girls in particular, and on their educational choices and achievement.

H. LIMITATIONS

- Findings among private secondary students and university students (from both sectors) cannot be generalized to the whole population of interest. Indeed, the high refusal rate among private schools has shifted the sampling technique from proportional to enrollment size into a convenient mode. Equally, sampling university students was adopted conveniently. Therefore, the findings presented in this report represent only the sample of this study.
- Both questionnaires (especially the university's questionnaire) were time-consuming, as perceived by students and responsible. This has resulted in high percentages of missing data, particularly among university students.
- Given that a very small percentage of students in both sectors reported experiencing any type of S/URGBV and in addition to the missing data, variables affecting outcomes

■ III.

■ QUANLITATIVE

■ PART

A. INTRODUCTION AND RATIONAL

A qualitative methodology was adopted in the research study to target students between the ages of 5 to 11 years old, as well as parents and parent teachers associations, school personnel and stakeholders. This approach was adopted since the objective was to generate rich information associated with the target population's views and opinions regarding the topic to be discussed⁴⁸.

SRGBV can be a sensitive topic to be interviewed. However it was acknowledged that using self-administered questionnaires to understand SRGBV from young students' point of view (between the ages of 5 to 11) will not provide the optimal results to assess SRGBV. Thus, a desk review of available literature was conducted. This review showed that the best way to investigate GBV within schools from the children's perspective was through FGDs. Moreover, literature showed that an icebreaker can enhance the communication between facilitators and children throughout the FGD. Thus the concept of drawing a scenario regarding the school environment was introduced within the FGDs with children. The idea of the drawing activity was based on previous work done in other countries and proved to be effective and helpful (UNICEF participatory assessment tools)⁴⁹.

Moreover, in order to understand SRGBV, a holistic approach was implemented to consider the viewpoints of all parties involved in those children's lives. In addition, it was necessary to identify gaps within the school system for future implementation of projects and interventions. Thus, interviews with a random sample of school personnel (including school principals, teachers, health coordinators and school nurses) and parents were foreseen to delineate the different concerns and viewpoint vis-à-vis SRGBV. Moreover, stakeholders were approached to assess their views regarding SRBGV and in order to map the SRGBV programs, their impact, success and lessons learnt throughout and after implementation.

⁴⁸ Ulin, P.R., et al. (2005). *Qualitative Methods in Public Health: A field guide for applied research*. Jossey-Bass, San Francisco.

⁴⁹ UNICEF. (2006). *Participatory Assessment Tool (PAT)*.

B. DATA COLLECTION, MANAGEMENT AND ANALYSIS

The research team made of the project coordinator, an expert in qualitative research, a psychologist and expert researchers in GBV elaborated interview guides entailing the set of questions to be used during the interviews (Appendices I to N). The questions were reviewed by the UNESCO team and the different stakeholders involved in the steering of the study. Data collection started by mid November 2011 and ended on the third week of December 2011. Given the large number of interviews to be conducted, facilitators recruited for the study worked closely. They were trained to avoid any type of bias during data collection and were asked to closely follow the provided interview guide. Moreover, a note-taker was present with each facilitator to make sure that facilitators covered all the questions within the interview guide.

For each target group, facilitators ensured that the participants' confidentiality stayed intact through acquiring their consent to participate in the study and to be recorded. Moreover, facilitators promised to refuse any disclosing of participants' information. Additionally, the data collected was safely kept by the facilitators and the research team.

When recruiting target groups, a subset of schools already approached for the quantitative section was enrolled for the qualitative part of the study to enhance access to schools. Schools listing less than

20 students in the elementary educational cycle were excluded from the sampling frame. For every school meeting the inclusion criteria, the school code, sector, caza, and the number of students enrolled in the elementary cycle were entered on Epidata previously used for the quantitative part of the study. Data was then exported to Excel creating an electronic database. Public and private schools were listed on separate sheets.

All interviews were conducted in colloquial Arabic or in English (depending on the preference of the participants). All interviews were also transcribed verbatim, put in matrix and analyzed by themes. Details about data collection targeting each group are mentioned in the sections below.

1. Student (aged 5 to 11) recruitment

A total of 10 schools (both public and private schools) were selected for students' FGD in the regions of Akkar, Tripoli, Beirut, Saida and Bekaa respectively. The school that declined to participate in the study was replaced by the school next in line. Initially school principals were contacted through phone calls, and in each school 2 FGDs were to be held: one with students aged 5-7 years old and one with students aged 8-11 years old. The students in each FGD were randomly selected to eliminate any form of bias. Then parental consent was obtained. As a further step, oral consent was asked from students for their participation and to be recorded. The facilitators insured that students felt comfortable in expressing themselves, and thus school personnel were asked not join during the discussions.

In total 20 FGDs were conducted, 10 FGDs with 5-7 years old and 10 FGDs with 8-11 years old. Each FGD included 7-9 students. The aspects covered during the FGD were the following: students' demographics, students' opinion about their school and their definition of a perfect school, their relationship with other students and teachers, their reaction towards any form of violence, and their rights as children. In order to help students express their opinions throughout the FGD, facilitators asked from students to draw and illustrate a situation they witnessed within the school premises or on their way to/from school.

2. School personnel (school principals, teachers, health coordinators and school nurses) recruitment

► School Principals

6 semi-structured interviews were conducted with school principals from private and public schools (5 female and 1 male school principals). The principals were asked to provide their opinion regarding the following: principals' understanding of GBV and its factors and perpetrators, their relationship with students teacher and parents, how they handle GBV incidences and school protocols/policies/legal actions against GBV, the availability of a reporting system/hotline, and whether they have attended awareness sessions/training regarding GBV.

► Teachers

6 FGDs were conducted with teachers from private and public schools. In each FGD there were 5 to 9 female teachers (no male teachers were present during the FGDs). The teachers were asked about their viewpoints regarding: their understanding of GBV, its factors and perpetrators, their relationship with students parents the school administrator and the MoEHE, GBV incidences and school protocols/policies/legal actions against GBV, the availability of a reporting system/hotline, and whether they have attended awareness sessions/training regarding GBV.

► Health coordinators and school nurses

One FGD was conducted with 5 female health coordinators who work at the MoEHE. They were asked to give their viewpoint regarding: their understanding of GBV and its perpetrators, main incidences of GBV, the existence of protocols/policies/legal actions in relation to school violence, and the availability of a reporting system/hotline.

Semi-structured interviews were also planned to be conducted with school nurses, however none of the schools that participated had a school nurse.

3. Parent recruitment

Following school principals' recommendation, FGDs were planned to be conducted with parents. However in case only one parent showed up for the assigned interview dates, individual interviews were carried out. Thus in total 6 interviews [3 FGDs (4-6 participants in each FGD) and 3 individual interviews] were conducted with female parents in both private and public schools (no male parents were present during the interviews, although they were invited to join).

The parents were asked about the following: their understanding of their children's behavior when they act violently, how they perceive them and their relationship with them regarding school work, their point of view of the school setting regarding respect of children and protection, and their reaction to the act of violence that might affect their children and how they deal with it.

4. Stakeholder recruitment

An active search was done to identify entities in Lebanon with programs on GBV. In total, 7 semi-structured interviews were conducted with representatives from the MoEHE, MOSA, and NGOs providing GBV services. The representatives were asked about the following: stakeholders' understanding of GBV and its perpetrators and main incidences, the existence of protocols/policies/legal actions in relation to school violence, and the availability of a reporting system/hotline, recent projects they have implemented or about to implement within schools.

C. FINDINGS

1. FGDs with students

► Overview of Students' Demographics

A total of 151 students participated in the FGDs, with a slight female predominance (N=80) as compared to 71 males. This is due to the fact that there were 2 girls' only schools out of the 10 schools selected for participation. The average age of the students who joined the 5 to 7 year old FGDs was 6 years old, as for the students who joined the 8 to 11 year old FGDs was 8 years old. Almost all students had siblings; on average, each student having 3-4 siblings.

► Enjoying School and Imagining a "Perfect Safe School"

In all the FGDs, nearly all students expressed how they have a positive attitude towards their school. Most also mentioned that they preferred school over their homes. These were seen through the students' drawings as well where students drew and then expressed how they wanted to study new things, make new friends and enjoy their company, and play different types of sports and games. Many of the male students stated how they wanted to become successful in the future through earning money. As for female students, many expressed how they loved their teachers and thus wanted to teach when they grow older. Interestingly enough, the students (aged 5-7 and 8-11) of schools located in rural areas concentrated on the importance

of education by stressing on how essential reading and writing was for their future.

When asked to elaborate what students imagined as a “perfect safe school”, most concentrated on certain items that should be present within the school. The items included: stationary, books, chairs, tables, writing boards, and a playground. Moreover most students stressed on how the school should look good from the outside and feel nice. With respect to personal interaction, many of the students pointed out that school personnel such as the principal, an administration, a headmaster and teachers should be present in the school. It is noteworthy to state that many students considered the school they attended to be a “perfect safe school” because it already made them feel safe and secure.

When students expressed their thoughts about what they perceive to be a safe environment, they stressed on their relationships with others within the school and how certain students and/or teachers made them feel safe and happy. They elaborated on this idea by stating how they should have good and solid friendships, where students do not shove each other and curse at each other. They also expressed how friends should love and respect one another. Moreover, a few students mentioned how they would feel safer within their schools if their teachers

stopped hitting them and stressed how teachers should try to please them and make them feel happy. As two male students mentioned:

S1: [to feel safe there should be] teachers who would not hit us
S2: and she should please us

► **GBV among Students in Schools**

Irrespective of the gender, most students expressed ill treatment among their peers, and mentioned both physical and verbal abuse incidents at different venues (examples: classrooms, playgrounds, hallways and bathrooms).

• **Inside classrooms:**

When asked to describe their classroom setting and relationship with classmates, almost all students mentioned that they closely connected with other students, as they perceived them to be as close as their siblings. However, students also agreed that there were occasions where they might disagree with their classmates and cause fights. Notwithstanding potential disagreements, most classmates (both boys and girls) mentioned that they would get together, isolate and dislike a few students within their class, irrespective of their gender. The most common reasons for isolating these students were: laziness in class, disruption, and aggressiveness (shoving, hitting, and cursing).

In a few conservative schools (as categorized by the school principals), students clearly stated that the girls did not mingle with boys and that they did not sit on the same bench because it was improper. When asked whether boys used any form of violence against the girls within the class, in one of the conservative schools boys stated how they felt obligated to defend the girls within the class and protect them. However, in the other conservative school, boys expressed how they came together and constantly hit all the girls within the class. As one of the male students stated his hatred towards one of the girls in his class:

S: I hate her... I butchered her once in class like a sheep.

- **At the playgrounds and within hallways:**

In all FGDs, students described how bullying took place during recess hours and within the halls, where older students hit them, took their food and cursed at them. Moreover, a lot of shoving was said to take place at the playgrounds while students were playing. All students described how the bullies were bigger in size and that students found it difficult to defend themselves when abused and bullied. In such situations, the students either complained to their teacher or headmaster, or they just ignored what happened and tried to get along. One student mentioned why he preferred to

complain to his teacher:

S: if we end up hitting them we become like them and it is not right to hit our friends.

Despite their different coping mechanisms towards such violence, both male and female students expressed feeling sad, angry and upset when such events occurred at the playgrounds and within the hallways. As one male student stated:

S: they [bullies] bother a lot and we don't like those who bother the heart (literal translation from "...el Zaleb").

Another male student mentioned:

S: [older students] keep pushing me every morning when I come to school. They push me so I fall into the water and I get upset because I always have to change school uniforms every day because they get dirty every day.

- **In bathrooms:**

In most FGDs students mentioned that they experienced violence inside the bathrooms, especially that in most of the students' schools the bathroom doors were open only during recess hours. Many male and female students expressed how the older students shoved past them inside the bathrooms to go in first, and by the time it was their turn to use the bathroom recess would be

over. It is worth mentioning that almost all the schools had only one recess around 11 am. This was evident through one of the female student's statement:

S: all the students young and older go into the bathroom, the older students start shoving the younger ones so they go in first. When our turn comes to go into the bathroom, the recess would be over and they lock the doors. We go to class and tell the teacher but she tells us that we were in recess and she does not believe us that we need to go to the bathroom.

► **Students' Reaction towards Violence**

Within each FGD, the majority of students mentioned at least one form of violence they had witnessed during the school year. When asked about how they felt while experiencing any form of violence, many students stated that they either felt sad or they got angry. Many students also mentioned how they had become numb to any physical violence they experienced because they had gotten used to it. This was evident by how one male student drew the last day of school and how happy he was while he expressed how he was hit by the teacher almost every day. This was also clear in one FGD among girls and boys aged 8 to 11:

SFemale: [the boys'] skin became thick.

SMale: we put salt on our hands to take away the pain.

SMale2: I go home and train on how to handle hitting, I learned from my dad because he was in the army.

Many students also stated how they did not have any emotions towards the violence, however they took action towards whatever form of violence they experienced seeing this as a form of self defense. This was also encouraged by many of the students' parents who had told their children to hit back whenever they are hit as self defense as expressed by one male student:

S: when someone hits me I get angry and hit them back because that's what my father told me to do.

In addition, students rarely mentioned that they expressed themselves through crying or running away from the situation. Crying, in particular, was seen to be an acceptable form of coping mechanism for girls only, as mentioned by a male student:

S: boys don't cry because they are boys, if a boy cries he becomes a baby.

It was interesting to note that most of the female students were prone to reacting towards any form of violence using non-violent ways. Such forms included, but were not

limited to, informing their teacher or trying to communicate with the perpetrator. Male students, on the other hand, were seen to encourage self defense through hitting back. In an attempt to explain the latter difference, the girls clarified the difference in reaction through the logic that they did not want to get into trouble. This was clearly stated in one of the FGDs among girls and boys:

SFemale: because if we hit them then they would tell the teacher about it and we would get the punishment.

SMale: I would break his nose.

SFemale: no, at first I would tell him/her God forgive you, then I would tell him/her if you hit me one more time I will hit back or I go tell the principal.

Despite the general viewpoint among female students that hitting was not the solution towards violence, there were some who expressed vividly how they would defend themselves like boys. A female student stated:

S: if someone hurts me or hits me and I have not done anything to that person, of course I will defend myself I would hit that person back I wouldn't shut up about it.

► **Different Forms of Punishments**

When students, of both genders, misbehaved or used any form of violence on other students,

the teachers and headmasters were described to use different forms of punishment. During the FGDs, students mentioned that most teachers and headmasters first asked the student who had committed the violence to apologize and then they used different forms of punishments that included: shouting, asking the student to stand at a corner, hitting the student on his/her fingertips with a wooden ruler, hitting the student behind his/her knees with a wooden ruler, asking the student to sit on his/her knees during class hour, pulling the student's hair, slapping him/her on the face, not allowing the student to eat during recess, or not allowing him/her to use the bathroom. The quote below from a 9 year old male student shows how a headmaster punished students during recess time when they misbehaved:

S: he hit [the student who shoved the younger student] using a hose and made him stand at a corner during recess.

Regardless of the punishments, students justified the teachers' or headmasters' reaction and stated that sometimes they deserved the punishments if they misbehaved or hurt anyone.

S2: if a student says a curse or a nasty word of course the teacher will hit him with a ruler.

Moreover, many students stated that teachers hit them very lightly and thus it could not cause that much harm and is not that painful. As stated by two female students:

S1: if the teacher hits us she would hit us very slowly and lightly, so as not to hit hard.

Nonetheless, students mentioned that all these forms of punishment were basically useless because they were not putting an end to the bullying and physical abuse taking place within the school.

Students also mentioned that teachers and headmasters rarely gave writing punishments. Moreover, many of the male students mentioned they would choose hitting as a form of punishment over taking a writing punishment if they were given the option. As stated by a male student:

S: I prefer the hitting because if I accept the writing punishment it will take me hours and I want to go play.

At some instances, students stated that when they reported any violence to the headmaster or teacher, they did not get the response they anticipated. The teacher or headmaster told them not to pay attention and stay away from those who abused them.

This clearly bothered the students and they expressed how they felt discriminated against. Some of the students also expressed how they felt an urge to hit anyone when such a situation occurs, as mentioned by a male student:

S: I get angry [when the teacher does not take action] and feel like I would want to hit someone.

► Relationship between Teachers and Students

Even though students expressed how they had a good relationship with their teachers throughout the FGDs, there were some themes that showed otherwise. One theme that recurred by many students was that most teachers were more likely to shout at students who were considered to be lazy (whether boy or girl). Some even expressed this treatment by stating how the teachers' attitudes towards them changed when they got better grades, as mentioned by one of the female students in the following statement:

S: there is teacher X who used to hate us but now she loves us because we are studying everything she gives us.

Another recurring theme was how students felt that some teachers discriminated against students by preferring one over the others or punished everyone due to one

student's actions within the class, irrespective of that student's gender. The statement below mentioned in one of the FGDs catches this viewpoint:

S1: there is one teacher who came and told us herself that whenever something happens she will put the blame on [name of a male classmate] regardless if he did anything or not.

► **Students' Urge to Leave School**

Despite the different incidents of violence that students experienced, whether the violence was from their teacher, headmaster, or other students, these occurrences rarely made students think about changing their school. Many students mentioned that they enjoyed coming to school and did not consider the violence taking place within their school as a factor to make them change their school. Some students stated how they sometimes thought about changing their school if they got upset or were caught in a fight; however they never acted upon those thoughts. Nonetheless, many students expressed how they would be happier if their school environment was void of any form of violence.

► **Students' Rights**

Almost all students did not understand the word "rights" and asked for its definition.

After they were given a simple definition of what the word means, students aged 5 to 7 years old expressed how they did not know what their rights are. Of those who expressed what they think their rights are, they associated their rights with their behavior within the school. Thus these students mentioned that they have the right not to hit anyone and that they should not torture their teachers. Moreover, many mentioned that it was their right to go tell the teacher or headmaster when someone hit them instead of hitting back. There were a few students who considered being violent towards others as their right. Mostly boys expressed how it was their right to kill others; a few boys also mentioned how it was their rights to hit girls within their class.

Few students between the ages of 8 to 11 years old mentioned the following as their rights:

- Defending oneself when bullied
- Defending their siblings
- The right to learn
- The right to food and water
- The right to books and stationary within the school
- The right not to be accused or discriminated against by teachers

2. Semi-structured interviews with school principals

► GBV within Schools

All principals asked for a definition of the word gender before expressing their opinion about GBV. After understanding the concept, they all stated that there was no GBV within schools; however violence in general was experienced. Moreover, many defined violence as entailing both the physical and psychological forms. However, all the examples principals gave about any form of violence that happen within their school were based on physical violence.

When asked whether there was a difference in the amount of violence within schools depending on whether the school was private or public, all principals mentioned that violence was present regardless of the school type. They also stressed on how the presence of violence depended on the principals of the school and on their openness to change and different cultures. As mentioned by one principal:

There are private schools where their students, like they say, come from very respectable families and they have a lot of violence.

However, despite the aforementioned some principals stated that the difference in school type might be associated with violence. This was because many

private schools put more effort into taking care of the students because their continuity depended on the students' payments, unlike public schools where their continuity was based on the MoEHE's support. As stated by one principal:

Private school put more effort into caring about the student unlike some public schools. Public schools tell you the number of students available. That is why violence within public schools is more than private schools.

Regardless of the small incidents of violence that took place within schools (such as students shoving each other and misbehaving), all principals stated how they had never heard of a student going through an extreme form of violence. Moreover, all principals stated that they had no child drop-out due to any form of violence. However, many focused on the increased incidents of domestic violence taking place within some of the students' households and how this was affecting on the students' academic achievements.

When principals were informed of a domestic violence incident, they were trying to intervene by meeting with the parents and understanding the students' background. However if parents did not respond, principals mentioned that they would shift their focus on the student and did not involve parents from then on. As stated below:

Listen honestly I can't do more. I can't go and report and do anything. I wish I can report but it is not possible. With parents you can't because sometimes they become very violent with you that it starts affecting you in a negative way. It affects you personally.

Almost all principals agreed on certain factors that help enhance violence in Lebanon, whether in schools or within households. These factors include: poverty, miscommunication between parents, parents' ignorance, families living in one room apartments and thus not having enough space, religious beliefs interpreted in a wrong way, political instability in Lebanon, action movies and videogames that children are being exposed to, and humans becoming materialistic and spoiled.

► **GBV School Policy**

In all the schools visited, principals had a strict no violence policy. They stressed on how physical violence was not tolerated within the school. Some of the principals continued by stating how if a teacher was found to hit the students, s/he got fired. This was important because all principals believe that violence does not have good results, as mentioned below:

Violence is a wrong concept for me because if it gave results, based on our experiences at least, we would have accepted its use. But as long as violence is a harmful way and

its negative consequences are more than the positives then it's better if we stay away from it and use other ways of punishment.

When asked about how the principals monitored this policy within their school, many mentioned how they would go around and monitor the classes from the class windows on the doors. One principal also mentioned how he holds annual meetings before every school year and decides along with the teachers of what the consequences of hitting would be, making sure that they all abide by the policy. As he stated:

At the beginning of every year we do a meeting where teachers sign an agreement that they will not use any form of violence no matter what the reason.

All principals also stressed on the importance of having a strong bond with their teachers in order to control violence within schools. They emphasized on how teachers performed better in their jobs when they felt more comfortable and had the support of their administration. And despite having constant teachers meetings, all principals have an open door policy with their teachers so they are available whether teachers need their assistance. Throughout their assistance, they stressed to teachers on the importance of not using any form of physical violence. As one principal advises her teachers:

Let them feel safe in the school and feel secure. Let them come to school happy not frightened and with a negative approach.

Since physical violence was not acceptable, many forms of punishment were suggested by the principals for teachers to use such as: communicating with the students about the misbehavior and why it is not acceptable, asking the student to stand on a corner, give them warnings, or give them writing punishment. As mentioned by one principal:

[Students] get scared of writing punishment more than hitting. Who gets scared as well? Parents. When I give a punishment to be sent home, parents show up at school and ask me not to give writing punishments. I tell them no. Imagine a mother helps her daughter in writing the punishment just because I said so. Whoever the student they will have to be punished.

Another principal mentioned:

The student gets scared from the word writing punishment more than slapping.

Other forms of punishment include sending the student to the principal's office, expelling the student from school for a couple of days, or bringing the student to school on Friday or Saturday (depending on which day the school is off).

Interestingly enough, although principals mentioned that they have a strict no violence policy, many stated that it was inevitable that sometimes teachers pull the students' ear but not to an extreme to hurt them. Moreover, many principals mentioned that teachers would bring rulers with them into class as a form of scaring the students. As stated by a principal:

It is ok sometimes to pull [the student's] ear, I mean it is ok it's not a problem. But of course [the teacher] should not take off [the student's] ear or if God forbid the pulling affect his/her hearing.

► Presence of a Counselor

When asked about the presence of a counselor, public school principals stated how they could not afford a counselor within the school like private schools can. However, public school principals found a solution of how to afford a counselor, as indicated in the following statement:

I already applied and asked from the MoEHE with a formal application stating that we need a counselor. There's no need for this person to be present within the school all the time, it might be arranged that the counselor be assigned for a couple of schools within the same area depending on the school's student number and size. My opinion is that a counselor is desperately needed especially these days where problems are accumulating. There

are social problems more than the usual such as problems within the household, the divorces taking place, immigration, husbands taking more than one wife, poverty etc. And if these problems do not get solved, they cause dilemmas for the student.

Interestingly enough, from all the schools visited, only one private school acknowledged having a counselor who teaches French language within the school at the same time. Almost all principals expressed how important it was to have a counselor present within the school due to the factors of violence aforementioned. Moreover, principals stated that they were acting like the counselors within the school. Most principals also mentioned how their teachers were pressured within the classes because they were torn between helping students with their cases and finishing the lesson for that day. As one principal stated:

Listen, honestly we do not have a counselor, we become everything. We are the nurse, the sister, whatever you want. Now maybe you might say every school says this about itself but maybe we mean what we say because we feel like we are [the students'] parents.

When asked if they had attended any workshop related to GBV that might enhance their counseling skills, a few principals mentioned that they go to constant workshops. Moreover, many

mentioned that they encouraged their teachers to attend such workshops to help them in their class and know how to interact with students from different backgrounds. However, throughout their discussions principals stressed on how important a counselor's presence would be within the school premises.

► **Interaction with Students and Parents**

All principals mentioned how they wanted the best interest of their students and thus found it important to have a close relationship with them. Moreover, many principals mentioned how their students came from different background and thus it was essential to understand their situation and act accordingly.

An example one of the principals gave to keep this bond was how she goes into classes and asks the students about any topic they would want to discuss for that day. This way she ensured the bond she had with her students and made them feel comfortable. Interestingly however, most principals stressed on how students get scared when they are sent to their office, and this power they have over the students helped the principals in solving any problems and keeping their bond with their students. All principals also mentioned how their relationship with parents was essential for the students' benefits. Despite how all expressed that some parents will never be interested to know about

their child's lives, principals stated how they went beyond their abilities to keep in contact with parents. As mentioned by one principal:

I listen to parents a lot. All the time I listen to parents. They are not always right however I am obliged to respect their opinion because nowadays you have a society you need to abide by as well.

Many principals also stated that they held monthly meetings with parents and have an open door policy for parents. Moreover, some held workshops for parents where they advised them on how to decrease any form of discrimination among their children. As stated by one principal:

Since our society is generally patriarchal, we try to meet with parents and explain to them how to give their daughter's rights and how to not discriminate between her and her brothers. I say a girl's raising is more important because of the patriarchal society and because she will be raising the future generation.

When asked about how parents would react to the no violence policy within the school, there were different viewpoints. Some principals mentioned how parents asked them to hit their children, as seen in the following statement:

There are parents who tell us to go ahead and hit their children if we see necessary.

While other principals mentioned how parents have changed their attitudes towards violence and would not tolerate such acts committed on their children, as stated below:

If you want I can say that I have 200 to 300 families in my school and no one has the issue of violence. They do not accept for us to hit their children. I mean if they hit their children, it wouldn't make a difference to them if you hit them as well. I am telling you this from my experience. Before parents used to come to me 20 years ago and tell me why am I not hitting their child, slapping or breaking their child and whatsoever! Now they don't say such things.

► Teaching a Child's Rights within Schools

Almost all principals mentioned how they did not clearly state to the children their rights, but helped them understand that they have rights through the actions they take along with the teachers within the school. As one principal mentioned:

What should we tell them? They have already taken their rights and have exceeded their rights. I'll tell you why, it's because there is communication between us and them and hitting we don't hit them and respecting we show them respect.

Moreover, most mentioned how the students learned about their rights through language classes and the

civics class, where their rights were explained in simple language that was understandable for students. One principal also mentioned how he had 15 minutes speeches every Monday morning to all the students where he talked about such topics.

3. FGD with teachers

► GBV within Schools

Before expressing their opinion about GBV, teachers asked for definition of the word gender. After having an idea about what GBV was, teachers expressed how violence was the same regardless of whether the student was a boy or a girl, unless the teacher was psychologically ill and thus attempted to discriminate between the genders. Thus violence in general was present, and different forms of violence were being witnessed in school including physical and psychological.

When asked whether violence was different depending on whether the school was private or public, teachers agreed that violence was seen in both school types, but the incidents of violence differed within each school depending on who the teachers were. As stated by one teacher:

The difference is in the treatment and the area of whether the teacher will be responsible for the upraising of the child or will just teach. In our school we care about the treatment and education of the children, in

other schools teachers only give their class and that is it.

However, teacher agreed that violence in public schools might be more due to lack of supervision from the MoEHE. Moreover, teachers mentioned how private schools were obliged to take care of their students and make sure violence was not present since parents were paying for their education. In addition, many teachers emphasized on how private schools have the right to choose the students who will be admitted, whereas public schools have to accept any student since they are obliged to do so by the MoEHE. Thus teachers thought this might have an effect on the increased violence seen within public schools.

Despite teachers acknowledging the presence of violence within schools, they stressed on how these incidents were minor such as student shoving each other or cursing at each other. All teachers agreed that they had not heard of any student going through a major harmful violence experience.

When asked about student drop-outs, many teachers mentioned how some students left school because their parents could not afford to pay school expenses. Other students drop out because they repeated their class more than once and thus became much older than other students and did not want to continue their education. The most

apparent reason of student drop out was domestic violence, where children were being abused by either parent. Almost all teachers expressed how they had witnessed at least one student being abused within his/her household. This was also apparent through these students' academic achievements. Thus, when witnessing such violence, teachers intervened by informing the administration and focusing their attention on making the student feel comfortable within the class. Teachers clearly stated that it was not their role to intervene with parents of these children.

Almost all teachers agreed on certain factors that have been enhancing violence, whether in schools or within the students' households. These factors include: increase in divorce cases, economic instability and poverty, a man having multiple wives, lack of awareness among parents on proper ways to raise their children, lack of interest among parents to take care of their children, violent computer and play station games, students being exposed to improper things through the internet and thus losing their innocence, religious concepts being interpreted in the wrong way, and political instability in Lebanon. As mentioned by one teacher:

During class the students made guns from paper while the teacher is explaining the class. She asked them what the papers are; they said they

are shooting at each other. I mean this is how children are getting affected by the movies they are watching.

► **GBV School Policy**

All teachers stated that their school had a strict no violence policy. However, the school administration encouraged teachers to use different forms of punishment, especially if students crossed their limits. Most teachers expressed how they had a solid relationship with the administration and felt their constant support. As stated by one teacher regarding the school principal:

She cares about making the teacher feel comfortable so she gives her best in the school.

Teachers mentioned that school principals also helped through providing different options of punishment to be used for different situations. These punishments include: sending students who misbehave to the headmaster, giving students writing punishment, asking students to step outside the class or stand at a corner, writing warning to students' parents, not allowing students to enjoy their recess, and taking out grades.

An argument that rose upon many teachers was how some teachers stated that they would punish students by taking one student,

usually the smartest in class, to be the set example within class and comparing everyone to that student. Many teachers were against this form of punishment because they stated how this would isolate the smart student and get him/her bullied within the class.

Regardless of the form of punishment used, all teachers stated that these punishments should be available for teachers to control their class. A few teachers went further with this idea by emphasizing how important it was to frighten the students, as seen in the following statement:

In the Muslim religion in the Qur'an it is written that hitting that does not cause harm is acceptable. I mean the student should know at least that there is punishment for his/her misbehavior.

► **Presence of a Counselor**

In all the schools visited, teachers mentioned how they did not have a counselor. They stated how they were responsible for being the counselor within their classes and how the principal of the schools helped them with certain cases. However all teachers expressed how this affected them, where they felt pressured within the class especially when some students needed them to listen while they could not because they needed to continue giving the class. All teachers explained how a counselor would be available throughout the

school year and help students with special cases. As mentioned by one of the teachers:

The student is in need of someone who will understand him/her, even if he/she does not have a specific case.

It is noteworthy to mention that teachers within the public schools stated how they had more pressure set upon them than teachers in private schools. This was because teachers in public schools simply assumed that private schools have a counselor available, as seen in the statement below:

In public schools the teacher is always responsible for everything within the class. But in private schools there is always a counselor or a nurse I mean there is a specialized person for everything. Here [in the public school] we do everything and that is why maybe the pressure that the teacher is under pushes her to sometimes use inappropriate words towards the student or hit him/her even if the hitting did not cause any harm.

► **Interaction with Students**

Teachers expressed how important communication was with students. Moreover, teachers expressed how their teaching ways had changed where they use activities within the classes to keep their students interested in studying. Teachers also expressed how they delivered to their students the concept of

children's rights, through different class periods by using simple language that was understandable to students.

Despite their efforts to keep a strong relationship with their students, many teachers mentioned that due to the pressure of finishing a loaded curriculum, it was necessary to have a free communication class with the students once a week, especially if a counselor was not available within the school.

It is worth mentioning that all teachers stated how students protected themselves when teachers approached them, thinking that they will get hit. They stated that this was especially seen if the child was being abused at home. As one teacher mentioned:

I asked him what's wrong. He said will you not hit me? I said why would I hit you? He said because I said something wrong. I told him that even if he says something wrong no one is allowed to hit him.

Moreover, teachers expressed how they tried not to discriminate within the class and not abuse the student because of their frustrations. As seen in the following statement:

*The student is not the tool on which teachers should steam off.
If I [as a teacher] am bothered or angry I am not allowed to blow up on the student. At the end of the day*

I consider this child an angel and we don't treat angels in this way.

However, teachers stated how they were facing many challenges and difficulties of how to control a class, especially when the students within one class came from different backgrounds. That is why they sometimes felt frustrated and communicated in a violent manner with the students. As mentioned by one teacher:

Sometimes as a first reaction to things that happen within class because of pressure at work sometimes our reaction might be harsh on the students. That is why it is necessary for teachers to have support.

Moreover, many teachers mentioned how children who misbehaved were used to being controlled by their parents through hitting. As mentioned by one teacher:

That is why sometimes a teacher gets forced to use violent ways with the student because the student is used to such treatment.

Thus when they knew that teachers were not allowed to hit, they would not bother changing their behavior within the class and they would start affecting on other students within the class. This is where teachers were feeling challenged. The gap they felt was that most have attended workshops and trainings

on topics related to educational material, so they know how to teach a class. However they all stated that they needed training on how to control their class. That is why almost all teachers expressed how they would prefer if a specialist comes to observe their class and gives them advice on how to improve the students' behavior and better their relationship with them.

Teachers also mentioned how important it was for their students to take awareness sessions regarding violence as a topic, so they get exposed to the reasons why they should not become violent and so they know how to solve their situation in case they are in any form of violent relationship.

► **Interaction with Parents**

All teachers stated how they had monthly meetings with parents and that they were available if parents wanted to see them at any time during the school year. However, they mentioned that the relationship they had with parents was an indirect one, since the main communicator with parents was usually the administration.

Teachers also mentioned that almost all parents did not accept their children to be hit by the teacher, regardless of their behavior. And in case the teacher used any form of punishment, even when it was non-violent, parents came to complain. This created more violence

according to teachers, because the students realized that they had their parents' support even if they misbehaved and thus abused this situation for their benefit. As stated by one teacher:

There is one problem we are facing which is parents lying to defend their children, and so they are making their children think that they are right.

That is why teachers stressed on how their relationship with the administration played an important role during such situations. Moreover, teachers emphasized on how parents should support them and not act against them, for the better wellbeing of their children. Thus teachers felt that parents should also go through training sessions, along with their children, to gain skills on how to raise their children and thus support teachers in the upbringing of students.

4. FGD with health coordinators

► **GBV within Schools**

According to the health coordinators, GBV entailed any form of violence towards the other gender. Health coordinators had witnessed many incidents of violence, irrespective of the gender of the student. Thus they stated that they have seen violence in general and not GBV specifically.

When it came to seeing a difference

in violence incidents between public and private school, health coordinators mentioned that there were no studies to indicate the difference. Moreover, they mentioned that their work is usually in public schools, thus they cannot give their opinion about private schools. However they assumed that there might be less violence within private schools simply because students pay to get enrolled within the school.

Generally most public schools promoted a non violence policy, as stated by the coordinators; however they sometimes observed teachers using verbal abuse. Moreover, coordinators acknowledged how female students were usually penalized for certain actions they took within some schools simple because of their gender. This was because of the patriarchal society in which the Lebanese live in, as analyzed by the coordinators. This was elaborated by one coordinator who observed female students specifically being verbally abused when, for example, they tried to play with male students or simply talk to them. As she stated:

The blame is greater on girls than boys. If a boy tries to approach a girl the administration might let it pass, however if a girl tries to talk to a boy the administration blames her and asks for her parents to come for a meeting.

Despite these incidents, coordinators clarified that gender discrimination cannot be generalized to all public schools. The reason for this discrimination to exist in certain schools was simply because these students were being raised in a way that encouraged gender discrimination and segregation, where males were seen to play the protective role over females. This was encouraged by both the school administration and the students' parents.

► **Violence Enhancing Factors**

All coordinators mentioned that students in general have become used to violence and have normalized it. The factor that enhanced violence among students or between students and their teachers was basically because many students were going through domestic abuse. And what was troublesome was that these students only responded to physical abuse to behave within the school. That is why coordinators observed teachers getting frustrated for not being able to control the class. Thus they were justifying the usage of different forms of physical abuse on the students to bring back order within the classes, as they had told the coordinators during teacher-health coordinator meetings.

► **Role of Health Coordinators**

Health coordinators have been working for the past 15 years on providing life skills to students, through accessing schools.

Unfortunately they have had access to only 80 schools in Lebanon so far due to the low human resources available at their department within the MoEHE. Moreover, they have faced many difficulties within the schools since they do not have a fixed timing to give such sessions within the schools.

The health coordinators mentioned how they have been trying to increase in number and push for a change in the curriculum agenda of students, so they get fixed awareness sessions at least once a week with those students. The greatest challenge that coordinators have been facing is the inconsistency in the sessions they give, due to the unavailability of time from schools.

It has also been a challenge for health coordinators to have access to schools because their ideal approach is to use a holistic one and involve all parties that play a role in a child's life (including school administration, teachers and parents). However what usually happens is that the principal of the school or the parents are not convinced to join these life skills training or thus they would not allow access for these coordinators to come into their schools.

Despite the many challenges they face, health Coordinators have been trying to implement an awareness program through going into classes and giving students enough skills to handle any challenge they face in

their lives, including how to handle violence. Through these sessions, the health coordinators easily figure out the students who have very difficult cases and they follow up with those students as separate cases.

Other than working with the student, coordinators also work with teachers to try to find the most suitable approach they should use within the schools. As one coordinator mentioned:

We work with teachers so they become the child's friend. Because we don't want the child to be abused in school like s/he is being abused at home. It is very important to create a safe environment for children within schools.

The different skills they try to train teachers are skills on how to control a class, different punishments to use in different situations, decrease the discrimination within the classroom, how to praise students and balance the students' different abilities within a class. They also provide teachers with knowledge regarding many topics related to youth (such as health topics, and daily life challenges). This is very important according to coordinators, especially that there are many situations where teacher do not have the answer to some of the questions that students ask, and thus might end up abusing the student whether physically or psychologically.

They also try to invite parents to school to discuss with them their child's case and come up with suitable solutions. However they cannot intervene by going into these students' houses. Moreover, coordinators agreed that the work with parents is the least successful out of all their work because most parents do not come to such meetings in school. However this has not made coordinators lose hope, on the contrary, they keep inviting parents for meetings.

► **Main incidents of violence**

Health coordinators mentioned that they have clear set steps of how to act once they witnessed an extreme form of violence. First they start with the student by trying to understand his/her background and situation. Then they get the professional help that is necessary depending on the case (a psychologist, a medical doctor, etc.), along with talking to the student's parents. They stated that they are also willing to report about the abuse legally and work with NGOs in order to protect the student. The coordinators' ultimate goal is to protect any child they see being abused, and thus they mentioned that they do whatever they can within the school premises to her any abused child.

Throughout their experience, health coordinators found many incidents of sexual abuse within schools, and identified the perpetrators in each case. However they witness a lot of

resistance from both parents and schools. All coordinators mentioned that they would start getting threats and that the school administration would ask them to disregard the incident and not categorize it as sexual abuse. Coordinators justified this reaction by stating that sexual abuse is still a taboo among the Lebanese society and at some instances parents might take their children out of the school in case the coordinator mentioned such a topic to them. So what they try to do is provide the student who had gone through the abuse with all the support necessary, but at the same time they would not report the case to anyone.

5. FGD and in-depth interviews with parents

► **GBV within Schools**

All parents asked for a definition for the word gender before expressing their opinion about GBV within schools. Once they understood the terminology, all parents expressed how if violence existed within the school, it was general and not directed towards one gender. They also mentioned that discrimination towards the students was present regardless of what gender the student was. Moreover, parents stressed how violence entails different forms, including physical and psychological.

Out of all parents interviewed, in two FGDs all parents expressed

how they had not seen any form of violence within the school their children go to. They explained that this was mainly because everyone has become more educated and aware.

Regardless of whether there was violence within the school or not, parents acknowledged different factors that were enhancing violence in general in Lebanon. These factors include increase in divorce, the teachers' personality, presence of domestic violence, poverty, the political instability, TV programs that children watch, the friends their children hang out with, action movies, and misinterpretation of religious beliefs.

► **Relationship with their Children**

Many parents mentioned how important it was for them to be content in their lives, because this would affect on the way they treat their children. Most parents expressed how they constantly ask about their children's lives and try to be updates with their children's activities within and outside school. Most of the parents also agreed that since they are housewives they have more time to establish a relationship with their children. But they also agreed that they cannot generalize because there are women who are housewives and don't care about their children.

Despite their constant follow up with their children, all parents agreed

that they can sometimes lose control and maybe shout at their children but they would never reach a stage where they would hit their children and cause them harm. As mentioned by one parent:

I don't know. I feel that nowadays a mother is different. I know from myself I would wait for my daughter to come home in the afternoon so she updates me on her day and so I spoil her.

Another parent mentioned her frustration while trying to teach her children:

Yesterday I suffered and my head started spinning and my children started asking why I got angry. So I left home, if I hadn't controlled myself I feel I would have hit my child. Yes I get tired. Maybe if I have a tough personality maybe I would have killed them.

Interestingly, many parents stated how they were facing some problems with their children, especially that children nowadays have become stubborn. As for punishing their children, all parents mentioned that they punish their children the same way regardless of whether they are boys or girls. Most of the parents also mentioned that they deprive both their daughters and sons from something they really love.

Another challenge most parents were facing was how their children

constantly complained about their studies and the study load their children have. This was making children dislike going to school and was affecting on their grades as well, which was worrisome for many parents.

► Relationship with School

Administration and Teachers

The majority of parents stated that they have a satisfactory relationship with both school administration and teachers. Most also mentioned that they have rarely heard from their children that their parents discriminate in classes. They emphasized on the importance of transparency and honestly the school administration used throughout the school year, which made them feel comfortable. All parents also agreed that the way a teacher explained the class and communicated with the students affected on their learning abilities and encouraged students to continue studying.

However some parents mentioned how they were not satisfied with the school's communication and sometimes felt that teachers attacked them personally while talking about their children. They also mentioned that constant parent meetings were necessary to create the bond between parents and teachers. As one parent mentioned:

The administration has the responsibility and it is its duty towards the parents to have monthly

meetings. Moreover, its parents' duty to attend these meetings and if they don't then it becomes their fault.

Another parent expressed her frustration through the following statement:

[Teachers say] your daughter is like this your daughter is like that. I want them to help me out. I am doing my best at home, but at the same time I don't see responsiveness from [the teachers]. If my daughter is being violent in class, I would try to find a solution for it with the teachers but I need their help.

► Main Incidents of Violence

Almost all parents mentioned how the violence incidents they heard about through their conversations with their children were minor and rarely recurred. Moreover, most parents stated how the punishments teachers used were non-violent in nature.

It is noteworthy that some parents stated how some teachers within the school were known to using violent ways to punish the students, such as hitting students on their fingertips using a ruler or not letting students use the bathroom. This is apparent in the following statement:

My son was coming home every day where his pants are all wet. At first I thought it is because he is not going to the bathroom fast enough, then

I found out that teachers are not letting him use the bathroom when he needs to because they thought he is lying and does not need to use the toilet.

And since all the schools had a strict no violence policy, parents who talked about the violent incidents mentioned that they would first go to the school administration to solve the situation. Few parents also stressed on how a parent should be aggressive to have his/her viewpoint considered, as mentioned below:

Most schools get scared of the powerful. The parent who comes to school and fights s/he would get their rights fully. But if someone comes to the school and talks in a respectful manner it won't work.

Many parents also mentioned that they know of many families who have domestic violence within their household, and they saw how this affected on those families' children. Usually they tried to intervene through talking to those families, however if they did not see a response they backed off because they considered the situation a private family matter.

6. Semi-structured interviews with stakeholders

► GBV within Schools

Stakeholders defined GBV as any form of violence that discriminates and segregates among the genders. They all acknowledged that violence has spread within schools, however most mentioned that they cannot compare the current situation to become since there are no baseline studies that show the difference in violence incidents in Lebanon.

Most stakeholders however agreed that the presence of violence does not depend on the school type, whether private or public. Rather the presence of violence depends on the administration within the school along with the teachers who are teaching the schools. Thus they stated that each school should be taken as a case on its own, and it should be assessed whether this school has violence or not.

► Programs Implemented and Collaborations

Stakeholders have different programs targeting violence and children. These programs range from awareness campaigns, to listening and counseling services to providing shelter. Their ultimate aim is to provide the necessary services and support any child would need.

All stakeholders also stressed on the importance of collaboration

among NGOs and with Ministries such as MOSA and MoEHE. However, they all stated how there is also a lot of competition among NGOs. That is why duplication of certain services and programs are often seen in Lebanon. Moreover, many NGO representatives stated how the different Ministries in Lebanon have the same services and rarely collaborate. Thus all NGOs called upon creating a coalition to protect any child who is being abused, by putting aside any sense of competition that exists among stakeholders and work for a common cause.

► **Main Incidents of Violence**

Stakeholders mentioned how they hear or witness many incidents of violence through their fieldwork. These incidents include physical abuse (including sexual abuse) and psychological violence as well. Stakeholders usually try to help these children through providing them with certain life skills and knowledge they would be able to use throughout their lifetime. They also provide them with hotlines of all the NGOs that can provide listening and counseling services to those children as well as shelters in case they are in need.

Unfortunately stakeholders expressed how the child protection law in Lebanon is unclear, and a lot of work needs to be done to refine the legal system within Lebanon that would provide the protection

that any child needs. Moreover, NGOs asked that Ministries work on a better referral system in order to help out any child and to have constant follow-up with children who are referred.

Regardless of the challenges that stakeholders acknowledged, they expressed how hopeful they are in bettering the situation for children whether within schools or outside. Most stakeholders stated that this will be possible once a holistic approach is used towards combating violence on children, by involving every party involved in the children's lives.

D. LIMITATIONS

- Findings of the interviews (whether FGDs, in-depth or semi-structured interviews) cannot be generalized to the whole population in Lebanon. However, that is not the purpose of using a qualitative methodology. These findings will highlight possible aspects for further research.
- Qualitative methodology in nature can be surprising since the facilitators have to handle any obstacle they face in their fieldwork. One challenge was the limited time available for data collection (mid November 2011-end of December 2011) since it was before the holiday season and most schools were overwhelmed with exams. However, all the schools that participated (both public and private) were very cooperative and provided the time necessary for the facilitators to conduct the interviews with school principals, teachers and students respectively.
- Another challenge was to recruit parents for interviewing. Despite the different methods used by the school and facilitators (e.g. phone calls, sending circulars for meetings), very few parents showed for the interviews. Thus this should be considered for further implications.
- The interview guides that were set had many questions and thus the interviews sometimes took longer time than anticipated. This created a problem for the facilitators since they had to use different mechanisms to assure that they finish the interviews. It was also challenging since the facilitators made sure not to upset the participants by taking a lot of their time.



IV.



DISCUSSION



A. SRGBV within private and public schools

Throughout the quantitative analysis, no significant correlations were found between “school safety” and “gender”; “physical harm” and “age”; and “psychological and moral harm” and “age”. However “gender” and “age” are universal confounders and they should always be taken into account.

Data showed that in case any form of violence occurred, most of the time it was not gender specific. All forms of violence were expressed in private and public schools, psychological and moral harm being the most common followed by physical violence. As for sexual violence, it was rarely mentioned by students. From those who reported being sexually abused the majority were females. However, the incident was not reported either because they did not know who to report to or because they felt ashamed.

It was stated by the majority of students that females were more likely to be sexually harassed than males, in case such an incident took place. Moreover, many stated that sometimes adult male perpetrators treated female students with disrespect. Interestingly, in the qualitative analysis health coordinators from the MoEHE stated how sexual harassment was more common than it was reported. This was because sexual harassment has been a taboo issue in Lebanon and most schools

did not want to admit such an incident taking place within their school premises. Moreover, the health coordinators stated how the perpetrators were sometimes from the school administration. This has also been reported in many studies. In South Africa, population surveys found that 38% of all rape victims identified a teacher or principal as the rapist⁵⁰. Sexual abuse by teachers was also identified in the African Rights report and was believed to be “more widespread than most institutions care to admit”⁵¹. School administrators often dismissed such cases by blaming the students or simply encouraging them to “stay away” from harassing teachers.

In addition, the quantitative analysis showed that males were more prone to be involved in any violent situation (such as in fights, or caught cursing, etc.) than females. Male students justified this act as being a self defense mechanism for protecting themselves in case someone caused them harm. To add to the justification, in the qualitative analysis females explained their logic for not being involved in fights because they believed in resolving problems through talking and not violence. Moreover, in the qualitative analysis many male students mentioned being involved in fights in order to defend their female peers. This indicates how young males have been socialized from an early age to assume the role of protector and caretaker over their female counterparts.

⁵⁰ USAID. (2006). *Equate technical brief: addressing school-related gender-based violence*.

⁵¹ Hallam, R. (1994). *Crimes without punishment: Sexual harassment and violence against female students in schools and universities in Africa*. (Discussion Paper). London: African Rights.

Regarding the root causes of violence, the following were mentioned as factors that help enhance violence in Lebanon, whether in schools or within households. These factors included: poverty, underdevelopment and discrimination, cultural beliefs and values, miscommunication between parents, parents' ignorance, families living in one room apartments and thus not having enough space, religious beliefs interpreted in a wrong way, political instability in Lebanon, action movies and videogames that children are being exposed to, and humans becoming materialistic and spoiled.

Concerning the perpetrators of violence, students mentioned both adults and their student peers as perpetrators. Both perpetrators used different forms of violence whether in private or public schools. Interestingly enough students reported that the most common areas where fights occurred were within the classrooms and toilets. Same results have also been reported in different studies. In Benin, surveyed primary and secondary school students identified the classroom as a site where GBV occurred more than any other place; they also reported that it was also perpetrated in toilets, on sports fields and in the school administrative offices as well as teachers' homes⁵². Moreover, Human Rights Watch reported how girls were being attacked during class breaks, in toilet facilities, in empty classrooms and hallways, in hostels and dormitories, and other remote areas of the school⁵³.

In both methodologies, the majority of students stated feeling comfortable and safe within their school. That also justified why students did not drop out of school despite occurrences of violent incidents. Moreover, none of the students in both quantitative and qualitative analyses reported knowing a student who dropped out because of a violent situation they went through within their school. A few students (mostly males) reported being suspended from school; however they came back to school after their suspension ended.

What was troublesome was how students reacted towards violence in case they were subjected to it. Students expressed how they dealt with violence by either ignoring it or forgetting the incident. This was basically because they felt that reporting the violence will not lead to any change in the perpetrator's actions. Moreover, many students stated that certain mild forms of physical and psychological violence were normal acts and did not lead to harm. This was also expressed by students in a study conducted by Save the Children in 2005, where the results indicated that children who were mildly abused (either physically or psychologically) did not consider this to be a violent act⁵⁴. It was also seen how students normalized the violent acts, through mentioning this concept in the qualitative analysis. Moreover, in the quantitative analysis a significant number of students stated that they did not report violent incidents since they considered them to be normal. In addition, there are many

⁵² Brent, W. (2004). *Making schools safe for girls: Combating GBV in Benin - AED*.

⁵³ Human Rights Watch. (2001). *Scared at school: Sexual violence in South African schools*. New York: Human Rights Watch.

⁵⁴ Save The Children. (2005). *Corporal punishment in Lebanon*.

studies how violence within the students' school does not only affect their mental health and self esteem, but also affects on the students' willingness to continue their education⁵⁵. In fact, as it was reported in the results' section, violence itself, especially GBV, affects students' educational choices and achievements through different ways such as: missing classes and suspension/expulsion/dropping out of schools and universities. Teachers also stressed on how they differentiate between the academic achievement of males and females where males add contributions to scientific fields and females enroll in social fields. This can be sometimes interpreted as being discriminatory.

Further, students and more specifically females trust on cultural and societal expectations where they mentioned that women have less educational opportunities and they are expected to excel in household chores due to their gender.

It has been also indicated in the literature how abused children end up being abusers themselves, and thus the cycle of abuse continues^{56,57}. Thus, it is essential for students to understand and identify when they are being violated in one way or another.

One reason for justifying such an act to be normal might be the war period through which Lebanon has gone through and how children have normalized such violent acts⁵⁸.

B. URGBV within universities

Data showed that in case a violent act occurred within universities, most of the time it was not gender specific. All forms of violence were expressed in universities, physical violence being the most common followed by psychological and moral harm and sexual violence. Interestingly enough, the main reason for physical violence or psychological and moral harm was mainly due to "political conflicts" and/or differences in religious backgrounds. On contrast, the main reason for sexual harm was due to appearance and gender, as perceived by the students.

Throughout the quantitative analysis, males were seen to be involved in any form of violence more than females. They justified their act as being a self defense mechanism. As to the location of the violent acts, it was mentioned by most students that the university premises in general was considered to be safe. However many students (majority being females) considered the dorms to be an "unsafe" area where violent acts mostly occurred. Moreover, many students (again majority being females) mentioned how using public transportation to come to/leave university was also unsafe. The findings go in parallel to many studies conducted on this topic. For example, a study conducted among female

⁵⁵ Adib, S. (2009). *Schoolchildren abuse in Lebanon*.

⁵⁶ Finzi, R., et al. (2001). Depressive symptoms and suicidality in physically abused children. *American Journal of Orthopsychiatry*, 71, 98-107.

⁵⁷ Harrison, P.A., et al. (1997). Multiple substance use among adolescent physical and sexual abuse victims. *Child Abuse & Neglect*, 21, 529-539.

⁵⁸ Sibai, T., et al. (2008). Violent behavior among adolescents in post-war Lebanon: the role of personal factors and correlation with other problem behaviors. *Journal of Public Health*, 31(1), 39-46.

university students in Northern Nigeria⁵⁹ showed that differences in experience of GBV by place of residence was also statistically significant, whereby students staying on campus had a GBV prevalence of 69.9% compared to 51.7% among those living outside the university campus. Moreover, a study that assessed the prevalence and risk factors of GBV among 1,330 female college students in Awassa, Ethiopia⁶⁰ showed that 13% of college women reported being stalked since the beginning of the current academic year (female university students also experience stalking in multiple forms, one of the most prevalent being electronically).

Concerning the perpetrators, students identified them to be both female and male adults, peers and “mobs” who were gangs within the university. All perpetrators were reported of using different forms to abuse the students.

When any form of violence occurred, a significant number of students stated that they did not report the incident since they considered them to be normal. Again, the war period through which Lebanon has gone through might justify why students normalized such violent acts⁶¹. Moreover, many students mentioned how they knew no action would be taken in case they reported. This indicates that students felt discouraged by knowing there was a lack in the support system that would allow them to feel safer within their university.

C. Students' Rights

Students older than 11 years old were more familiar with their rights and clearly stated them as they are mentioned in the Child's Rights Convention. Students reported that they studied these rights during civics class in school. As for students aged 5-11, the majority did not know what their rights were and were not even familiar with the word “rights”. Interestingly enough however, in both quantitative and qualitative analyses, whether students were familiar with their rights or not, many stated that they had a right to hit back if someone hurt them, and explained further by stating this as one of their rights as a child.

The majority of students also knew that their school had a policy against violence. And they stated that there was a reporting system within their school for any violent incident. Despite their knowledge of the existing reporting system, students stated how they do not know the reporting mechanism for violent incidents. Moreover, significant number of students stated that they would not report such violent incidents because they believed that the situation would not change. This is consistent with another study done in Lebanon, where most students reported knowing that their school had a policy against violence, but they rarely reported it since they knew no action would be taken to change the situation⁶².

⁵⁹ Iliyasu, Z., et al. (2011). Prevalence and correlates of gender-based violence among female university students in Northern Nigeria. *African Journal of Reproductive Health* 15(3), 123-133.

⁶⁰ Arnold, D., et al. (2008). Prevalence and risk factors of gender-based violence among female college students in Awassa, Ethiopia. *Violence and Victims*, 23(6), 787-800.

⁶¹ Sibai, T., et al. (2008). Violent behavior among adolescents in post-war Lebanon: the role of personal factors and correlation with other problem behaviors. *Journal of Public Health*, 31(1), 39-46.

⁶² Adib, S. (2009). *Schoolchildren abuse in Lebanon*.

For that, the majority of students asked to be educated regarding this matter, along with being educated on the harms of violence and how to handle such situations. Increase in their knowledge regarding these two matters were seen by the students as a step to eliminating violence in schools.

As for university students, the majority was well informed about their rights. Moreover, the majority considered that their rights were respected within their university. Most of the students reported that their university had a set mechanism for reporting any form of violence, and the majority knew how to report within the university in case a violent incident occurred. Most of the students also mentioned that the university took extreme measures such as expelling the student in case of a violent act. However, as seen in schools, most students within the universities mentioned that they rarely reported an incident since they knew no action would be taken to change the situation.

Thus the majority of university students asked for an increase in security personnel to avoid the occurrence of any form of violence.

D. Working on an integrated system to lessen GBV within schools and universities (including education institution personnel and parents)

There can be many reasons why GBV incidents rarely get reported, whether in schools or universities. A study on GBV conducted in three universities in Afghanistan⁶³ showed that there was reluctance in reporting GBV incidences to the authorities concerned for various reasons such as: the lack of trust in the authorities that action would be taken; fear on the part of the victim of being blamed and prevented from continuing education by the authorities in the university; fear on the part of the victim of being prevented from continuing education by family members; fear of unwanted consequences of reporting, such as being ostracized; threat from perpetrators. Moreover, the study showed that there is absence of a well structured, inclusive, gender sensitive system of grievance to address GBV.

And although the results of this study showed that violence within schools and universities in Lebanon was rare, under-reporting of GBV within the schools in Lebanon should be considered because of the sensitivity of the topic and the unwillingness of the school administration and its students in acknowledging GBV existence. Moreover, a considerable number of schools (and more specifically

⁶³ Gender Studies Institute. (2010). *Gender based violence: a study of three universities in Afghanistan*.

private schools) refused to participate in this study, which might be an indication that GBV exists within these schools and is under-reported.

In addition, the culture in which these students live in was acknowledged and researchers recognized how violence remains a private matter that should not be discussed outside the family circle in Lebanon. Moreover, as mentioned in the qualitative analysis by the school principal, teachers, parents and health coordinators respectively, public mass-media and leaders in Lebanon have been effecting children's perceptions on what is considered to be violent acts. That was why a study conducted in Lebanon suggested involving many parties in any GBV awareness campaign, such as political and social leaders, mass-media workers, law enforcement agencies, parents and educators in order to get a holistic approach⁶⁴.

Another aspect that was seen to encourage violence within schools, as seen in the qualitative analysis, was how teachers lacked the innovative ways to integrate necessary skills into their classes and thus decrease violence inside their classrooms. Moreover, most of the schools that joined the qualitative section of the study did not have any counselor to assist teachers in such matters. Thus teachers were articulate in expressing a genuine need for such counseling or capacity building in dealing with violence as the latter has been increasing tremendously and impacting on the students' scholar achievements.

Interestingly enough, the health coordinators from the MoEHE stated how they already had a life skills training package that was able to integrate the school, parents and students and teach them about different life skills topics (including handling violence). However, the main challenge remained in integrating the full package within the academic curricula in order to serve both the students and their caregivers.

E. Stakeholders' Involvement and lobbying for a child friendly law

As stated before, many civil organizations have been working to contest GBV in Lebanon. Moreover, Ministries have seen GBV within schools and universities as a major issue and have shown their willingness to work on improving the situation within the educational system in Lebanon (examples of programs being implemented are seen in literature review section: GBV in Lebanon).

Throughout the qualitative analysis, certain themes recurred. Many of the stakeholders mentioned how there was duplications of projects targeting GBV. This was also seen by a study conducted by EfC, where the research team performed a thorough analysis of GBV research done in Lebanon. It was stated that a lot of repetition existed throughout the researches done on GBV; thus it created a strong referencing list for understanding the situation; however

⁶⁴ Adib, S. (2009). *Schoolchildren abuse in Lebanon*.

it also took away funding opportunities to explore the gaps that the research studies indicated⁶⁵.

Besides, stakeholders clearly stated how there was a lack of referral system mechanism between civil organizations and the Ministries that would help report any incident of violence and ensure the follow-up. It was also mentioned by stakeholders that a monitoring and evaluation system should be set by the MoEHE to supervise the schools and assure their abidance to the non-violence policy. Interestingly enough, the MoEHE representative reported that a referral system and a monitoring and evaluation system already existed, however their implementation has been kept on hold.

Finally, issues regarding the legislative aspect of GBV in schools and corporal punishment were raised. It was noted that the current law suffers from many loop holes and does not fully protect a child against violence. This was also seen in a study conducted by Save the Children, where the researchers clearly stated that despite Lebanon's ratification of the UN convention of the Rights of the Child, Lebanon was doing very little to protect children from any form of violence (physical and mental) and it was not providing a safe school environment that would prevent any harm being done on the child⁶⁶. USAID has suggested having a clear definition for SRGBV set within the law, since a narrow definition creates obstacles where

the inability to prosecute the perpetrator discourages the victim from reporting the abuse⁶⁷.

In addition, poor, inadequate, or inconsistent enforcement of existing laws and codes of conduct can be a serious barrier to the development of effective prevention and response systems. If victims were not confident that perpetrators will be punished, there would be no incentive for them to report violations and face the potential shame, embarrassment, and even reprisal. If perpetrators believe they can act with impunity, nothing would discourage them from continuing to commit violence.

⁶⁵ Education for Change (EfC). (2011). *Review of gender-based violence research in Lebanon*.

⁶⁶ Save The Children. (2005). *Corporal punishment in Lebanon*.

⁶⁷ USAID. (2008). *Are schools safe havens for children?*

■
V.

■ CONCLUSION
AND

RECOMMENDATIONS
■

Globally, girls are more prone to face hindrances during education. Safety within the school is a hidden determinant of students' achievement and participation in education. Addressing SRGBV, however, cannot be limited to girls alone. Although boys are perpetrators, they can also be victims of violence. Gender roles imposed by society on boys can limit their ability to express their masculinity in positive ways. Thus a safe school should be promoted that is not only girl friendly, but also allows boys to abandon negative gender roles to exercise healthier, gender-equitable performances with their peers in a helpful atmosphere. This can be achieved in part by guaranteeing that power relations are based on respect for the dignity and for human rights.

Lebanon has a diversified civil society that has witnessed wars and extreme violence in the last 30 years. The continuous turmoil might have amplified the society's tolerance and altered its understanding of violence. Moreover, over the years, rooted traditions, perceived values, social prejudices, political interests and cultural barriers have contributed to gender based injustice coupled with a weak accountability system and superficially horizontal interventions regarding women empowerment, mostly induced by international influence rather than a response to locally expressed needs.

The current assessment indicates that the overall organizational, social and institutional settings in Lebanon are still unable to address and manage issues related to GBV. In fact, there is a clear

under-reporting of such events with a community silence and resistance to engage in the process of controlling them. Thus, there is a need to ensure that GBV responses are an integral part of the educational and social policies translated in the plan of actions of the relevant Ministries and all Education Institutes whether being schools or universities.

The results of the study highlighted and identified four main areas of interventions:

1. Integration of GBV at the organizational level;
2. Advocacy to obtain political commitment towards supporting GBV programming;
3. Improvement in service delivery in terms of response to GBV with what it entitles as advocacy and capacity building;
4. Enhancement of the partnership with the civil society and local communities as an integral consortium in the fight against GBV.

Moreover, the results of the study gave rise to a set of recommendations that go in line with the specific objectives that were set to be achieved. The objectives of this study were:

5. To provide a comprehensive account of the nature and the extent to which the phenomenon of SRGBV occurs in or in relation to education settings in Lebanon.
6. To examine the root causes of school related gender based violence and its main perpetrators.
7. To study the impact of school gender based violence on students in general and girls in particular, and

on their educational choices and achievement.

8. To examine the complain avenues and the referral processes used by children and adults in cases of violence and/or abuse, assessing issues related to both physical concerns and human resources aspects.

Thus the recommendations following these objectives are as follows:

9. Adopting a culture sensitive approach:

It is true that GBV has become a worldwide concern, however it is essential for all organizations (both local and international) to acknowledge that the culture and context of a country plays a major role on its community. Thus it is important to postpone implementing any internationally developed tool or intervention prior to testing its applicability and validity within the Lebanese context; thus decreasing the social and cultural barriers. By doing so, a comprehensive account of the nature and extent to which the phenomenon of SRGBV occurs in or in relation to education settings in Lebanon will be met (Objective One of this study).

10. Advocating for GBV:

The current surveys showed that the Lebanese society is still embedded in rooted traditions that will prevent the real identification of GBV related issues. In fact, the magnitude of the problem was underestimated

despite the efforts made by the investigators to explain and assist the interviewees in identifying acts of aggression and clearly recognizing violence. For that, there is a clear need to raise awareness among the different actors in the care giving of students including the students themselves. The awareness should be in the form of a multi-sectorial approach including media, communication and an inclusion of specific curricula material (life skills, conflict resolution, gender based violence...) in the school education programs. By doing so, the extent of GBV will be understood in Lebanon and the root causes and perpetrators of GBV will be identified in a clearer format (Objectives One and Two of this study).

11. Training of teachers and counselors in schools:

Even the very best curricular materials are ineffective if the teachers using the materials are not comfortable with or competent in the subject matter. Teachers are part of the society and usually carry on the traditional constructions of gender roles. Thus, it is important for men to learn how women feel when they are harassed and for teachers to help raise the awareness of others about what is meant by GBV. Without adequate teacher training the success of school-based projects is severely constrained. Teacher trainings need to include courses that explore ways in which gender discrimination can

be challenged within schools. They need first to familiarize themselves with basic theoretical and practical assumptions regarding gender. By doing so, the educational achievements and choices of the students will also be affected in a positive way (Objective Three of this study).

12. Leadership, transparency and accountability:

The governance role of the MoEHE must be emphasized mainly that it already has a set referral system for GBV reporting in addition to a monitoring and evaluation mechanism that can target all schools and monitor GBV occurrences. There is a need to activate those tools and systems in order to promote the culture of reporting and highlight accountability (Objective Four of this study).

13. Youth leadership:

Youth empowerment can play a very effective role in diminishing violence in schools by influencing students' beliefs, attitudes, and behaviors before violence becomes an automatic manifestation of anger. Training can vary widely from general by providing basic life skills that youth can implement on any form of behavior to specific measures on how to mitigate and contain violence situation before it emerges or aggravates. It is crucial to adopt a human rights approach as throughout these trainings.

These trainings would also help students identify with their basic rights and their educational goals and achievements (Objective Three of this study).

14. Collaboration among local organizations and the Ministries

A national steering committee, headed by the MoEHE, is needed to supervise GBV interventions in order to prevent duplication and repetition of interventions in an efficient and effective mode (Objectives One and Four of this study).

In conclusion, SRGBV is a widespread barrier to schools attaining educational equity, which also brings with it many health risks. In Lebanon, the current survey shows that a problem exists regarding this matter, but its magnitude needs further assessing due to masking factors that might only allow a look at the top of the iceberg. Addressing power imbalances between men and women is central to preventing gender violence. Empowerment of the governance as well as the youth is also crucial for any successful future intervention. Last, GBV targeting programs are not a zero sum game but approaches that can truly reshape the construction of gender roles. This transformative approach is the key to long-term success schools

VI.

APPENDICES

SCHOOL

Related Gender Based Violence (URGBV) survey

Within the framework of the project “Supporting Gender Equality in Education in Lebanon” funded by the Government of Italy, the United Nations Educational Scientific and Cultural Organization (UNESCO) in collaboration with the Ministry of Education and Higher Education (MEHE) and the Ministry of Social Affairs (MOSA), is undertaking a study on School-Related Gender Based Violence (SRGBV) in Lebanon. The Faculty of Health Sciences at La Sagesse University is implementing this survey. This questionnaire is the quantitative part of the study which targets intermediate and secondary school students.

Schools need to be safe and welcoming places so that students can feel safe and comfortable enough to learn. Children in many parts of the world are exposed to violence or ill- treatment at school, in their communities, or at work. A type of violence is Gender Based Violence (GBV), which affects a person because of their sex, i.e. because this person is a boy or a girl, a man or a woman, or because of the relationship between two sex groups. This is an important problem for children in all parts of the world. We would like to ask you about your experiences with gender based violence at your school.

Please note that the term “at school” also includes: on the way to and from school, school bus, school trip, school game, and school activities (anything that relates to school attendance, learning and performance). Your school and your class have been randomly sampled to take part in the study.

Your answers are anonymous and confidential and will be used strictly for the purpose of the study. This is NOT A TEST and all your answers are RIGHT. Please do not write your name on the paper or anything that can identify you. Your school administration and your parents cannot have access to individual information. The name of the participating students will not be known so it cannot be revealed. Filled questionnaires will be sealed upon data collection and shredded after completion of the study.

Participation is voluntary and you can stop the questionnaire whenever you would like to. Refusing to participate does not have any negative consequences. We are interested in what you and other students have to say. Please circle the answer(s) that apply to you. Thank you for agreeing to complete the survey.

ESTIMATED TIME: 30 minutes

KINDLY DO NOT FILL IN THIS TABLE (RESERVED FOR DATA COLLECTORS):

School code	Sector	Grade	Section	Questionnaire Nb.

7. What religion or religious group do you belong to?

- 1 Christian
- 2 Muslim including Druze
- 3 I prefer not to answer
- 4 Other, please specify:
.....

8. What is the educational level of:

8.1 Your father?

- 1 Cannot read and write
- 2 Can read and write
- 3 Has finished the primary level
- 4 Has finished the intermediate level
- 5 Has finished the secondary level
- 6 Has finished the university level
- 7 Has technical degree

8.2 Your mother?

- 1 Cannot read and write
- 2 Can read and write
- 3 Has finished the primary level
- 4 Has finished the intermediate level
- 5 Has finished the secondary level
- 6 Has finished the university level
- 7 Has technical degree

9. What is the professional status of:

9.1 Your father?

- He works, please specify:
- 1
.....
 - 2 He does not work
 - 3 He is a retiree
 - 4 He is looking for a job

9.2 Your mother?

- She works, please specify:
- 1
.....
 - 2 She is a homemaker
 - 3 She is a retiree
 - 4 She is looking for a job

10. Including this year, how many years have you attended school? years

- 11. Have you repeated any class?** 1 Yes 2 No

II. Sources of information and knowledge on school related violence and SRGBV

12. In your observation, which of the following is/are the most frequent behaviors among peers? (Please circle all the items that apply)

- | | | | |
|----|--|----|--|
| 1 | Calling names | 11 | Excluding people on the basis of sex |
| 2 | Making fun of others | 12 | Excluding people on the basis of religion |
| 3 | Embarrassing others | 13 | Excluding people on the basis of nationality |
| 4 | Writing anonymous SMS messages | 14 | Taking away other people's money or personal objects |
| 5 | Making anonymous phone calls | | |
| 6 | Gossiping | 15 | Making sexual comments/jokes |
| 7 | Insulting | 16 | Getting electronically aggressed (facebook – youtube – emails – blogs ...) |
| 8 | Beating others | 17 | Other form(s), please specify:
.....
..... |
| 9 | Forcing someone to do something | | |
| 10 | Excluding others from a group, ignoring them | | |

III. School safety

13. Have you ever felt unwelcome, uncomfortable or not safe at school?

- 1 Yes 2 No (Go to question 15)

14. If yes, was it because of any of the following? (Please circle all the items that apply)

- | | | | |
|---|--------------------|----|--|
| 1 | Being a boy/girl | 8 | My accent |
| 2 | My grades or marks | 9 | A disability that I have |
| 3 | My appearance | 10 | My family's financial/social situation |

- | | | | |
|---|----------------------|----|----------------------------------|
| 4 | My clothing | 11 | My political affiliation |
| 5 | My race/skin color | 12 | My activities/hobbies |
| 6 | My religion or faith | 13 | Other reason(s), please specify: |
| 7 | My nationality | | |
| | | | |

**15. Is travelling to and from school not safe because of any of the following?
(Please circle all the possibilities that apply)**

- | | | | |
|---|--|----|---|
| 1 | Getting insulted | 7 | Engaging in fights |
| 2 | Getting electronically aggressed
by sms | 8 | Getting pushed, kicked,
punched, slapped, ... |
| 3 | Getting embarrassed | 9 | Getting stabbed |
| 4 | Getting threatened | 10 | Getting sexually abused/
harassed (look, touch, kiss, sex) |
| 5 | Getting intimidated/coerced | 11 | Other(s), please specify: |
| 6 | Getting mugged/robbed | | |
| | | | |

IV. Physical harm at school

**16. In the current school year, how many times were you involved in a physical fight
at school? (Please circle the answer that applies)**

- 1 Zero times 2 Once 3 Two to five times 4 Six to nine times 5 Ten or above

Sometimes people at school can hurt children and adolescents physically. Thinking about you, in the current school year, how often has anyone at school done any of the following:

		Frequency				If yes, WHO? (circle all that apply)			
		Never	Sometimes	Many times	Happened but not in the current school year	An adult (somebody working in the school)		Student	
						Female	Male	Female	Male
17.	Spit on you at school?	1	2	3	4	1	2	3	4
18.	Bit you at school?	1	2	3	4	1	2	3	4
19.	Slapped you at school?	1	2	3	4	1	2	3	4
20.	Hit you at school?	1	2	3	4	1	2	3	4
21.	Kicked you, pushed you, choked you, or shook you at school?	1	2	3	4	1	2	3	4
22.	Crushed your fingers or hands at school?	1	2	3	4	1	2	3	4
23.	Locked you up in a small place at school?	1	2	3	4	1	2	3	4
24.	Tied you with a rope at school?	1	2	3	4	1	2	3	4
25.	Made you stay outside in the cold or heat to punish you at school?	1	2	3	4	1	2	3	4
26.	Burnt you or tried to cut you at school?	1	2	3	4	1	2	3	4
27.	Twisted your ear or nose at school?	1	2	3	4	1	2	3	4
28.	Pulled your hair at school?	1	2	3	4	1	2	3	4
29.	Made you stand /kneel in a way that hurt or felt embarrassing at school?	1	2	3	4	1	2	3	4
30.	Prevented you from going to the toilets during class hours?	1	2	3	4	1	2	3	4
31.	Took your food or your personal belonging away from you at school?	1	2	3	4	1	2	3	4
32.	Other act of physical harm, please specify:	1	2	3	4	1	2	3	4

(PLEASE MOVE TO QUESTION 40 IF ANY OF THE ABOVE NEVER HAPPENED TO YOU AT SCHOOL)

33. If you have experienced any of the above, do you think it was because of:

(Please circle all the items that apply)

- | | | | |
|---|----------------------|----|--|
| 1 | Being a boy/girl | 8 | My accent |
| 2 | My grades or marks | 9 | A disability that I have |
| 3 | My appearance | 10 | My family's financial/social situation |
| 4 | My clothing | 11 | My political affiliation |
| 5 | My race/skin color | 12 | My activities/hobbies |
| 6 | My religion or faith | 13 | Other reason(s), please specify:
.....
..... |
| 7 | My nationality | | |

34. If you have experienced any of the above, who was mostly the person who did that to you? (Please circle all the items that apply)

- | | | | |
|---|------------------------------------|----|--|
| 1 | Girl at school | 9 | Coordinator/Teacher/supervisor |
| 2 | Gang of girls at school | 10 | Nurse at school/ school social worker or advisor |
| 3 | Boy at school | 11 | School physician/ counselor/ religious person |
| 4 | Gang of boys at school | 12 | Bus/taxi driver |
| 5 | Mixed gang | 13 | Concierge of the school/Security guard |
| 6 | Girlfriend/Ex-girlfriend at school | 14 | Another employee at school |
| 7 | Boyfriend/Ex-boyfriend at school | 15 | Other person(s), please specify:
.....
..... |
| 8 | Principal/Vice-principal | | |

35. Where does this usually happen? (Please circle all the items that apply)

- | | | | |
|---|-----------------------------------|----|---------------------------|
| 1 | Classrooms | 11 | Playground |
| 2 | Teacher's lounge | 12 | Toilets |
| 3 | Principle/Vice-principal's office | 13 | Parking lot |
| 4 | Hallways | 14 | School entrances or exits |

- | | |
|---|--|
| 5 Computer rooms/laboratory/social club rooms | 15 On the way to and from school |
| 6 Library | 16 On the school bus/taxi |
| 7 School theater | 17 Areas off school property |
| 8 Gym | 18 On school field trips or during school extracurricular activities |
| 9 Changing rooms | 19 Other place(s), please specify:
.....
..... |
| 10 Lunchroom or eating area/cafeteria | |

36. When did any of the above mostly happen? (Please circle all the items that apply)

- | | |
|---------------------------------|--|
| 1 On the way to and from school | 6 During breaks or at recess |
| 2 Before school | 7 After school |
| 3 At lunch time | 8 On field trips or during school extracurricular activities |
| 4 During classes | 9 Other times, please specify:
.....
..... |
| 5 Between classes | |

37. Think of the last time any of the above happened to you, what did you do?

(Please circle all the items that apply)

- | | |
|---|--|
| 1 I ignored it/tried to forget it | 5 I told another student about it |
| 2 I did not know what to do or who to talk to | 6 I fought back /stood up to the person who was doing it |
| 3 I told my parent(s)/ guardian(s)/ an adult outside of school/ an association/ an official body or the police about it | 7 I hurt the person who was doing it later on |
| 4 I told my teacher/principal/vice-principal or an adult at school about it | 8 Other(s), please specify:
.....
..... |

38. If you have told someone, what happened afterwards?

(Please circle all the items that apply)

- | | | | |
|---|--|---|--|
| 1 | Nothing happened | 5 | The person(s) harmed me again |
| 2 | I was asked to describe the incident in details | 6 | The person(s) who harmed me threatened to harm my family/friend/pet... |
| 3 | I was told to ignore it since it is a usual behavior for boys | 7 | The person(s) who harmed me physically got yelled at or punished or expelled |
| 4 | I was told to ignore it since it is a usual behavior for girls | 8 | Other(s), please specify:
.....
..... |

39. If you did not do anything the last time any of the above happened to you, what was the reason? (Please circle all the items that apply)

- | | | | |
|---|---|----|--|
| 1 | I thought it was normal | 7 | I did not talk about it in order not to ruin my image/reputation |
| 2 | I felt guilty and that it was my fault | 8 | I thought if I told someone, they would not do anything about it |
| 3 | I was afraid that the person may harm me more | 9 | I did not want to get in trouble for telling |
| 5 | I disregarded it as boys/girls are usually aggressive | 10 | Other reason(s), please specify:
.....
..... |
| 6 | I did not talk about it as I was ashamed | | |

40. Did you do any of the above to another person at school?

- 1 Yes 2 No (Go to question 42)

41. If your answer was "Yes":

- 1 What was the other person's gender?
a. boy
b. girl

- 2 Why did you do it?
- a. He/she hurt me first
 - b. He/she was shouting at me
 - c. He/she was insulting me or making fun of me
 - d. He/she was insulting or making fun of my family
 - e. Other reason(s), please specify:

V. Psychological and Moral harm at school

Sometimes, when children and adolescents are at school, people say or do things to make them feel bad, embarrassed, ashamed, insulted, excluded, afraid or threatened. In the current school year, how often has anyone at school done any of the following:

		Frequency				If yes, WHO? (circle all that apply)			
		Never	Sometimes	Many times	Happened but not in the current school year	An adult (somebody working in the school)		Student	
						Female	Male	Female	Male
42.	Ignored you at school?	1	2	3	4	1	2	3	4
43.	Sworn at you, insulted you or called you rude or hurtful names?	1	2	3	4	1	2	3	4
44.	Damaged your reputation at school?	1	2	3	4	1	2	3	4
45.	Shouted at you to embarrass or humiliate you at school?	1	2	3	4	1	2	3	4
46.	Commonly gave you ironic looks or made faces whenever you spoke at school?	1	2	3	4	1	2	3	4
47.	Did not let you participate in the classroom?	1	2	3	4	1	2	3	4
48.	Scared or threatened you at school?	1	2	3	4	1	2	3	4

49.	Purposely made you feel stupid or foolish or made other students laugh at you?	1	2	3	4	1	2	3	4
50.	Referred to your gender in a hurtful or insulting way at school?	1	2	3	4	1	2	3	4
51.	Referred to any health problem/ physical appearance or to a particular condition you might have such as stuttering in a hurtful way at school?	1	2	3	4	1	2	3	4
52.	Embarrassed you at school because of the way you dress or the way you look?	1	2	3	4	1	2	3	4
53.	Embarrassed you at school because you were poor or unable to buy things?	1	2	3	4	1	2	3	4
54.	Either Stole or broke or ruined your belongings or threatened to do so?	1	2	3	4	1	2	3	4
55.	Threatened you with giving you low grades to make you fail at school?	1	2	3	4	1	2	3	4
56.	Prevented you from being or playing with other children to make you feel bad or lonely at school?	1	2	3	4	1	2	3	4
57.	Used the internet (e-mail, facebook, twitter, youtube, blogs ...) to threaten you, hurt your feelings, spread rumors or reveal secrets about you within the school?	1	2	3	4	1	2	3	4
58.	Used a cell phone to send you text messages, pictures, instant messages (blackberry messenger, whatsapp...) and threaten you, hurt your feelings, spread rumors or reveal secrets about you within the school?	1	2	3	4	1	2	3	4
59.	Other way of psychological/moral harm, please specify:	1	2	3	4	1	2	3	4

(PLEASE MOVE TO QUESTION 67 IF ANY OF THE ABOVE NEVER HAPPENED TO YOU AT SCHOOL)

60. If you have experienced any of the above, do you think it was because of:

(Please circle all the items that apply)

- 1 Being a boy/girl
- 2 My grades or marks
- 3 My appearance
- 4 My clothing
- 5 My race/skin color
- 6 My religion or faith
- 7 My nationality
- 8 My accent
- 9 A disability that I have
- 10 My family’s financial/social situation
- 11 My political affiliation
- 12 My activities/hobbies
- 13 Other reason(s), please specify:
.....
.....

61. If you have experienced any of the above, who was mostly the person who did that to you? (Please circle all the items that apply)

- 1 Girl at school
- 2 Gang of girls at school
- 3 Boy at school
- 4 Gang of boys at school
- 5 Mixed gang
- 6 Girlfriend/Ex-girlfriend at school
- 7 Boyfriend/Ex-boyfriend at school
- 8 Principal/Vice-principal
- 9 Coordinator/Teacher/supervisor
- 10 Nurse at school/ school social worker or advisor
- 11 School physician/ counselor/ religious person
- 12 Bus/taxi driver
- 13 Concierge of the school/Security guard
- 14 Another employee at school
- 15 Other person(s), please specify:
.....
.....

62. Where does this usually happen? (Please circle all the items that apply)

- 1 Classrooms
- 2 Teacher’s lounge
- 3 Principle/Vice-principal’s office
- 11 Playground
- 12 Toilets
- 13 Parking lot

- | | | | |
|----|---|----|--|
| 4 | Hallways | 14 | School entrances or exits |
| 5 | Computer rooms/laboratory/
social club rooms | 15 | On the way to and from school |
| 6 | Library | 16 | On the school bus/taxi |
| 7 | School theater | 17 | Areas off school property |
| 8 | Gym | 18 | On school field trips or during
school extracurricular activities |
| 9 | Changing rooms | 19 | Other place(s), please specify:
.....
..... |
| 10 | Lunchroom or eating area/
cafeteria | | |

63. When did any of the above mostly happen? (Please circle all the items that apply)

- | | | | |
|---|-------------------------------|---|---|
| 1 | On the way to and from school | 6 | During breaks or at recess |
| 2 | Before school | 7 | After school |
| 3 | At lunch time | 8 | On field trips or during school
extracurricular activities |
| 4 | During classes | 9 | Other times, please specify:
.....
..... |
| 5 | Between classes | | |

64. Think of the last time any of the above happened to you, what did you do?

(Please circle all the items that apply)

- | | | | |
|---|--|---|---|
| 1 | I ignored it/tried to forget it | 5 | I told another student about it |
| 2 | I did not know what to do or who
to talk to | 6 | I fought back /stood up to the
person who was doing it |
| 3 | I told my parent(s)/ guardian(s)/
an adult outside of school/ an
association/ an official body or
the police about it | 7 | I harmed the person who was
doing it later on |
| 4 | I told my teacher/principal/vice-
principal or an adult at school
about it | 8 | Other(s), please specify:
.....
..... |

65. If you have told someone, what happened afterwards?

(Please circle all the items that apply)

- | | |
|--|--|
| 1 Nothing happened | 6 The person(s) who harmed me threatened to harm my family/ friend/pet... |
| 2 I was asked to describe the incident in details | 7 The person(s) who harmed me psychologically and/or morally got yelled at or punished or expelled |
| 3 I was told to ignore it since it is a usual behavior for boys | 8 Other(s), please specify:
.....
..... |
| 4 I was told to ignore it since it is a usual behavior for girls | |
| 5 The person(s) harmed me again | |

66. If you did not do anything the last time any of the above happened to you, what was the reason? (Please circle all the items that apply)

- | | |
|---|--|
| 1 I thought it was normal | 7 I did not talk about it in order not to ruin my image/reputation |
| 2 I felt guilty and that it was my fault | 8 I thought if I told someone, they would not do anything about it |
| 3 I was afraid that the person may harm me more | 9 I did not want to get in trouble for telling |
| 4 I was afraid that the person may harm my family | 10 Other reason(s), please specify:
.....
..... |
| 5 I disregarded it as boys/girls are usually aggressive | |
| 6 I did not talk about it as I was ashamed | |

67. Did you do any of the above to another person at school?

- 1 Yes 2 No (Go to question 69)

68. If your answer was “Yes”:

- 1 What was the other person’s gender?
 - a. boy
 - b. girl
- 2 Why did you do it?
 - a. He/she harmed me psychologically and/or morally first
 - b. He/she was shouting at me
 - c. He/she was insulting me or making fun of me
 - d. He/she was insulting or making fun of my family
 - e. Other reason(s), please specify:

VI. Sexual harm/harassment at school

Sometimes adults or other children and adolescents do or show sexual things to other children and adolescents.

69. Do you think that sexual harm/ harassment often occur at school?

- 1 Never 2 Rarely 3 Happens but not often 4 Often Happens

70. Who do you think are the people vulnerable to sexual harm/ harassment?

- 1 Male students 2 Female students 3 No sex difference 4 Other

71. Who do you think are the people who engage in sexual harm/ harassment?

- 1 Male students 2 Female students 3 Male adults working in the school 4 Female adults working in the school 5 Other

72. In the current school year, have you ever been exposed at your school to any form of sexual harm/ harassment?

- 1 Yes 2 No (Go to question 81)

73. If your answer was “Yes”:

- 1 What was the sexual harm/ harassment you have been exposed to at school? (Please circle all the items that apply)
 - a. Physical sexual harm/harassment attempt
 - b. Physical sexual harm/harassment, please specify:
 -
 - c. Verbal sexual harm/harassment through the use of insults or sexual remarks
 - d. Sexual harm/harassment through the presentation of sexual films or pictures in magazines/ on the internet/computer/cell phone at school
 - e. Other form of sexual harm/ harassment, please specify:
 -

- 2 How often did you experience this?
 - a. Sometimes
 - b. Many times
 - c. Happened but not in the current school year

- 3 Who was the person who did this to you? (Please circle all the items that apply)
 - a. A male adult working in the school, please specify his job/position in the school:
 -
 - b. A female adult working in the school, please specify her job/position in the school:
 -
 - c. Another male student at school
 - d. Another female student at school
 - e. Other person(s), please specify:
 -

74. If you have experienced any form of sexual harm/harassment, do you think it was because of: (Please circle all the items that apply)

- | | |
|------------------------|---|
| 1 Being a boy/girl | 8 My accent |
| 2 My grades or marks | 9 A disability that I have |
| 3 My appearance | 10 My family’s financial/social situation |
| 4 My clothing | 11 My political affiliation |
| 5 My race/skin color | 12 My activities/hobbies |
| 6 My religion or faith | 13 Other reason(s), please specify: |
| 7 My nationality | |
| | |

75. Where does this usually happen? (Please circle all the items that apply)

- | | |
|---|---|
| 1 Classrooms | 11 Playground |
| 2 Teacher's lounge | 12 Toilets |
| 3 Principle/Vice-principal's office | 13 Parking lot |
| 4 Hallways | 14 School entrances or exits |
| 5 Computer rooms/laboratory/
social club rooms | 15 On the way to and from school |
| 6 Library | 16 On the school bus/taxi |
| 7 School theater | 17 Areas off school property |
| 8 Gym | 18 On school field trips or during
school extracurricular activities |
| 9 Changing rooms | 19 Other place(s), please specify:
.....
..... |
| 10 Lunchroom or eating area/
cafeteria | |

76. When did any of the above mostly happen? (Please circle all the items that apply)

- | | |
|---------------------------------|---|
| 1 On the way to and from school | 6 During breaks or at recess |
| 2 Before school | 7 After school |
| 3 At lunch time | 8 On field trips or during school
extracurricular activities |
| 4 During classes | 9 Other times, please specify:
.....
..... |
| 5 Between classes | |

77. Think of the last time you experienced any form of sexual harm/harassment, what did you do? (Please circle all the items that apply)

- | | |
|--|---|
| 1 I ignored it/tried to forget it | 5 I told another student about it |
| 2 I did not know what to do or who
to talk to | 6 I fought back /stood up to the
person who was doing it |
| 3 I told my parent(s)/ guardian(s)/
an adult outside of school/ an
association/ an official body or
the police about it | 7 I harmed the person who was
doing it later on |
| 4 I told my teacher/principal/vice-
principal or an adult at school
about it | 8 Other(s), please specify:
.....
..... |

78. If you have told someone, what happened afterwards?

(Please circle all the items that apply)

- | | |
|--|--|
| 1 Nothing happened | 5 The person(s) harmed me again |
| 2 I was asked to describe the incident in details | 6 The person(s) who harmed me threatened to harm my family/friend/pet... |
| 3 I was told to ignore it since it is a usual behavior for boys | 7 The person(s) who harmed me sexually got yelled at or punished or expelled |
| 4 I was told to ignore it since it is a usual behavior for girls | 8 Other(s), please specify:
.....
..... |

79. If you did not do anything the last time you experienced any form of sexual harm/harassment, what was the reason? (Please circle all the items that apply)

- | | |
|---|--|
| 1 I thought it was normal | 7 I did not talk about it in order not to ruin my image/reputation |
| 2 I felt guilty and that it was my fault | 8 I thought if I told someone, they would not do anything about it |
| 3 I was afraid that the person may harm me more | 9 I did not want to get in trouble for telling |
| 4 I was afraid that the person may harm my family | 10 Other reason(s), please specify:
.....
..... |
| 5 I disregarded it as boys/girls are usually aggressive | |
| 6 I did not talk about it as I was ashamed | |

80. What was/were the consequence(s) of the sexual harm/harassment you were subject to at school? (Please circle all the items that apply)

- | | |
|----------------------------------|---|
| 1 I had to leave school | 6 I had to see a doctor/nurse |
| 2 I got expelled from school | 7 I felt depressed/anxious |
| 3 I had to get married quickly | 8 I had nightmares because of it |
| 4 I got infected with a disease | 9 Other(s), please specify:
.....
..... |
| 5 I got stigmatized and isolated | |

81. Did you do any of the above to another person at school?

- 1 Yes 2 No (Go to question 83)

82. If your answer was “Yes”:

- 1 What was the other person’s gender?
- a. boy
 - b. girl
- 2 Why did you do it?
- a. He/she sexually harmed me first
 - b. He/she was asking for it
 - c. He/she was dressed in an attractive way
 - d. He/she made insinuations about it
 - e. Other reason(s), please specify:

VII. Attitudes, Behaviors and Practices

83. How well do you agree with the following statements?

(Please circle the answer that applies for each statement)

		Agree	Do NOT agree
1	At school, boys are ridiculed for being friends with girls	1	2
2	At school, girls are ridiculed for being friends with boys	1	2
3	At school, girls are often instructed to be more concerned with becoming good wives and mothers rather than desiring a professional or business career	1	2
4	At school, boys are often reminded that they should be the head of the household and earn living	1	2
5	At school, I often hear statements like girls should not do so and so and boys should not do so and so	1	2
6	At school, girls are not encouraged to study as they do not have to work for living	1	2

7	At school, girls are more criticized for swearing than boys	1	2
8	At school, boys are often considered better leaders than girls	1	2
9	At school, girls are considered in general to be smarter than boys	1	2
10	At school, girls are given the same freedom as boys	1	2
11	At school, we are taught that men and women should have equal responsibility for raising children	1	2
12	At school, we have learned that men have greater authority than women in making family decisions	1	2
13	At school, we have learned that boys should protect women's honor and reputation	1	2

84. Does the following happen at your school?

(Please circle the answer that applies for each statement)

		Yes	No
1	Some teachers at your school offer more attention and instruction to one gender (for being a girl/boy) more than the other	1	2
2	Some teachers at your school try to show that boys and girls are different	1	2
3	Some teachers at your school assign tasks based on gender (for being a girl/boy)	1	2
4	Some teachers at your school ask girls easy questions and ask boys more difficult questions that require additional thinking	1	2
5	Some teachers at your school have told us that there are certain subjects that are specific for girls and others specific for boys	1	2
6	Some teachers at your school think boys and girls are not equal	1	2
7	Some teachers at your school often praise boys more than girls	1	2
8	Some teachers at your school often criticize boys more than girls	1	2
9	Some teachers at your school encourage boys more than girls to continue their education	1	2
10	Some teachers at your school expect more, provide assistance or encourage boys more than girls towards mathematics and sciences fields	1	2
11	Some teachers at your school expect more, provide assistance or encourage girls more towards art and literature fields	1	2

12	Some teachers at your school encourage girls to get married right after school	1	2
13	In the classroom, boys and girls are seated separately	1	2
14	Some teachers at your school call on girls more than boys in the classroom	1	2
15	Some teachers at your school help girls more than boys during exams	1	2
16	Some teachers at your school help boys more than girls during exams	1	2
17	Most of the male teachers at your school treat girls with respect	1	2
18	Boys are more allowed to answer back to the teachers than girls	1	2
19	At your school, girls performing well are often praised by saying "as good as boys"	1	2

85. During the current school year, how many days did you miss classes or school because you were hurt, threatened or afraid?

- 1 Zero days 2 One or two days 3 Three to five days 4 Six to nine days 5 Ten or more days

86. How do you usually deal with your anger or frustration at school?

(Please circle all that apply)

- | | |
|---|---|
| 1 I feel sad/ I may cry | 6 I smoke |
| 2 I shout | 7 I physically attack another person |
| 3 I break things | 8 I curse or insult another person |
| 4 I hurt myself | 9 I listen to music |
| 5 I shut myself away/isolate myself from other people | 10 Other, please specify:
.....
..... |

87. Have you ever been suspended from school or threatened to be removed from school?

- 1 Yes, what was the reason?
2 No

88. Did you ever leave or think of leaving school because of problems of being girl/boy?

- 1 Yes, why?
- 2 No

89. Have you ever been prevented from going to school?

- 1 Yes, was it because of any of the following? (Please circle all that apply)
 - a. Being a girl/boy
 - b. My parents are poor
 - c. I have to work at home
 - d. My performance at school is poor
 - e. I have troubles at school
 - f. I have to go to work
 - g. I was sexually abused
 - h. I got pregnant
 - i. I have to prepare to get married
 - j. Other(s), please specify:
.....
.....
- 2 No

90. Have you heard of the Convention on the Rights of the Child?

- 1 Yes, what was the source of the information? (Please circle all the items that apply)
 - a. The curriculum
 - b. School extracurricular activities
 - c. Activities outside school
 - d. Other source(s), please specify:
- 2 No (Go to question 92)
- 3 I am not sure (Go to question 92)

91. If yes, which of the following are Children Rights? (Please circle all that apply)

- 1 The right to food and clothing
- 2 The right to have a safe place to live
- 3 The right to a good quality education
- 4 The right to hurt back when hurt by someone
- 5 The right to insult when insulted

97. What are things that you think your school could do more to HELP you feel more welcome and to HELP prevent school related violence?

(Please circle all the items that apply)

- 1 Educate students about harm at school
- 2 Educate students about how to report harm at school
- 3 Hold information meetings for parents and guardians
- 4 Teach more about gender equality
- 5 Install strict measures: like expelling children who are bad
- 6 Educate teachers and school support staff on how to prevent and address harm at school
- 7 Go for separate schools for boys and schools for girls
- 8 Other(s), please specify:
.....
.....

THANK YOU.

UNIVERSITY

Related Based Violence (URGBV) survey

Within the framework of the project “Supporting Gender Equality in Education in Lebanon” funded by the Government of Italy, the United Nations Educational Scientific and Cultural Organization (UNESCO) in collaboration with the Ministry of Education and Higher Education (MEHE) and the Ministry of Social Affairs (MOSA), is undertaking a study on University-Related Gender Based Violence (SRGBV) in Lebanon. The Faculty of Health Sciences at La Sagesse University is implementing this survey. This questionnaire is the quantitative part of the study which targets University students.

Universities need to be safe and welcoming places so that students can feel safe and comfortable enough to learn. Students in many parts of the world are exposed to violence or ill-treatment at university, in their communities, or at work. A type of violence is Gender Based Violence (GBV), which affects a person because of their sex, i.e. because this person is a boy or a girl, a man or a woman, or because of the relationship between two sex groups. This is an important problem for students in all parts of the world. We would like to ask you about your experiences with gender based violence at your university.

Please note that the term “at university” also includes: university premises and dorms; on the way to and from university on foot, by buses, private or public transports; university trips, games and activities (anything that relates to university attendance, learning and performance). Your university has been randomly sampled to take part in the study. Also, you have been randomly sampled as a student present in the campus.

Your answers are anonymous and confidential and will be used strictly for the purpose of the study. Please do not write your name on the paper or anything that can identify you. Your university administration and your parents cannot have access to individual information. The name of the participating students will not be known so it cannot be revealed. Filled questionnaires will be sealed upon data collection and shredded after completion of the study.

Participation is voluntary and you can stop the questionnaire whenever you would like to. Refusing to participate does not have any negative consequences. We are interested in what you and other students have to say. Please circle the answer(s) that apply to you. Thank you for agreeing to complete the survey.

ESTIMATED TIME: 40 minutes

KINDLY DO NOT FILL IN THIS TABLE (RESERVED FOR DATA COLLECTORS):

School code	Faculty	Year	Questionnaire Nb.
-------------	---------	------	-------------------

Please note that this is a school related survey. The term “at school” includes: the school premises, on the way to and from school, school bus, school trip, school game and school activities.

I. Social characteristics

1. What is your sex? 1 Female 2 Male

2. What is your age? years

3. What is your nationality?

- 1 Lebanese
- 2 Lebanese and holding another nationality, please specify:
- 3 Not Lebanese, please specify:

4. What is your area of residence?

5. Who do you live with? (Please circle all the items that apply)

- | | |
|---------------------------|------------------------------------|
| 1 I live alone | 7 Roommate (in a dorm/foyer) |
| 2 Mother | 8 Other relative(s) |
| 3 Father | 9 People who are not relatives |
| 4 Stepmother/stepfather | 10 Domestic worker or other |
| 5 Sister(s)/brother(s) | 11 Other, please specify:
..... |
| 6 Grandmother/grandfather | |

6. What is your parental status?

- | | | | |
|---------------------------|---------------------------------|---------------|---------------|
| 1 Parents living together | 2 Parents separated or divorced | 3 Father dead | 4 Mother dead |
|---------------------------|---------------------------------|---------------|---------------|

7. What religion or religious group do you belong to?

- 1 Christian
- 2 Muslim including Druze
- 3 I prefer not to answer
- 4 Other, please specify:
.....

8. Do you belong to any political party?

- 1 Yes, please specify:
- 2 No, but I am close to and sympathize with one
- 3 No, I have no relation with any political party

9. What is your major (field of study)?

10. What are the reasons for choosing the major you are in?

(Please circle all the items that apply)

- 1 I am interested in this major
- 2 This is what my grades allowed me to do
- 3 I had problems getting in other majors
- 4 I am fulfilling the wish of my mother
- 5 I am fulfilling the wish of my father
- 6 For financial reasons
- 7 Better chance to find work abroad
- 8 Other reason(s), please specify:
.....

11. Including this year, how many years have you attended university?

..... years

12. During the past 5 years, have you repeated any year/course?

- 1 Yes
- 2 No

13. What is your professional status?

- 1 I work
 - a. What is your current job?
 - b. How many hours do you work per week?
- 2 I do not work
- 3 I am looking for a job

14. What is the educational level of:

8.1 Your father?

- 1 Cannot read and write
- 2 Can read and write
- 3 Has finished the primary level
- 4 Has finished the intermediate level
- 5 Has finished the secondary level
- 6 Has finished the university level
- 7 Has technical degree

8.2 Your mother?

- 1 Cannot read and write
- 2 Can read and write
- 3 Has finished the primary level
- 4 Has finished the intermediate level
- 5 Has finished the secondary level
- 6 Has finished the university level
- 7 Has technical degree

15. What is the professional status of:

9.1 Your father?

- 1 He works, please specify:
.....
- 2 He does not work
- 3 He is a retiree
- 4 He is looking for a job

9.2 Your mother?

- 1 She works, please specify:
.....
- 2 She is a housewife
- 3 She is a retiree
- 4 She is looking for a job

16. In general, how do you perceive the socio-economic status of your family?

- 1 Very poor 2 Poor 3 Moderate 4 Good 5 Very good

II. Sources of information and Knowledge on violence at university

17. In your observation, which of the following is/are the most frequent behaviors among peers? (Please circle all the items that apply)

- | | | | |
|----|--|----|--|
| 1 | Calling names | 13 | Excluding people on the basis of religion |
| 2 | Making fun of others | 14 | Excluding people on the basis of nationality |
| 3 | Embarrassing others | 15 | Excluding people on the basis of political party they belong to |
| 4 | Writing anonymous SMS messages | 16 | Taking away other people's money or personal objects |
| 5 | Making anonymous phone calls | 17 | Making sexual comments/jokes |
| 6 | Gossiping | 18 | Giving money for sexual purpose |
| 7 | Insulting | 19 | Getting electronically aggressed (facebook – youtube – emails – blogs ...) |
| 8 | Beating others | 20 | Other form(s), please specify:
..... |
| 9 | Forcing someone to do something | | |
| 10 | Carrying and using weapons | | |
| 11 | Excluding others from a group, ignoring them | | |
| 12 | Excluding people on the basis of sex | | |

III. University Safety

18. Have you ever felt unwelcome, uncomfortable or not safe at university?

- 1 Yes 2 No (Go to question 20)

19. If your answer to the previous question was “yes”, was it because of any of the following? (Please circle all the items that apply)

- | | | | |
|---|----------------------|----|---|
| 1 | Being a female/male | 8 | My accent |
| 2 | My grades or marks | 9 | A disability that I have |
| 3 | My appearance | 10 | My family’s financial/social situation |
| 4 | My clothing | 11 | My political affiliation |
| 5 | My race/skin color | 12 | My activities/hobbies |
| 6 | My religion or faith | 13 | Other reason(s), please specify:
..... |
| 7 | My nationality | | |

20. Is travelling to and from university not safe because of any of the following? (Please circle all the items that apply)

- | | | | |
|---|----------------------------------|----|---|
| 1 | Getting insulted | 8 | Getting pushed, kicked, punched, slapped, ... |
| 2 | Getting electronically aggressed | 9 | Getting stabbed |
| 3 | Getting embarrassed | 10 | Getting sexually abused/harassed (look, touch, kiss, sex) |
| 4 | Getting threatened | 11 | Getting raped |
| 5 | Getting intimidated/coerced | 12 | Getting killed |
| 6 | Getting mugged/robbed | 13 | Other(s), please specify:
..... |
| 7 | Engaging in fights | | |

IV. Physical harm at university

21. In the current university year, how many times were you involved in a physical fight at university? (Please circle the answer that applies)

- | | | | | | | | | | |
|---|------------|---|------|---|-------------------|---|-------------------|---|--------------|
| 1 | Zero times | 2 | Once | 3 | Two to five times | 4 | Six to nine times | 5 | Ten or above |
|---|------------|---|------|---|-------------------|---|-------------------|---|--------------|

Sometimes people at university can hurt students physically. Thinking about you, in the current university year, how often has anyone (an adult working at university or a student) or a mob at university done any of the following:

		Frequency				If yes, WHO DID THAT? (circle all that apply)				
		Never	Sometimes	Many times	Happened but not in the current university year	An adult		Student		A mob
						Female	Male	Female	Male	
22.	Spit at you?	1	2	3	4	1	2	3	4	5
23.	Slapped you?	1	2	3	4	1	2	3	4	5
24.	Attacked you?	1	2	3	4	1	2	3	4	5
25.	Hit you?	1	2	3	4	1	2	3	4	5
26.	Kicked you, pushed you, choked you, or shook you?	1	2	3	4	1	2	3	4	5
27.	Crushed your fingers or hands?	1	2	3	4	1	2	3	4	5
28.	Tied you with a rope?	1	2	3	4	1	2	3	4	5
29.	Pulled your hair?	1	2	3	4	1	2	3	4	5
30.	Made you stand /kneel in a way that hurt or felt embarrassing?	1	2	3	4	1	2	3	4	5
31.	Took your personal belonging away from you?	1	2	3	4	1	2	3	4	5
32.	Threatened you with a weapon or pulled one at you?	1	2	3	4	1	2	3	4	5
33.	Burnt you or tried to cut you or stab you?	1	2	3	4	1	2	3	4	5
34.	Other act of physical harm, please specify:	1	2	3	4	1	2	3	4	5

(PLEASE MOVE TO QUESTION 41 IF NONE OF THE ABOVE EVER HAPPENED TO YOU AT UNIVERSITY)

35. If you have experienced any of the above, do you think it was because of:

(Please circle all the items that apply)

- | | | | |
|---|----------------------|----|---|
| 1 | Being a female/male | 8 | My accent |
| 2 | My grades or marks | 9 | A disability that I have |
| 3 | My appearance | 10 | My family’s financial/social situation |
| 4 | My clothing | 11 | My political affiliation |
| 5 | My race/skin color | 12 | My activities/hobbies |
| 6 | My religion or faith | 13 | Other reason(s), please specify:
..... |
| 7 | My nationality | | |

36. Where does this usually happen? (Please circle all the items that apply)

- | | | | |
|----|---|----|---|
| 1 | Lunchroom or eating area/
cafeteria | 12 | University entrances/exits |
| 2 | Toilets | 13 | On university field trips or during university extracurricular activities, conferences, seminars, debate... |
| 3 | Classrooms/amphitheatre/
lecture hall | 14 | In the dorm/foyer |
| 4 | Computer rooms/laboratory rooms/social club rooms | 15 | On your way to and from university |
| 5 | Professor’s lounge | 16 | Parking lot |
| 6 | Faculty offices | 17 | On the buses/taxi |
| 7 | Hallways | 18 | Areas off university property |
| 8 | Library | 19 | Other place(s), please specify: ...
..... |
| 9 | University theater | | |
| 10 | Gym | | |
| 11 | Gym changing rooms | | |

37. When did any of the above mostly happen? (Please circle all the items that apply)

- | | | | |
|---|-----------------------------------|---|--|
| 1 | On the way to and from university | 7 | After university |
| 2 | Before university | 8 | On field trips or during university extracurricular activities, conferences, seminars, debate... |
| 3 | At lunch time | 9 | Other times, please specify:
..... |
| 4 | During courses | | |
| 5 | Between courses | | |
| 6 | During breaks or at recess | | |

38. Think of the last time any of the above happened to you, what did you do?

(Please circle all the items that apply)

- | | | | |
|---|---|----|--|
| 1 | I ignored it/tried to forget it | 6 | I told another student about it |
| 2 | I did not know what to do or who to talk to | 7 | I fought back /stood up to the person who was doing it |
| 3 | I told my parent(s) or guardian(s) or an adult outside of university about it | 8 | I sought the help of the group I belong to |
| 4 | I told an association or an official body or the police about it | 9 | I hurt the person who was doing it later on |
| 5 | I told a professor or an adult at university about it | 10 | Other(s), please specify:
..... |

39. If you have told someone, what happened afterwards? (Please circle all the items that apply)

- | | | | |
|---|---|---|--|
| 1 | Nothing happened | 5 | The person(s) who harmed me physically got yelled at or punished or expelled |
| 2 | I was asked to describe the incident in details | 6 | Other(s), please specify:
..... |
| 3 | The person(s) harmed me again | | |
| 4 | The person(s) who harmed me threatened to harm my family/ friend/pet... | | |

40. If you did not do anything the last time any of the above happened to you, what was the reason? (Please circle all the items that apply)

- | | | | |
|---|---|---|---|
| 1 | I thought it was ok and ignored it | 6 | I did not talk about it in order not to ruin my image/ reputation |
| 2 | I felt guilty and that it was my fault | 7 | I thought if I told someone, they would not do anything about it |
| 3 | I was afraid that the person may harm me more | 8 | I did not want to get in trouble for telling |
| 4 | I was afraid that the person may harm my family | 9 | Other reason(s), please specify:
..... |
| 5 | I did not talk about it as I was ashamed | | |

41. Did you do any of the above to another person at university?

- | | | | |
|---|-----|---|-------------------------|
| 1 | Yes | 2 | No (Go to questions 43) |
|---|-----|---|-------------------------|

42. If your answer to the previous question was “Yes”:

- 1 What was the other person’s sex? a. Male b. Female
- 2 Why did you do it?
 - a. He/she hurt me first
 - b. He/she was shouting at me
 - c. He/she was insulting me or making fun of me
 - d. He/she was insulting or making fun of my friend, family,
 - e. Other reason(s), please specify:

V. Psychological and Moral harm at university

Sometimes, when students are at university, people say or do things to make them feel bad, embarrassed, ashamed, insulted, excluded, afraid or threatened. In the current university year, how often has anyone (an adult working at university or a student) or a mob at university done any of the following:

		Frequency				If yes, WHO DID THAT? (circle all that apply)				
		Never	Sometimes	Many times	Happened but not in the current university year	An adult		Student		A mob
						Female	Male	Female	Male	
43.	Ignored you?	1	2	3	4	1	2	3	4	5
44.	Sworn at you, insulted you or called you rude or hurtful names?	1	2	3	4	1	2	3	4	5
45.	Damaged your reputation?	1	2	3	4	1	2	3	4	5
46.	Shouted at you to embarrass or humiliate you?	1	2	3	4	1	2	3	4	5
47.	Did not let you participate in the classroom during class discussions?	1	2	3	4	1	2	3	4	5
48.	Scared you or threatened to hurt you badly or kill you?	1	2	3	4	1	2	3	4	5

49.	Purposely made you feel stupid or foolish or made other students laugh at you?	1	2	3	4	1	2	3	4	5
50.	Referred to your gender in a hurtful or insulting way?	1	2	3	4	1	2	3	4	5
51.	Referred to any health problem/ physical appearance or a particular condition you might have in a hurtful way?	1	2	3	4	1	2	3	4	5
52.	Embarrassed you because of the way you dress or the way you look?	1	2	3	4	1	2	3	4	5
53.	Embarrassed you because you were poor or unable to buy things?	1	2	3	4	1	2	3	4	5
54.	Either Stole or broke or ruined your belongings or threatened to do so?	1	2	3	4	1	2	3	4	5
55.	Threatened you with giving you low grades to make you fail?	1	2	3	4	1	2	3	4	5
56.	Used the internet (e-mail, facebook, twitter, youtube, blogs ...) to threaten you, hurt your feelings, spread rumors or reveal secrets about you within the university?	1	2	3	4	1	2	3	4	5
57.	Used a cell phone to send you text messages, pictures, instant messages (blackberry messenger, whatsapp...) and threaten you, hurt your feelings, spread rumors or reveal secrets about you within the university?	1	2	3	4	1	2	3	4	5
58.	Other way of psychological/moral harm, please specify:	1	2	3	4	1	2	3	4	5

(PLEASE MOVE TO QUESTION 65 IF NONE OF THE ABOVE EVER HAPPENED TO YOU AT UNIVERSITY)

59. If you have experienced any of the above, do you think it was because of:

(Please circle all the items that apply)

- | | | | |
|---|----------------------|----|---|
| 1 | Being a female/male | 8 | My accent |
| 2 | My grades or marks | 9 | A disability that I have |
| 3 | My appearance | 10 | My family's financial/social situation |
| 4 | My clothing | 11 | My political affiliation |
| 5 | My race/skin color | 12 | My activities/hobbies |
| 6 | My religion or faith | 13 | Other reason(s), please specify:
..... |
| 7 | My nationality | | |

60. Where does this usually happen? (Please circle all the items that apply)

- | | | | |
|----|---|----|---|
| 1 | Lunchroom or eating area/cafeteria | 12 | University entrances/exits |
| 2 | Toilets | 13 | On university field trips or during university extracurricular activities, conferences, seminars, debate... |
| 3 | Classrooms/amphitheatre/lecture hall | | |
| 4 | Computer rooms/laboratory rooms/social club rooms | 14 | In the dorm/foyer |
| 5 | Professor's lounge | 15 | On your way to and from university |
| 6 | Faculty offices | 16 | Parking lot |
| 7 | Hallways | 17 | On the buses/taxi |
| 8 | Library | 18 | Areas off university property |
| 9 | University theater | 19 | Other place(s), please specify:
..... |
| 10 | Gym | | |
| 11 | Gym changing rooms | | |

61. When did any of the above mostly happen? (Please circle all the items that apply)

- | | | | |
|---|-----------------------------------|---|--|
| 1 | On the way to and from university | 7 | After university |
| 2 | Before university | 8 | On field trips or during university extracurricular activities, conferences, seminars, debate... |
| 3 | At lunch time | 9 | Other times, please specify:
..... |
| 4 | During courses | | |
| 5 | Between courses | | |
| 6 | During breaks or at recess | | |

62. Think of the last time any of the above happened to you, what did you do?

(Please circle all the items that apply)

- | | |
|---|--|
| 1 I ignored it/tried to forget it | 6 I told another student about it |
| 2 I did not know what to do or who to talk to | 7 I fought back /stood up to the person who was doing it |
| 3 I told my parent(s) or guardian(s) or an adult outside of university about it | 8 I sought the help of the group I belong to |
| 4 I told an association or an official body or the police about it | 9 I hurt the person who was doing it later on |
| 5 I told a professor or an adult at university about it | 10 Other(s), please specify:
..... |

63. If you have told someone, what happened afterwards?

(Please circle all the items that apply)

- | | |
|---|--|
| 1 Nothing happened | 5 The person(s) who harmed me psychologically and/or morally got yelled at or punished or expelled |
| 2 I was asked to describe the incident in details | |
| 3 The person(s) harmed me again | |
| 4 The person(s) who harmed me threatened to harm my family/ friend/pet... | 6 Other(s), please specify:
..... |

64. If you did not do anything the last time any of the above happened to you, what was the reason? (Please circle all the items that apply)

- | | |
|---|--|
| 1 I thought it was ok and ignored it | 7 I thought if I told someone, they would not do anything about it |
| 2 I felt guilty and that it was my fault | 8 I did not want to get in trouble for telling |
| 3 I was afraid that the person may harm me more | 9 Other reason(s), please specify:
..... |
| 4 I was afraid that the person may harm my family | |
| 5 I did not talk about it as I was ashamed | |
| 6 I did not talk about it in order not to ruin my image/ reputation | |

65. Did you do any of the above to another person at university?

- 1 Yes 2 No (Go to questions 67)

66. If your answer to the previous question was “Yes”:

- 1 What was the other person’s sex? a. Male b. Female
- 2 Why did you do it?
- a. He/she harmed me psychologically and/or morally first
- b. He/she was shouting at me
- c. He/she was insulting me or making fun of me
- d. He/she was insulting or making fun of my friend, family, ...
- e. Other reason(s), please specify:

VI. Sexual harm/harassment at university

Sometimes adults or students do or show sexual things to other students. Thinking about yourself, in the current university year, how often has anyone (an adult working at university or a student) or a mob at university done any of the following:

		Frequency				If yes, WHO DID THAT? (circle all that apply)				
		Never	Sometimes	Many times	Happened but not in the current university year	An adult		Student		A mob
						Female	Male	Female	Male	
67.	Verbally insulted you using sexual words?	1	2	3	4	1	2	3	4	5
68.	Made sexual comments about you?	1	2	3	4	1	2	3	4	5
69.	Touched/grabbed you against your will?	1	2	3	4	1	2	3	4	5
70.	Tried to kiss you or hug you against your will?	1	2	3	4	1	2	3	4	5
71.	Kissed you or hugged you against your will?	1	2	3	4	1	2	3	4	5
72.	Exposed his/her private parts in front of you?	1	2	3	4	1	2	3	4	5

73.	Tried to force you to expose your private parts?	1	2	3	4	1	2	3	4	5
74.	Made you take your clothes off when it was not for a medical reason?	1	2	3	4	1	2	3	4	5
75.	Tried to force you to touch his/her private parts?	1	2	3	4	1	2	3	4	5
76.	Forced you to touch his/her private parts?	1	2	3	4	1	2	3	4	5
77.	Touched your private parts?	1	2	3	4	1	2	3	4	5
78.	Invited/Convinced you to sit on his/her lap to fondle you?	1	2	3	4	1	2	3	4	5
79.	Forced you to sit on his/her lap to fondle you?	1	2	3	4	1	2	3	4	5
80.	Had sex with you?	1	2	3	4	1	2	3	4	5
81.	Forced you to have sex with him/her?	1	2	3	4	1	2	3	4	5
82.	Gave you money to do sexual things?	1	2	3	4	1	2	3	4	5
83.	Made you look at sexual films or pictures in a magazine or on the internet/computer/cell phone?	1	2	3	4	1	2	3	4	5
84.	Made you pose naked in front of any person for photographs, video or internet webcam against your will?	1	2	3	4	1	2	3	4	5
85.	Took pictures or films of you alone or with others while doing sexual acts?	1	2	3	4	1	2	3	4	5
86.	Other form of sexual harm, please specify:	1	2	3	4	1	2	3	4	5

(PLEASE MOVE TO QUESTION 94 IF NONE OF THE ABOVE EVER HAPPENED TO YOU AT UNIVERSITY)

87. If you have experienced any of the above, do you think it was because of:

(Please circle all the items that apply)

- | | | | |
|---|----------------------|----|---|
| 1 | Being a female/male | 8 | My accent |
| 2 | My grades or marks | 9 | A disability that I have |
| 3 | My appearance | 10 | My family's financial/social situation |
| 4 | My clothing | 11 | My political affiliation |
| 5 | My race/skin color | 12 | My activities/hobbies |
| 6 | My religion or faith | 13 | Other reason(s), please specify:
..... |
| 7 | My nationality | | |

88. Where does this usually happen? (Please circle all the items that apply)

- | | |
|--|---|
| 1 Lunchroom or eating area/
cafeteria | 12 University entrances/exits |
| 2 Toilets | 13 On university field trips or
during university extracurricular
activities, conferences, seminars,
debate... |
| 3 Classrooms/amphitheatre/
lecture hall | 14 In the dorm/foyer |
| 4 Computer rooms/laboratory
rooms/social club rooms | 15 On your way to and from university |
| 5 Professor's lounge | 16 Parking lot |
| 6 Faculty offices | 17 On the buses/taxi |
| 7 Hallways | 18 Areas off university property |
| 8 Library | 19 Other place(s), please specify:
..... |
| 9 University theater | |
| 10 Gym | |
| 11 Gym changing rooms | |

89. When did any of the above mostly happen? (Please circle all the items that apply)

- | | |
|--|---|
| 1 On the way to and from
university | 7 After university |
| 2 Before university | 8 On field trips or during
university extracurricular
activities, conferences,
seminars, debate... |
| 3 At lunch time | 9 Other times, please specify:
..... |
| 4 During courses | |
| 5 Between courses | |
| 6 During breaks or at recess | |

90. Think of the last time any of the above happened to you, what did you do?

(Please circle all the items that apply)

- | | |
|---|---|
| 1 I ignored it/tried to forget it | 6 I told another student about it |
| 2 I did not know what to do or who
to talk to | 7 I fought back /stood up to the
person who was doing it |
| 3 I told my parent(s) or
guardian(s) or an adult outside
of university about it | 8 I sought the help of the group I
belong to |
| 4 I told an association or an
official body or the police about
it | 9 I hurt the person who was doing it
later on |
| 5 I told a professor or an adult at
university about it | 10 Other(s), please specify:
..... |

91. If you have told someone, what happened afterwards?

(Please circle all the items that apply)

- | | | | |
|---|---|---|--|
| 1 | Nothing happened | 5 | The person(s) who harmed me sexually got yelled at or punished or expelled |
| 2 | I was asked to describe the incident in details | 6 | Other(s), please specify:
..... |
| 3 | The person(s) harmed me again | | |
| 4 | The person(s) who harmed me threatened to harm my family/ friend/pet... | | |

92. If you did not do anything the last time you experienced any form of sexual harm/ harassment, what was the reason? (Please circle all the items that apply)

- | | | | |
|---|---|---|--|
| 1 | I thought it was ok and ignored it | 7 | I thought if I told someone, they would not do anything about it |
| 2 | I felt guilty and that it was my fault | 8 | I did not want to get in trouble for telling |
| 3 | I was afraid that the person may harm me more | 9 | Other reason(s), please specify:
..... |
| 4 | I was afraid that the person may harm my family | | |
| 5 | I did not talk about it as I was ashamed | | |
| 6 | I did not talk about it in order not to ruin my image/ reputation | | |

93. What was/were the consequence(s) of the sexual harm/harassment you were subject to at university? (Please circle all the items that apply)

- | | | | |
|---|---|----|------------------------------------|
| 1 | I got stigmatized and isolated | 7 | I had to leave university |
| 2 | I felt depressed/anxious | 8 | I got expelled from university |
| 3 | I had nightmares because of it | 9 | I consulted a doctor/nurse |
| 4 | I had to get married quickly | 10 | I consulted a health worker |
| 5 | I got pregnant | 11 | I was referred to an organization |
| 6 | I got infected with a Sexually Transmitted Infections (STIs) or HIV | 12 | Other(s), please specify:
..... |

94. Did you do any of the above to another person at university?
 2 Yes 2 No (Go to question 96)

95. If your answer to the previous question was “Yes”:

- 1 What was the other person’s sex? a. Male b. Female
- 2 Why did you do it?
 - a. He/she sexually harmed me first
 - b. He/she was asking for it
 - c. He/she was dressed in an attractive way
 - d. He/she made insinuations about it
 - e. Other reason(s), please specify:

VI. Attitudes, Behaviors and Practices

96. Do you agree with the following statements? (Please circle the answer that applies for each statement)

		Agree	Do NOT agree
1	At university, females are often instructed to be more concerned with becoming good wives and mothers rather than desiring a professional or business career	1	2
2	At university, females are often told that they will end up in kitchen	1	2
3	At university, males are often reminded that they should be the head of the household and earn living	1	2
4	At university, females are often reminded that they should worry about their reputation	1	2
5	At university, males are often reminded that they should protect the female’s reputation	1	2
6	At university, I often hear statements like “females should not do so and so” and “males should not do so and so”	1	2
7	At university, females are not encouraged to study as they do not have to work for a living	1	2
8	At university, females are more criticized for swearing than males	1	2

9	At university, males are often considered better leaders than females	1	2
10	At university, females are considered in general to be smarter than males	1	2
11	At university, females are given the same freedom as males	1	2
12	At university, we have learned that men are responsible for earning the money and women are responsible for raising children	1	2
13	At university, we are taught that men and women should have equal responsibility for raising children	1	2
14	At university, we have learned that men should have greater authority than women in making family decisions	1	2

97. Does any of the following happen at your university?

(Please circle the answer that applies for each statement)

		Yes	No	I don't know
1	Some professors at university give more attention to females than males during discussions	1	2	3
2	Some professors at university give more attention to males than females during discussions	1	2	3
3	Some professors at university assign tasks to students depending on the gender of the students (for being a female/ male)	1	2	3
4	Some professors at university ask females easy questions and ask males more difficult questions	1	2	3
5	Some professors at university call on females more than males in the classroom/during the course	1	2	3
6	Some professors at university call on males more than females in the classroom/during the course	1	2	3
7	Some professors at university try to show that men contribute more to science	1	2	3
8	Some professors at university consider males and females are not equal	1	2	3
9	Some professors at university consider males are better than females	1	2	3
10	Some professors at university consider that females are better than males	1	2	3
11	Some professors at university encourage more males than females to continue their education	1	2	3

12	Some professors at university encourage females to take higher level science so they do better on standardized tests	1	2	3
13	Some professors at university expect females to get married right after school	1	2	3
14	Some professors at university help females more than males during exams	1	2	3
15	Some professors at university help males more than females during exams	1	2	3
16	Males are allowed to answer back to the professors more than females	1	2	3
17	Females are allowed to answer back to the professors more than males	1	2	3
18	At university, females performing well are often praised by saying "as good as males"	1	2	3
19	At university, males are helped more than females in getting a job right after their graduation	1	2	3
20	At university, females are helped more than males in getting a scholarship to continue their education abroad	1	2	3
21	At university, females have better chance than males in being part of research activities	1	2	3
22	At university, girls are being encouraged to be nominated for student councils	1	2	3
23	At university, girls are being elected for student councils	1	2	3
24	At university, girls are being harassed after declaring candidacy	1	2	3

98. Have you ever chosen your professor depending on the gender (for being a female/male)?

- 1 Yes, why?.....
- 2 No
- 3 Not applicable

99. Have you ever applied for financial aid?

- 1 Yes
- 2 No (Go to question 101)
- 3 NOT APPLICABLE (Go to question 101)

100. If your answer to the previous question was “Yes”, did you get the financial aid?

- 1 Yes, Do you think being male or female influences whether or not you get financial aid?
a. Disagree Strongly b. Disagree Mildly c. Agree Mildly d. Agree Strongly
- 2 No, What was the reason(s)?

101. During the current university year, how many days did you miss classes/courses at university because you were hurt, threatened or afraid?

- 1 Zero days 2 One or two days 3 Three to five days 4 Six to nine days 5 Ten or more days

102. Have you ever been suspended from university or threatened to be removed from university?

- 1 Yes, what was the reason?
- 2 No

103. Did you ever leave or think of leaving university because of problems related to being female/male?

- 1 Yes, why?
- 2 No

104. Have you ever been prevented from going to university?

- 1 Yes, was it because of any of the following? (Please circle all that apply)
- | | |
|---|-------------------------------------|
| a. Being a female/male | f. I have to go to work |
| b. My parents are poor | g. I was sexually abused |
| c. I have to work at home | h. I got pregnant |
| d. My performance at university is poor | i. I have to prepare to get married |
| e. I have troubles at university | j. Other(s), please specify: |
- 2 No

105. Do you feel your rights are respected at your university?

- 1 Yes
- 2 No, Give examples:
- 3 I am not sure/ I do not know

106. The following concerns your rights at your university. Please circle the answer that applies for each question:

		Yes	No
1	Are you able to express your ideas and opinions in the classroom/ during the course?	1	2
2	Are you able to disagree with your professor, supervisor, counselor, etc.?	1	2
3	Are you able to say no to professors or anyone in the university who want to touch your private parts against your will?	1	2
4	Are you able to say no to your professor, supervisor, counselor, etc. who force you to do something against your will?	1	2
5	Are you able to say no to your professor, supervisor, counselor, etc. who pressure you into sexual relationships?	1	2
6	Are you able to protest/defend yourself when a professor, supervisor, counselor, etc. hits you or harm you in any other way?	1	2

107. Do you think your university offers adequate support resources (university counselor, someone to talk to, grievances ...)?

- 1 Yes
- 2 No
- 3 Not sure/do not know

THANK YOU.