

**National Study
on School Violence
in Georgia**

Implementing NGO:
Research Company:
Statistician (sampling)
UNICEF Consultants:

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FOREWORD

The World Report of the United Nations Secretary-General's Study on Violence against Children brought to the attention of the whole world the high level of all forms of violence against children. It encouraged each country to undertake further research and analysis on the magnitude of violence against children. The Violence against Children in Schools Study, commissioned by the Ministry of Education and Science (MoES) with UNICEF's support, is the result of these recommendations. It also compliments and supports the National Study on Violence against Children. Both studies were carried out in collaboration with local governmental and non-governmental sectors and the International Society for Prevention of Abuse and Neglect (ISPCAN).

The Violence against Children in Schools Study describes the situation of child abuse and neglect in schools and the nearby areas. While the study reveals that students' attitude to school is positive and most report feeling safe at school, 47.1% of the children reported experiencing physical violence and 47.5% psychological violence at school during the past year. Commonly violence breaks up among students; however adults in school settings are also cited for physical and psychological violence against children. Generally the site for violence among students is the school play areas, and/or on the way to and from school.

The Study provides a strong basis for policy development making processes aimed at protecting children. The MoES is developing a Safe School Policy to create violence free schools and to enhance the education and development of children and young people. To best develop this Policy, the MoES acknowledges the need to better understand the scope of school violence, including peer violence and adult to child violence and it is committed to fostering a positive school climate and promote change and safety.

Moreover, this Study will also help the State and other entities to implement the Convention on the Rights of the Child; it provides a framework for preventing and responding to all forms of violence against children and raising public awareness on the consequences of violence.

UNICEF Georgia acknowledges and thanks children and their parents, as well as many organisations participating in this study, namely the Ministry of Education and Science, Ministry of Refugees and Accommodation, ISPCAN, Public Health and Medicine Development Fund, and BCG Research. We are grateful to the commitment and dedication of local and international experts and authors of the Report, especially Margaret A. Lynch, Lia Saralidze, Adam Zolotor, Desmond Runyan, Christopher Gittins.

Giovanna Barberis
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The Ministry of Education and Science (MOES) is seeking to develop a safe school policy with the goal of creating school as places free from violence to enhance the education and development of children and young people in schools in Georgia. To best develop a safe school policy, the MOES recognizes the need to understand the scope of school violence, including peer violence and adult to child violence, as well as the climate in the schools and the readiness of the school as an organisation for implementation of new policies and programs to facilitate change and promote safety.

BACKGROUND

Violence against children and young people occurs at high rates in schools around the world. (Williams, 2007) In a large multi-national study from 37 nations, an average of 28% of students report being the victim of some form of violence in the last month (range by country 5-75%) and an average of 48% of students reported that a friend was a victim of school violence in the last month (range 15%-80%). Rates of such violence are highest for eastern European countries in this study, Romania and Hungary, although comparable data is unavailable for Georgia. (Akiba, 2002)

The most common forms of violence at school are fist fights, shoving, and bullying. (Murakami, 2006) Risk factors for serious school violence include larger school size, older children, and presence of gang and drug related activity. Individual risk factors such as obesity, ethnic or racial minority, being poor, or being of a sexual identity minority are also risk factors for peer violence. (Murakami, 2006; Pinheiro, 2006; Pickett, 2005) Younger children are more likely to be victims of bullying and older children perpetrators of bullying. Homicide and suicide is rare at school and represents only 1% of total suicides and homicides in the US. (Murakami, 2006) However, when such sentinel events occur, they can mobilize both fear and action in school communities. Feeling safe in school is critical for optimal development and educational success. (Culley, 2006)

In 2006, the United Nations Secretary General called for a world study of violence against children. In relation to violence reduction in schools the report of the study states:

“Bearing in mind that all children must be able to learn free from violence, that schools should be safe and child friendly and curricula should be rights based, and also that schools provide an environment in which attitudes that condone violence can be changed and non-violent values and behaviour learned, I recommend that States:

1. encourage schools to adopt and implement codes of conduct applicable to all staff and students that confront all forms of violence, taking into account gender-based stereotypes and behaviour and other forms of discrimination;
2. ensure that school principals and teachers use non-violent teaching and learning strategies and adopt classroom management and disciplinary measures that are not based on fear, threats, humiliation or physical force;
3. prevent and reduce violence in schools through specific programmes which address the whole school environment including through encouraging the building of

skills such as non-violent approaches to conflict resolution, implementing anti-bullying policies and promoting respect for all members of the school community;

4. ensure that curricula, teaching processes and other practices are in full conformity with the provisions and principles of the Convention on the Rights of the Child, free from references actively or passively promoting violence and discrimination in any of its manifestations.”

To support states and schools in this task, one of the products of the study was the recommendation that scientists and policymakers develop a shared set of definitions and research tools to study violence against children and young people. The International Society for the Prevention of Child Abuse and Neglect agreed to take a lead role in developing and pilot testing a new set of shared instruments. The need for shared definitions and research tools are predicated on the notion that access to common tools may be useful in:

- 1) defining the scope of a problem in a national context,
- 2) setting national priorities and benchmarks for comparison,
- 3) establishing program and funding priorities in national and international contexts. (Pinheiro, 2006)

A result of this process was the development of a core set of instruments to be used to assess child victimization in a multi-national/cultural/linguistic context. These instruments are known as the ISPCAN Child Abuse Screening Tools (ICAST) P (parents) R (retrospective) and C (child) versions. They have all been developed through a series of meetings and a Delphi process of experts from around the world. They have also been translated and back translated into multiple languages and pilot tested in four to eight countries each. The ICAST C has been further divided into an instrument to assess victimization in the home (ICAST C H for home) and an instrument to assess victimization in the school or work place (ICAST C I for institution). The term institution was meant only to distinguish from the instrument designed to measure violence in the home. The ICAST P and ICAST CI were used in Georgia to study home and residential institutional violence (for those children and young people living in out of home care. Because of the comprehensive nature of the ICAST C I, its multi-cultural development, use in Georgia, and prior translation to Georgian that the ICAST CI we decided that it should be the core instrument for the SAFE SCHOOL study.

DEFINITIONS OF SCHOOL CLIMATE VIOLENCE REDUCTION AND BULLYING

There is a great deal written about the influence of the school climate on violence from a theoretical perspective. There are some studies demonstrating that improving school climate is the main task for schools who wish to reduce violence. In order to assist schools in this task it is important to come to a consensus about the meaning of the terms such as “climate” “violence” and “bullying” in a school context. Definitions of terms are always a problem in this field – particularly given the rich cultural and linguistic variety in Europe. (Smith, 2003) The Council of Europe Handbook for Schools recommends emphasizing the damaging effect of violence in different cultures irrespective of specific terminology. (Gittens, 2006) Convivencia - a Spanish word that translates into English as “living in harmony” is one way to consider the pro-social climate that would discourage violence and encourage the growth and de-

velopment of young people. Report on school violence in informing us how to take to reduce the impact of violent behaviour on the climate - in terms of maintaining *Convivencia*.

Bullying behaviours are a subset of behaviours on the spectrum of violent behaviours encountered in school. The United States Department of Education uses the following definition of bullying: "Bullying involves intentional, and largely unprovoked, efforts to harm another. Bullying can be physical or verbal, and direct or indirect in nature. Bullying involves repeated negative actions by one or more against another. Bullying involves an imbalance of physical or psychological power. However, defined in the context of schools, it is the effects of bullying on the child that should be our concern and particularly the harm it does to the child's capacity to learn.

For example, certain elements of an assessment of school climate might have practical implications for the development of a Safe Schools Policy, such as the most common locations of school violence. If children and young people report feeling unsafe in some areas of the playgrounds or in the changing rooms, having a monitor in those locations may act as a substantial deterrent to school violence. However, unless the monitor also contributes positively to the pro-social behaviour of members of the school community, the deterrent effect is unlikely to have a lasting influence on the school climate of convivencia and the violence will move to another location. It is an important feature of effective responses to violence that they are effective in addressing the causes and not only the symptoms of violent behaviour.

School leadership that embraces violence and bullying reduction requires a reasonable assessment of the how well the school is organised and equipped to improve the climate of convivencia and to respond to violence in ways that will help prevent recurrence. This includes the readiness of the school to support ongoing local efforts, the school's strengths, and areas for improvement in this respect can be an important component in the development of a Safe Schools policy in individual schools.

For these reasons, we chose to include 2 additional pages of questions on school climate, attitudes, location, and timing of bullying and violence. These were adopted from the World Health Organization Health Behaviours Survey for Children. This has been conducted in 43 countries and demonstrated strong psychometric properties and cross cultural reliability and validity. (World Health Organization, 2006) This is intended not only to assess such practical aspects of school violence such as common times and locations but also a more general sense of how children feel about their school, their safety, involvement of parents, and attitudes of administrators.

METHODS

We developed a sampling plan that included a goal of 1300 children from (93) Georgian schools, including 33 in Tbilisi and (60) in the regions of Georgia.

This gave us adequate precision to determine rates of more common types of victimization (those that occur to 10% of subjects) within $\pm 2\%$ (95% CI). We used a multistage cluster selection sample design similar to the home violence study to estimate national rates in a representative study design. The field manual for study conduct was translated and interviewers trained. Ethical clearance was obtained from the ethics review board of the International Society for the Prevention of Child Abuse and Neglect. The survey was conducted using face-to-face interviews in

parallel to the process for the home and residential institutional studies. Data were entered and analyzed by BCG.

ANALYSIS

Frequency of each type of victimization as queried by the ICAST CI was calculated by percent affirmative response in the last year, ever but not in the last year, and total. This was further tabulated by percent of affirmative responses attributed to another child, an adult, or both. Also, each type of victimization was summed in an inventory to assess the percent of children reporting one or more types of victimization across domains (physical, psychological, and sexual victimization). Finally, the victimization was cross-tabulated with child gender, ethnicity/race/religion (as appropriate based on cell size) and economic status using the assess inventory provided by BCG Using chi squared statistic for categorical variables and t tests for continuous variables. The domains assessed for school climate included the following: attitudes towards school, relationship between students, treatment by teachers, and position and involvement by parents in the schools. The mean of each item is reported as are the means of each grouping of items using a five point Likert scale from strongly agree to strongly disagree. The subscales were also cross-tabulated with child gender, age, region, economic status, and by single parent versus two parent households. The most common locations and timing of school violence are reported as simple frequencies. Analysis was conducted using SPSS.

RESULTS

Characteristics of the Sample

Children were interviewed individually in schools. Six of the selected children chose not to participate but all of those who agreed to participate completed the interviews and answered all the questions. A total of 1300 interviews were completed with 6 refusals for a response rate of 99.5%.

Gender and region of the sample is described in Table 1. The age distribution of the total sample is described in Table 2.

Table 1 Characteristics of children (1300)

		N	%
Gender	boy	645	49.6
	girl	655	50.4
Location	Tbilisi	347	26.7
	region	953	73.3
	urban	727	55.9
	rural	573	44.1

Table 2 Age distribution of Total sample (1300)

Age Years	N	%
10	108	8.3
11	179	13.8
12	200	15.4
13	180	13.8
14	193	14.8
15	168	12.9
16	198	15.2
17	74	5.7

The sample was evenly split between boys and girls. Nearly three quarters lived outside of Tbilisi and over half were urban residents. Age was well distributed throughout the 6 grade levels surveyed, with fewer children age 10 and 17 reflecting the grouping of ages by grade such that 11th grade is a mixture of 16 and 17 year olds.

Most of the children and young people reported living with both parents. Only 4.9% of the total sample reported living without mother and 14.8% without father (results not shown).

Results of the ICAST Questionnaire

Summary of Experiences

The children were asked to share their feelings about the school and their responses are recorded in Table 3 showing that most, but not all, felt safe.

Table 3 Children's feelings about the school

	Always	Usually	Some -times	Never
Do you feel safe at school?	77.5%	17.2%	3.9%	1.4%
Do you like to go to school?	66.7%	24.2%	8.6%	0.5%

The majority of children and young people reported that they feel safe at school. Most (77.5%) always feel safe while 17.2% usually feel safe. Few children and young people reported never feeling safe at school (1.4%) or only sometimes (3.9%). Most of those interviewed children and young people expressed that they like to go to school always (66.7%), or usually (24.2%). Only 0.5% of children and young

people reported never liking to go to school and 8.6% sometimes liking to go to school. The majority of children and young people reported that they feel safe and have a positive attitude about going to school.

The children and young people were asked to report experiences in the past year and at any time in the past. Their overall responses are summarised in Table 4. All experiences happened in the school and directly involved the child. These are summative measures and indicate that a child endorsed one or more of the victimization types in that category (either for past year or ever inclusive of past year). After reporting a victimization experience, the child was asked whether another child, an adult or both carried out the action. The rates given in Table 4 include physical, psychological and sexual violence perpetrated by either an adult or another child in the school.

Table 4a Summary of Children’s Experiences – Physical, Psychological and sexual Violence

Types of violence	last year		ever	
	N	%	N	%
Physical	612	47.1	802	61.7
Psychological	617	47.5	733	56.4
Sexual	73	5.6	95	7.3

Children and young people commonly reported physical and psychological victimization in the schools. These reflect a range of experiences from being pushed to being cut but reflect a high rate of physical and psychological bullying. The rates for sexual victimization were quite a bit lower. In pilot testing of the ICAST CI in four different countries, rates of reported sexual victimization in schools in the last year ranged from 8-49% with an average rate of 22%. The interviewers from BCG noted that during this portion of the interview, children and young people seemed most uncomfortable and had difficulty answering these questions. In contrast to the pilot testing, the study in Georgia was done with face-to-face interviews that provide less anonymity than pencil and paper surveys. Questions of sexual victimization may be more taboo and thus more prone to social desirability bias than questions surrounding other types of victimization. Until more research has been done on the base way to ask children and young people about their experience with sexual victimization, these results should be treated with caution.

Gender and Age Differences

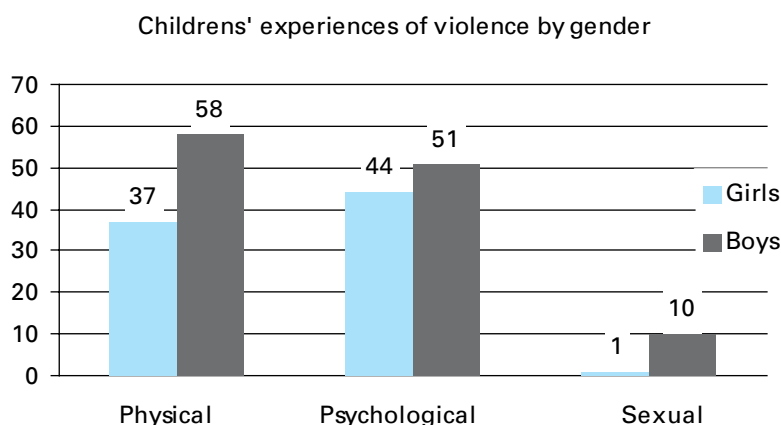
The differences between boys and girls for physical, psychological, and sexual victimization are summarised in Table 5 and displayed on figure 1.

Table 5 Summary of Children's Experiences of violence by GENDER last year

	Physical		Psychological		Sexual	
	N	%	N	%	N	%
Girls N = 655	240	36.6	290	44.3	9	1.4
Boys N = 645	372	57.7	327	50.7	64	9.9
Chi-square-value	57.705		5.376		44.807	
P value*	.000		.020		.000	

*significance level ≤ 0.05

Figure 1 Comparison by gender types of violence last year



All the comparisons between boys and girls reaches high statistical significance; boys were more likely to report physical ($p = .00$), psychological ($p = .02$) and sexual violence ($p = .01$).

This finding for physical violence is consistent with findings in most other countries in that boys more often report physical victimization. In contrast to these findings, however, girls usually report higher rates of psychological victimization. (10)

RECOMMENDATION:

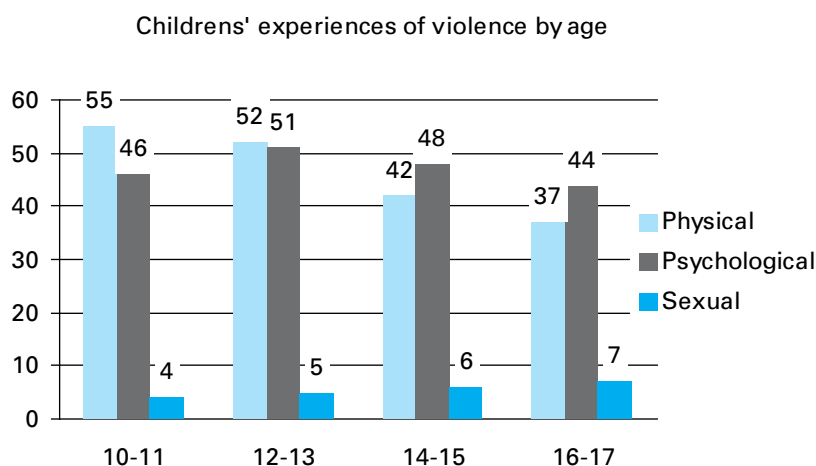
- The reasons boys are more involved in violence should be considered and links with possible gang membership explored.
- Psychological violence in schools must be seen as equally important to physical violence.

The influences of age on the experiences reported by the children are shown in Table 6 and demonstrated in Figure 2.

Table 6 Children reporting Physical, Psychological and Sexual Victimization by Age Group

Age group	Physical		Psychological		Sexual	
	N	%	N	%	N	%
10-11	287	55.1	132	46.0	12	4.2
12-13	380	52.4	192	50.5	19	5.0
14-15	361	42.1	173	47.9	23	6.4
16-17	272	37.9	120	44.1	19	7.0
R Square	.018		.000		.002	
P value	.000***		.517		.102	
ANOVA(b) * p<0.05, ** p<0.01, *** p<0.001						

Figure 2 Experience with victimization types by age



This graph and corresponding regression analysis demonstrate that physical violence declines with increasing age ($p=0.00$). Rates of psychological violence show no such trend. Rates of sexual victimization demonstrate increasing rates with age, but this association is not statistically significant. This may be due in part to the low frequency of reporting sexual victimization.

RECOMMENDATION:

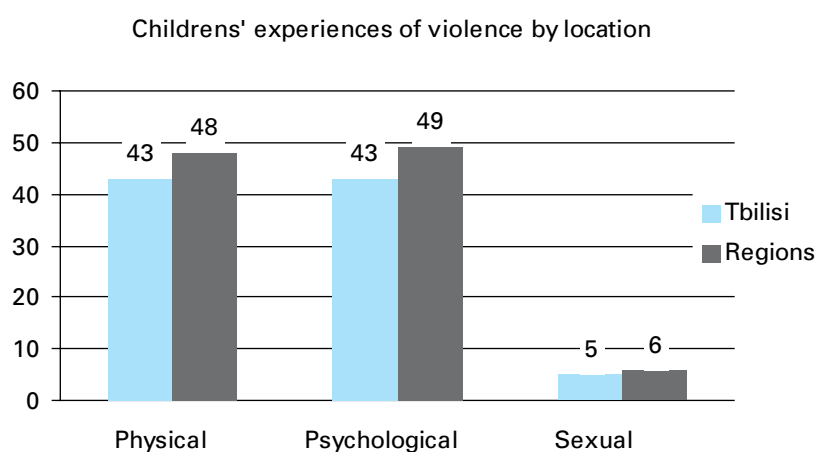
- Given that younger children report higher rates of physical victimization, it is important to develop strategies to identify children at-risk early and intervene.

Differences by Location

The rates of victimization by region (Tbilisi and regions as well as urban and rural) are summarized in Tables 7 and 8 and displayed in Figure 3.

Table 7 Summary of Children's Experiences of violence by Location (Tbilisi/regions)

	Physical		Psychological		Sexual	
	N	%	N	%	N	%
Tbilisi N = 347	152	43.8	148	42.7	18	5.2
Regions N = 953	460	48.3	469	49.2	55	5.8
Chi-square-value	2.035		4.392		.164	
P value	.154		.036*		.686	
* P < 0.5						

Figure 3 Victimization Experience by Location (Tbilisi/regions)**Table 8 Summary of Children's Experiences of violence by Location (urban/rural)**

	Physical		Psychological		Sexual	
	N	%	N	%	N	%
Total	612	47.1	617	47.5	73	5.6
Urban N = 727	332	45.7	344	47.3	45	6.2
Rural N = 573	280	48.9	273	47.6	28	4.9
Chi-square value	1.316		.014		1.027	
P value	.251		.907		.311	

There were no significant differences for rates of physical and sexual violence by location when comparing students from Tbilisi and the regions but psychological violence was significantly higher in the regions than in Tbilisi as demonstrated in Table 7 ($p = .036$). Comparing students from rural and urban areas, there was no significant difference in reported rates of physical, psychological, or sexual victimization.

RECOMMENDATION:

- It will be necessary to take account of regional variation and to provide services to reduce violence on a regional basis. It will be important to take account of this when devising national policy and strategy and in the guidance to schools that should follow

Differences by economic status (% are from positive answers of comparing groups)

Using an inventory of household assets, children and young people were divided into three groups for economic status (high, middle, and low). Children and young people were compared from the low and middle groups and the middle and high groups by percent reporting each victimization type. Per cent endorsing in the last year and p value for chi square test are displayed below in table 9.

Table 9 Victimization by economic status (ES)

	ES	%	P value	ES	%	P value	ES	%	P value
Physical	Low	48.0	.689	Middle	44.6	.189	Low	48.0	.737
	Middle	44.6		High	51.5		High	51.5	
	Low	46.6		Middle	45.1		Low	46.6	
Psychological	Low	46.6	.872	Middle	45.1	.174	Low	46.6	.556
	Middle	45.1		High	52.3		High	52.3	
	Low	3.4		Middle	5.1		Low	3.4	
Sexual	Low	3.4	.527	Middle	5.1	.149	Low	3.4	.113
	Middle	5.1		High	7.4		High	7.4	

There was no significant difference demonstrating that economic class does not predict the endorsement of physical, sexual, or psychological violence in the schools. This is in contrast to other studies which have shown more reported violence among school children of lower economic status.

Differences by living with and without parents and types of violence

School victimization by type was assessed for children and young people living with both parents compared to children and young people living without one or both parents.

Table 10

	Physical		Psychological		Sexual	
	N	%	N	%	N	%
Total	612	47.1%	617	47.5%	73	5.6%
With both parents N = 1083	505	46.6%	511	47.2%	61	5.6%
Without one or both parents N = 217	107	49.3%	106	48.8%	12	5.5%
P value	.471		.654		.952	

No significant differences were found between children and young people with both parents and without one or both parents by any type of violence.

Perpetrators of violence

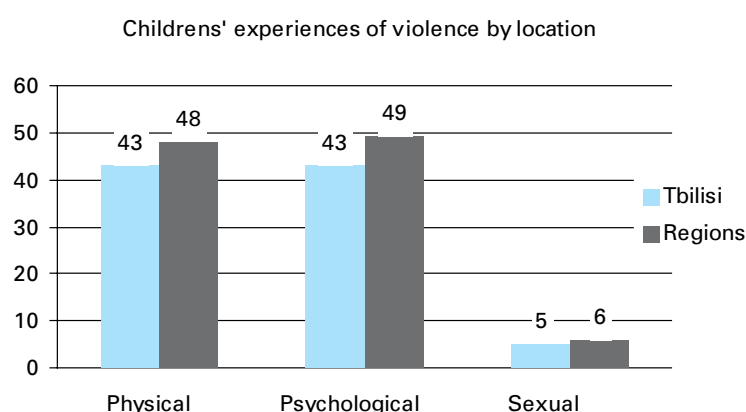
Children and young people were asked if the violence was committed by another child, an adult, or both. The perpetrator of the violence was assessed by type for violence in the last year or ever. The results are shown in table 11 and figure 4.

Table 11: Perpetrators for Ever and Last Year by Type of Violence

	Ever						Last Year					
	Perpetrator						Perpetrator					
	Adult		Child		Both		Adult		Child		Both	
	N	%	N	%	N	%	N	%	N	%	N	%
Physical Violence	199	24.8	255	31.8	348	26.8	131	21.4	213	34.8	268	43.8
Psych. Violence	197	26.9	198	27.0	338	26.0	164	26.6	142	23.0	311	50.4
Sexual abuse	10	10.5	81	85.3	4	.3	5	6.8	64	87.7	4	5.5

* Omits Question 25 – bullied by another child as 100% perpetrators will be another child

Figure 4 Perpetrators for Last Year by Type of Violence



Children and young people reported other children and young people as the most common perpetrators of physical, psychological, and sexual violence. However, adults were often reported as perpetrators of physical and psychological violence.

RECOMMENDATIONS:

- School-based violence prevention programmes should recognize the important role that any adult in school play as perpetrators of violence against children and young people.
- Physical and psychological victimization by adults that must be specifically prohibited.
- Schools should ensure that all school staff are trained in how to behave towards children and young people without recourse to violence and how to provide role models for children and young people that embody non-violent behaviour at all times.
- It will be important that school policy and strategy to reduce violence includes training for all school staff and establishes standards of expectation in codes of conduct that apply to all members of the school community

Details of violence

Frequencies for each specific victimization type were calculated both for the “last year” and for “ever”. For each type of victimization the perpetrators were identified. As one would expect the rates for ‘ever’ were higher for each victimization type, since they include the past year. However, the general pattern of the types of victimization behaviour, their frequency, and perpetrator, are essentially consistent and therefore the results presented in the subsequent tables focus on the last year. The types of victimization are displayed by descending order of frequency. The tables also show the perpetrator by specific victimization.

Physical violence

Table 12 gives details of physically violent actions reported by the children for the last year together with perpetrator.

Table 12 Details of physical violence actions with perpetrators LAST YEAR

Physical violence	LAST YEAR		perpetrator					
	N	%	adult		child		both	
	N	%	N	%	N	%	N	%
Slap hand or arm q13	267	20.5	37	13.9	211	79.0	19	7.1
Twist ear q14	226	17.4	191	84.5	25	11.1	10	4.4
Pull hair q15	223	17.2	127	57.0	76	34.1	20	9.0
Anyone hurt you q11	171	13.2	16	9.4	148	86.5	7	4.1
Slap head or face q12	134	10.3	39	29.1	91	67.9	4	3.0
Kick you q18	123	9.5	4	3.3	115	93.5	4	3.3
Throw object at you q16	112	8.6	10	8.9	98	87.5	4	3.6
Hit you q17	109	8.4	4	3.7	104	95.4	1	.9
Crush fingers q19	83	6.4	6	7.2	75	90.4	2	2.4
Stay out in cold or heat water q22	32	2.5	29	90.6	3	9.4	.	.
Stand/kneel for punishment q21	30	2.3	27	90.0	2	6.7	1	3.3
Forced something dangerous q26	26	2.0	10	38.5	16	61.5	.	.
Take food away q25	14	1.1	3	21.4	11	78.6	.	.
Choke you q27	14	1.1	.	.	13	92.9	1	7.1
Cut you with sharp object q29	6	0.5	1	16.7	5	83.3	.	.
Tie you up q28	5	0.4	.	.	5	100.0	.	.
Wash mouth with soap or pepper q20	4	0.3	1	25.0	3	75.0	.	.
Put you in cold or hot water q24	2	0.2	.	.	2	100.0	.	.
Burn q23	0	0.0	.	.	.	.	.	.

In the last year, children and young people most commonly reported experiencing slapping on the hand or arm, twisting of the ear, pulling hair, being hurt and being slapped on the head or face. Severe forms of physical violence were reported less commonly (crushing fingers, cutting, choking, burning).

Adults in schools commonly used punishments such as: twisted ear (88.9% of 226) and pulled hair (56.0% of 223).

Perpetrators of other actions were more commonly children: slap hand or arm (86.1% of 267); hurt (90.6%) of 171; kick (96.8% of 123); hit (96.3% of 109); crush fingers

(92.8% of 83); slap on head or face (70.9% of 134); forced to do something dangerous (61.5% of 26).

RECOMMENDATION

- A process should be in place to allow the reporting and investigation of cases of suspected abuse by teachers and other adults working within schools

Psychological violence

Table 13 displays frequencies for specific psychological victimization behaviors for 'last year' in descending order of frequency and by perpetrator.

Table 13 Details of psychological violence actions with perpetrators LAST YEAR

Psychological violence	LAST YEAR		perpetrator					
	N	%	adult		child		both	
	N	%	N	%	N	%	N	%
Shouted at you q32	262	20.2	162	61.8	70	26.7	30	11.5
Sworn at you q30	236	18.2	126	53.4	80	33.9	30	12.7
Threatened you with bad marks q41	232	17.8	217	93.5	11	4.7	4	1.7
Call you rude or hurtful names q33	197	15.2	33	16.8	141	71.6	23	11.7
Insulted you q31	178	13.7	50	28.1	97	54.5	31	17.4
Make you feel stupid q34	145	11.2	79	54.5	56	38.6	10	6.9
Steal from you or break belongings q40	137	10.5	7	5.1	123	89.8	7	5.1
Isolate you q37	64	4.9	20	31.3	41	64.1	3	4.7
Hurtful prejudice(gender, ethnicity, etc) q35	34	2.6	4	11.8	28	82.4	2	5.9
Hurtful prejudice against health problem q36	26	2.0	12	46.2	14	53.8	.	.
Embarrass you b/c you are poor q39	22	1.7	1	4.5	19	86.4	2	9.1
Embarrass you b/c you are an orphan q38	3	0.2	.	.	3	100.0	.	.

The most common types of psychological victimization are shouting, swearing, threatening with bad marks, calling names. Insulting, making you feel stupid, and stealing your belongings. Typical acts of psychological violence by adults are shouting (73.3% of 262); swearing (66.1% of 236), and threatening with bad marks (95.2% of 232).

Another child is more frequently identified as the perpetrator for calling names (83.3% from 197); stealing belongings (94.9% from 137); and isolating you (68.8% from 64).

RECOMMENDATIONS

- Psychological victimisation should be taken as seriously as physical violence by those designing violence prevention policies and strategies
- Both adults and children within schools should be made more aware of the effects of psychological victimisation.

Sexual Abuse

Table 14 shows frequencies for specific sexual victimization behaviors for the last year in descending order of frequency and by perpetrator.

Table 14 Details of sexual violence actions with perpetrators LAST YEAR

Sexual violence	LAST YEAR		perpetrator					
	N	%	adult		child		both	
	N	%	N	%	N	%	N	%
Showed you pornography q43	59	4.5	4	6.8	52	88.1	3	5.1
Unwanted kiss q51	11	0.8	2	18.2	9	81.8	.	.
Touch you in a sexual way q42	8	0.6	1	12.5	7	87.5	.	.
Take their own clothes off q45	4	0.3	.	.	4	100.0	.	.
Made you take off clothes q44	3	0.2	1	33.3	2	66.7	.	.
Made you touch their private parts q47	1	0.1	.	.	1	100.0	.	.
Unwanted touch to private parts q48	1	0.1	.	.	1	100.0	.	.
Involved in making pornography q50	1	0.1	.	.	1	100.0	.	.
Made you have sex with them q46	0	0.0	.	.	.	.	.	.
Gave you money for sexual things q49	0	0.0	.	.	.	.	.	.

The vast majority of perpetrators for all types of sexual violence were children and young people, with the showing of pornography (4.5%) and unwanted kissing (0.8%) being the most common victimizing behaviours. Sexual touching, removal of clothes, and use in the making of pornography were all reported rarely. Very few adults were reported as the perpetrators of sexual violence in the schools.

Comparison of violence home, school, and institution

Using data from the other parts of the complete study on childhood violence in Georgia we are able to compare the rates of child endorsed violence in the home, school, and residential institutions. The following table and figure makes such comparisons by type of violence.

Comparisons of violence between different study settings

Using data from the other parts of the completed study on childhood violence in Georgia it is possible to compare the rates of child reported violence in the home, school, and residential institutions. The following table and figure makes such comparisons by type of violence.

Table 15 Comparisons of violence between school, home and institution by type

	Home (Community) (N = 1050)	School (N = 1300)	P value
Physical	54.0%	47.1%	0.0009***
Psychological	59.1%	47.5%	0.0001***
sexual	7.8%	5.6%	0.0550
	Institutions(N = 301)	School (N = 1300)	P value
Physical	71.1%	47.1%	0.0001***
Psychological	61.5%	47.5%	0.0001***
Sexual	16.6%	5.6%	0.0001***

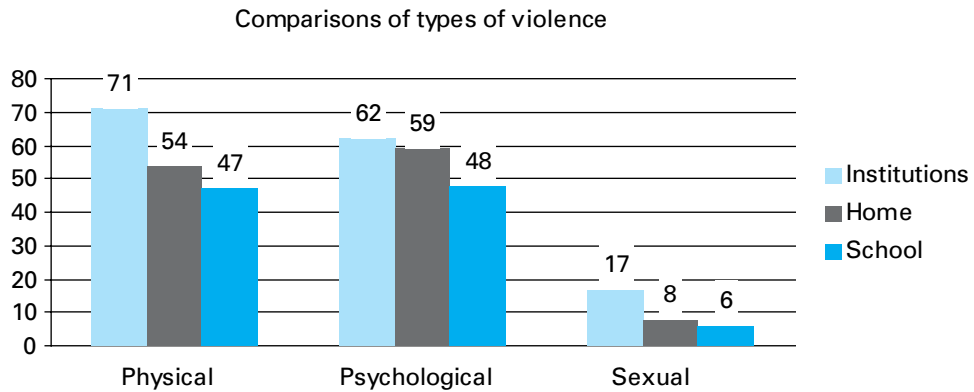
Comparing schools and institutions, reports for all types of violence are significantly higher for children in institutions ($p = <0001$). Children and young people in Georgia experience more physical violence and sexual abuse within residential institutions than they do either at home or in school. They also suffer more psychological violence within institutions than in school.

Significantly more children report experiences of physical violence in the home compared with school ($p=0.0009$). This is also true for psychological violence ($p=0.0001$). The reports of sexual abuse are not significantly different between home and school.

Thus while school violence is an important component of the violence experienced by children in Georgian, they report higher rates of violence within the home and in residential institutions.

These findings are in line with the results of surveys from other countries and indicate that usually schools are safer places for children and young people than other locations in society. There is no cause for complacency but schools should take some credit for this.

Figure 5 Comparisons of violence between school, home and institution by type



These results are further evidence for the important message that schools must work in partnership with the family in the drive to reduce violence towards and among children and young people. For some children who are at risk from violence in the home or within a residential institution school will seem a safe place. This can mean they will try to share their experiences and fears with adults in a school environment.

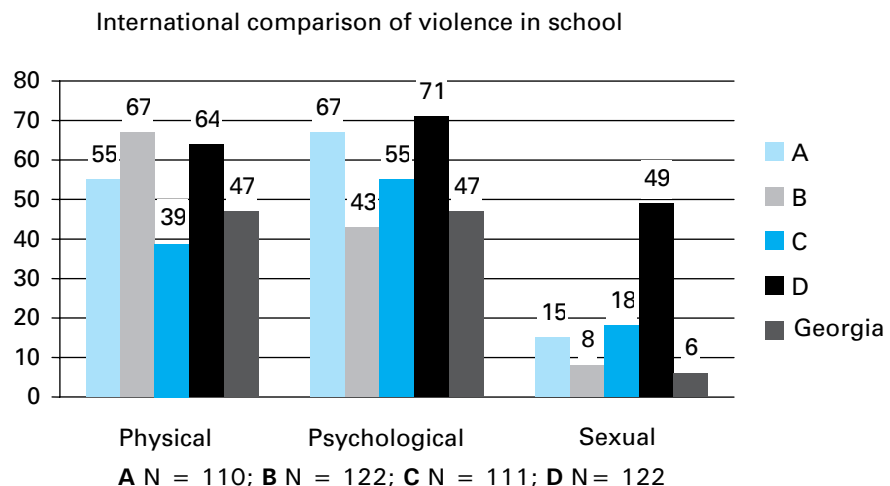
RECOMMENDATION:

- Reduction of violence in schools should be seen as one facet of a more general drive to reduce violence against and between children;
- Parents must be included in any partnerships developed to reduce violence;
- School staff need to be willing and able to respond to disclosures from children of their experiences of violence in the home and other settings.

International context

To set the findings of this study in the context of global research on school violence, we include the following table which demonstrates the rates of violence in the last year by type in the four school pilot studies of the ICAST CI. It should be noted that these are small studies using convenience samples of school students.

Figure 6 International Comparisons
(% of children in each country reporting violence in Schools)



This shows that the rates of reported school physical and psychological violence are similar to those reported in the pilot studies while the rates of reported sexual violence are somewhat lower. The pilot studies were conducted in Iceland, India, Columbia, and Russia. They are not identified in the chart to avoid misleading comparison by individual countries given the small and non-representative samples.

Results from School Climate Questionnaire

Questions were grouped into the following blocks: attitudes toward school, relationships between students, treatment by teachers, and position of parents. Also, two additional blocks of questions studied children and young people's assessment of the frequency of bullying according to place and time.

Attitudes to school

All questions of attitudes were phrased in a positive manner with the exception of three questions in the first block: which were posed in a negative manner - "The students are treated too severely/strictly in this school"; "there are many things about school I do not like"; "I wish I didn't have to go to school". In order to calculate the mean of this block we recoded these questions. Therefore, a higher mean score in every block reflects a more positive attitude in that domain.

Tables 16 presents the responses of the children and young people to the questions designed to assess their attitudes to school. The average score for positively expressed items was generally high, reflected high agreement with these positive attitudes towards school. By contrast, the negatively posed questions were more often neutral or agreed with, reflecting a less positive attitude toward school. Never the less the overall picture is a positive one.

Table 16 Attitudes towards school

Attitudes toward school	means*
	3.6
The students are treated too severely/strictly in this school	3.62(after recoding 2.38**)
The rules in this school are fair	4.03
Our school is a nice place to be	4.23
I feel I belong at this school	4.20
I feel safe at this school	4.21
I look forward to going to school	4.08
I like being in school	4.16
There are many things about school I do not like	3.29(after recoding 2.71**)
I wish I didn't have to go to school	3.98 (after recoding 2.02**)

*5 Strongly agree, 4 Agree, 3 Neither agree nor disagree, 2 Disagree, 1 Strongly Disagree

** For calculating of means questions with negative meanings were reverse coded

Relationships between students

Table 17 displays the results of three questions querying the students regarding their relationships between one another.

Table 17 Relationships Between Students

	Means
Relationships between students	4.4
The students in my class(es) enjoy being together	4.40
Most of the students in my class(es) are kind and helpful	4.37
When a student in my class(es) is feeling down, someone else in class tries to help	4.32

Students generally endorse positive relationships with peers, indicating an enjoyable, helping, and supportive school environment.

Treatment by teachers

The next block of questions queried children regarding how they feel that they are treated by teachers.

Table 18 Treatment by Teachers

	Means
Treatment of teachers	4.0
I am encouraged to express my own views in my class(es)	3.93
Our teachers treat us fairly	4.08
When I need extra help, I can get it	4.11
My teachers are interested in me as a person	3.66
Most of my teachers are friendly	4.09

Students generally reported being treated well and supported by their teachers, though they reported less regard from their teachers than from their peers.

Position of Parents

The last block of questions regarding perceptions of school climate queried students regarding their opinion of their parents' involvement and supportiveness in school.

Table 19 Position of Parents

	Means
Position of parents	4.3
If I have a problem at school, my parents are ready to help	4.41
My parents are willing to come to school to talk to teachers	4.25
My parents encourage me to do well at school	4.48
My parents are interested in what happens to me at school	4.37
My parents are willing to help me with my home work	3.90

Students reported that their parents have a high level of interest, involvement, and willingness to be helpful with regard to the school, teachers, and the child's education.

Recommendation

- Those implementing violence reduction policies and strategies within schools should proactively seek parental participation.

Table 20 Summary of Attitudes

Children's attitudes	Means
Attitudes toward school	3.6
Relationships between students	4.4
Treatment by teachers	4.0
Position of parents	4.3

The children's attitudes towards the issues connected to school were positive. The lowest reported score is for attitudes toward school, which is largely driven by the three negative questions. Children and young people tended to agree with the negative or positive content of these questions.

It will be important to build on these strengths in Georgian Schools when developing a National Policy and Strategy. Schools should be recognised for their success in fostering positive attitudes.

RECOMMENDATION

- Existing positive attitudes within schools should form the foundation of any violence reduction policy and strategy.

Bivariate Analysis of Children's Attitudes

Table 21 displays children's attitudes by gender and compares means for each scale using a t-test.

Table 21 Comparison of children's attitudes by gender (t-test)

Children's attitudes	Gender	N	Mean	Std. Deviation	P value
Attitudes toward school	girls	655	3.565	.3276	.373
	boys	645	3.549	.3484	
Relationships between students	girls	655	4.341	.6412	.227
	boys	645	4.383	.6122	
Treatment of teachers	girls	655	3.997	.6031	.177
	boys	645	3.951	.6214	
Position of parents	girls	655	4.312	.5349	.048*
	boys	645	4.251	.5666	

* P < 0.05

Girls more positively assessed parents' readiness for helping and supporting with school problems ($p = .048$). There were no other differences by gender for other measures of attitude.

Table 22 uses groups of ages as displayed to demonstrate differences in mean attitude scores by scale. The age groups were entered into the linear regression as dummy variables.

Table 22 Comparison of regression models predicting age

Children's attitudes	Ages	Means	R Square	P value
Attitudes toward school	10-11	3.570	.000	.956
	12-13	3.546		
	14-15	3.547		
	16-17	3.572		
Relationships between students	10-11	4.364	.000	.682
	12-13	4.348		
	14-15	4.362		
	16-17	4.381		
Treatment by teachers	10-11	4.017	.002	.139
	12-13	4.001		
	14-15	3.914		
	16-17	3.974		
Position of parents	10-11	4.374	.016	.000***
	12-13	4.323		
	14-15	4.238		
	16-17	4.186		

*** P<0.001

Regression analysis shows that only assessment of position of parents depends on the age. ($p = .000$). Older children reported less involvement in their school and education than younger children.

Table 23 compares differences in attitudes between Tbilisi and the regions and Table 24 compares differences in attitudes between rural and urban students.

Table 23 Comparison of children's attitudes by location - Tbilisi –region (t-test)

Children's attitudes	Location	N	Mean	Std. Deviation	P value
Attitudes toward school	Tbilisi	347	3.499	.3375	.000***
	regions	953	3.578	.3360	
Relationships between students	Tbilisi	347	4.266	.6187	.001***
	regions	953	4.397	.6268	
Treatment by teachers	Tbilisi	347	3.920	.6386	.005**
	regions	953	3.994	.6018	
Position of parents	Tbilisi	347	4.276	.5205	.809
	regions	953	4.284	.5626	

** P<0.01 *** P<0.001

In the regions outside of Tbilisi children and young people reported more positive attitudes toward school ($p = .000$), more positive assessment of relationships between students ($p = .001$), better treatment by teachers ($p = .005$). There was no significant difference between Tbilisi and the regions in position of parents.

Table 24: Comparison of children's attitudes by location –urban –rural (t-test)

Children's attitudes	urban - rural	N	Mean	Std. Deviation	P value
Attitudes toward school	urban	727	3.545	.3567	.140
	rural	573	3.572	.3126	
Relationships between students	urban	727	4.350	.6544	.414
	rural	573	4.378	.5908	
Treatment by teachers	urban	727	3.971	.6444	.808
	rural	573	3.979	.5699	
Position of parents	urban	727	4.317	.5459	.009**
	rural	573	4.237	.5557	

**P<0.01

In comparison between urban and rural schools, there was a significant difference in assessments of position of parents. In urban schools, children and young people more positively assessed parents' readiness for helping and supporting with school issues ($p=.009$). There were no other significant differences by urban/rural in the measurement of attitudes.

Table 25 displays two comparisons of attitudes by economic status. Children were designated as low, middle, or high economic class using an inventory of assets. Two-way comparisons of these groups for each attitude scale is shown with means and t tests.

Table 25 Differences by economic status (ES)

	ES	Mean	P value	ES	Mean	P value	ES	Mean	P value
Attitudes toward school	Low	3.57	.619	Low	3.57	.471	Middle	3.56	.700
	Middle	3.56		High	3.55		High	3.55	
Relations between students	Low	4.38	.647	Low	4.38	.803	Middle	4.36	.792
	Middle	4.36		High	4.37		High	4.37	
Treatment by teachers	Low	3.98	.894	Low	3.98	.650	Middle	3.99	.345
	Middle	3.99		High	3.95		High	3.95	
Position of parents	Low	4.25	.538	Low	4.25	.532	Middle	4.29	.943
	Middle	4.29		High	4.29		High	4.29	

Low N = 148, Middle N = 762, High N = 390

There was no significant difference between children's assessments by economic status. That is to say children and young people from the lowest, middle, and highest thirds of economic status reported similar measure of attitudes.

As two parent household may provide a more nurturing and stable environment and may free a student up more to focus on school and peer relationships, we next compared each attitude scale by one and two parent households. The results (table 26) include means and t tests for these comparisons.

Table 26 Comparison of children's attitudes by living with or without parents

Children's attitudes	Without parents- with parents	N	Mean	Std. Deviation	P value
Attitudes toward school	living without mother or/and father	217	3.521	.3298	.078
	living with both parents	1083	3.564	.3394	
Relationships between students	living without mother or/and father	217	4.355	.6562	.853
	living with both parents	1083	4.364	.6214	
Treatment by teachers	living without mother or/and father	217	3.961	.6380	.737
	living with both parents	1083	3.977	.6075	
Position of parents	living without mother or/and father	217	4.184	.6188	.010**
	living with both parents	1083	4.302	.5351	

** P<0.01

Not surprisingly, children living with both parents expressed more support and help from parents ($p=.01$). They tended to have more positive attitudes toward school ($p=.078$, not significant).

Correlation Analysis

Correlation analysis (Table 27) shows that the four scales of school attitude are closely correlated. Children's assessment of attitudes that impact on school climate was consistent as measured.

Table 27 Pearson Correlations (r) between attitudes

Children's attitudes	Attitudes toward school	Relation between students	Treatment by teachers	Position of parents
Attitudes toward school	1	.363(**)	.455(**)	.298(**)
Relationships between students	.363(**)	1	.495(**)	.426(**)
Treatment by teachers	.455(**)	.495(**)	1	.443(**)
Position of parents	.298(**)	.426(**)	.443(**)	1

** Correlation is significant at the 0.01 level (2-tailed).

Recommendation:

- To create a safe school environment, which is inclusive for all students, individual schools will, need to be equipped to identify the specific situation in their setting and to devise actions that will reduce violence most effectively in the particular circumstances of the school.

Time and Place of Bullying

Students were asked to rate the frequency of bullying by location. Those frequencies are displayed in Table 28.

Table 28 Places of bullying- Frequencies

Places of bullying	Many times a Week		Every Week		Once or twice		Never		Not applicable	
	N	%	N	%	N	%	N	%	N	%
Schoolyard	147	11.3	90	6.9	341	26.2	587	45.2	135	10.4
Wooded area near school	101	7.8	69	5.3	182	14.0	716	55.1	232	17.8
Hallways	95	7.3	95	7.3	308	23.7	661	50.8	141	10.8
On the way to and from school	86	6.6	101	7.8	310	23.8	598	46.0	205	15.8
Gym	57	4.4	65	5.0	225	17.3	797	61.3	156	12.0
School bathroom	49	3.8	34	2.6	104	8.0	868	66.8	245	18.8
Classroom	38	2.9	61	4.7	253	19.5	792	60.9	156	12.0
Dining hall	14	1.1	40	3.1	57	4.4	1037	79.8	152	11.7
Computer rooms	5	.4	26	2.0	29	2.2	1049	80.7	191	14.7
Library	3	.2	14	1.1	15	1.2	1104	84.9	164	12.6

Bullying occurs commonly in all places queried with the exception of the library, computer rooms, and dining rooms. Bullying occurs most commonly in the schoolyard, wooded area near school, hallways, and the way to and from school. These are locations where children are less likely to be supervised or engaged in constructive activities.

Table 29 displays the frequencies for locations of bullying as reported by the students.

Table 29 Time of bullying – Frequencies

Time of bullying	Many times a Week		Every Week		Once or twice		Never		Not applicable	
	N	%	N	%	N	%	N	%	N	%
After school	146	11.2	100	7.7	404	31.1	449	34.5	201	15.5
During break periods (lunch, recess)	122	9.4	92	7.1	376	28.9	570	43.8	140	10.8
Between classes	63	4.8	85	6.5	319	24.5	676	52.0	157	12.1
On the weekends	31	2.4	28	2.2	138	10.6	665	51.2	438	33.7
Before school	20	1.5	39	3.0	178	13.7	825	63.5	238	18.3
During classes	13	1.0	36	2.8	135	10.4	961	73.9	155	11.9

School related bullying occurs commonly during all times of the day. It is most common after school and during breaks.

It is clear from these results that bullying is a significant problem for students in schools and when travelling to and from school. Although it will be important to target "Hot Spots" for extra supervision (such as the school playground, wooded areas surrounding schools, and after school gathering places) when tackling the problem,

the most effective policies and strategies for reducing bullying are those which are an integral part of school policies and strategies to reduce violence overall. Separate anti-bullying campaigns rarely have any lasting effect.

SUMMARY AND RECOMMENDATIONS

According to the Law on General Education (April 8, 2005), school discipline methods should respect a child's freedoms and dignity (article 19 of the Law). No violence against a student is allowed in the schools, and schools should act in the case of a physical or verbal insult (article 20 of the Law).

Based on this law schools have to develop policy and procedures that provide timely identification and relevant responding to the facts of violence.

Children and young people in Georgia report physical and psychological victimization in the schools at high rates. Sexual victimization is less commonly reported. Boys more often report all types of victimization. Physical victimization decreases with increasing child age. Adults and children are common perpetrators of physical and psychological violence. In contrast, children and young people perpetrate the majority of sexual violence.

As for types of physical violence, children and young people most commonly report slapping on the hand or arm (most often by a child), twisting of the ear (most often by an adult), pulling hair (most often by an adult but commonly by a child), being hurt (most often by a child) and being slapped on the head or face (most commonly by a child). Severe forms of physical violence are reported less commonly (crushing fingers, cutting, choking, burning) and more often by children than adults. The most common types of psychological victimization are shouting, swearing, threatening with bad marks, calling names. Insulting, making you feel stupid, and stealing your belongings. The vast majority of perpetrators for all types of sexual violence were children and young people, with the showing of pornography (4.5%) and unwanted kissing (0.8%) being the most common victimizing behaviours.

Bullying is reported as occurring most commonly in the schoolyard and wooded area surrounding the school and most often after school, although a wide variety of other locations and times are broadly endorsed as context for bullying.

Children and young people largely report positive attitudes towards school, relationships between students, treatment by teachers, and position of parents. This is a very positive situation and a strength that will be an asset to developing school policy and strategy that includes working cooperatively with parents/ carers and the family

The results are further evidence for the important message that schools must work in partnership with the family in the drive to reduce violence towards children and young people. Amongst the many reasons for this is that children and young people who are most at risk from violence in the home and in need of protection will be more likely to share their experiences and fears with adults in a school environment where they feel safer than they do in the home. Consequently, the need for child protection outside school is more likely to be identified if children and young people feel safe in school.

This study as part of the broader study of violence against children and young people in Georgia, demonstrates very high rates of violence against Georgian school children and young people. These findings demonstrate the pervasive nature of such violence and suggest possible areas for identification and treatment of victims, development of services, and violence prevention in Georgian schools.

The study results are in line with the results of surveys from other countries, which indicate schools are usually safer places for children and young people than other locations in society. There is no cause for complacency but schools should take credit for what they do already to help children and young people feel safe.

Recommendations:

The following recommendations have been developed by the study authors with assistance from the MOES and their consultants.

Any form of violence towards children and young people in schools damages the child's educational opportunity and life chances. Violence in schools should not be tolerated and should be a cause of national concern.

- A. A National Safe Schools Policy should be developed with the participation of all stakeholders. It should be supported by a National Strategy with cost effective funding and guidance for schools in how to create and maintain a safe and secure learning environment for all children and young people. New legislation may be required to clarify the rights and responsibilities in schools to develop their own policies and action plans to reduce violence and to ensure the involvement of children and young people in the development and implementation of school policy.
- B. A National Forum for the Reduction of School Violence should be established to monitor and maintain the ongoing development of national policy and strategy and to champion the rights of children and young people to an education in school free from violence.
- C. Policy and action plans for the reduction of violence in schools should be developed in ways that encourage pro-social behaviour and should not rely solely on sanctions to deter violence. They should focus on prevention through establishing and maintaining a school climate where violence will not be tolerated and will not flourish as well as timely identification and relevant responses to any acts of violence. Positive modeling of non-violent and pro-social behavior by all staff in the school should be encouraged and supported by staff professional development training which should be made available to all schools.
- D. The study indicates the need for ongoing monitoring of violence in schools and the capacity of school organisation to be effective in reducing violence. For this to be possible schools will need a self-review instrument that can be easily and regularly administered and which includes not only measures for the levels and nature of violent behaviour but also the levels and nature of pro-social behaviour. As importantly the violence in schools self review should include an assessment of the improvements in the school's organisation and ability to address the issues This study will provide useful baseline data for ongoing monitoring against which the impact of future work can be measured using the violence in school self review instrument

- E. To help ensure child protection, professionals in all parts of Georgian regions (including rural areas) should be trained in the recognition and management of child victimization. This includes school psychologists who should be enabled to provide adequate support to victims of abuse, and support children and young people in crisis management.
- F. Bullying is a particularly damaging form of violence which is prevalent in all aspects of society, including schools. Prevention programmes in schools are needed in all areas of the country and should be an integral part of the school action plan to reduce violence. Approaches to reduce bullying and assist those who are bullied should be included in the school curriculum as part of teaching programmes for the development of personal and social skills.

Specific Recommendations to support the development of a National Policy and Strategy to reduce violence in schools

1. Given the levels of violence in schools in Georgia it is important that the MOES adopt a comprehensive policy and strategy to address concerns. This cannot be solely dependent on punitive responses when violence has occurred. Such responses must be balanced with proactive and preventive responses. Examples of such approaches include teaching students appropriate social and emotional skills to help students learn how to behave non-violently even when angry or provoked.
2. The report indicates the link between violence and the student's experience in schools. In this context schools clearly have a responsibility and should be supported to establish and maintain a school environment that is safe and secure for everyone.
3. Developing more positive behaviour should involve the setting of targets at a national and regional level to answer the question "This is what we have – what do we want instead?"
4. An ongoing monitoring and review process at the school, local, and national level will be essential for demonstrating progress in implementation of the National Safe Schools Policy. The proposed school self-review in the national policy and strategy will build on, and continue to develop, appropriate data sources to measure the impact and effectiveness of strategies.
5. Some examples for possible inclusion in school action plans are included in the commentary on the study data and others are clearly indicated if supported by individual school self review data – e.g. changing boys attitudes to the 'glamour' of violence and gang membership; demonstrating that psychological violence is as important an issue to address as physical violence.
6. The report indicates that violence in all its forms is a widespread problem in both Tbilisi and the regions. It also indicates, that adult violence towards children and young people is a common experience for students. To redress this all school staff should receive support and training in how to manage conflict and avoid violent behaviour including how they can achieve this by always offering positive role models to children.
7. School principals will need support in establishing and maintaining whole school approaches and providing comprehensive and on-going professional

development for all school staff. The survey shows that many students experience a wide range of violence in school, for which it is unlikely that there will be one solution. School senior staff should be trained in effective whole school approaches that will create the climate in which violent behaviour is not tolerated and will not flourish.

8. Improved communication and the sharing of good practice between professionals in school can best achieve a sustained reduction in school violence.
9. The results indicate that generally Georgian students have a positive attitude towards their teachers. This result gives a very positive basis to build on in looking for solutions-focused approaches at school level that are based on tolerance and respect between adults and children in schools.
10. Given that the report indicates that violence is perpetrated by and inflicted upon relatively young children in Georgian schools, strategies for identifying children at risk and intervening early are an essential part of a national approach.
11. The report (as do other studies) indicates high levels of student to student violence. The response to this situation should be to strengthen student support systems in schools. This includes extending peer led initiatives so that those students with the ability to influence others positively have the opportunity to develop and apply their personal and social skills to the benefit of the school climate for non-violence.
12. Study findings indicate that violence occurs in the home, in the community, before and after school. Creating and applying active partnerships based on common beliefs and values with parents, other adults and organisations in the community will be an essential element of all policies and strategies.
13. Only through the continued collection and use of appropriate data will the MOES be in a position to determine whether the national policy and strategy is meeting targets and maintaining an on-going improvement. This study should contribute to the development of a regular school self-review of the levels of violent behaviour, the pro-social behaviour that contributes to violence reduction and the capacity of the school organisation to continue ongoing improvements.

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APPENDIX 1

NATIONAL STUDY ON VIOLENCE AGAINST CHILDREN IN GEORGIA

Executive Summary

Introduction

In 2007 UNICEF, in collaboration with the Governmental and non-governmental sectors, commissioned this National Study on Violence against Children. The main aim of the study was to learn the extent and nature of violence experienced by children in Georgia. The publication of the United Nations Secretary-General's Study on Violence against Children in 2006 had drawn attention to the extent of violence against children world wide. The UN Study also encouraged countries to undertake further research and analysis on the magnitude and nature of violence against children and to use the findings to facilitate the development of country wide plans to prevent and respond to all forms of violence against children. Thus a National Survey on Violence against Children can be seen as a valuable first step in this process.

The National Study in Georgia was conducted in two phases. The first phase was conducted between September and December 2007 and addressed children's experience of violence in the home and in social care residential institutions. The second phase from December to early March 2008 extended the study to violence in schools

Aims of the Study

The overall aims of both phases study were to identify within Georgia:

- The extent of violence (including child abuse and neglect) against children.
- The pattern of violence.
- Factors associated with violence
- The extent and type of response needed to prevent violence and child abuse and neglect

The study was designed to provide data could be used to develop national violence prevention policies. Outputs from the first phase were also needed to inform planning of services for the recognition and management of child abuse and neglect. The second phase was planned to provide information to the Ministry of Education and Science (MoES) who, supported by UNICEF, had already started work on a Safe Schools Initiative.

Target Groups

First Phase

- 1650 children under the age of eleven living at home. This included 1100 children selected from the general population and 550 from large Collective Centres for Internally Displaced Persons.
- 1050 children over the age of 11 years living at home. This included 700 from the general population and 350 living in Collective Centres.
- 301 children over the age of 11 living in Social Care Residential Institutions.

Second Phase

- 1300 children aged 11 to 17 years from 93 schools.

The sampling methodology was designed to provide nationwide representative samples of the target groups. For children under 11 years it was the child's primary carer (usually the mother who interviewed while children over 11 were themselves interviewed).

Research Instruments

The main research instruments used in both phases of the study were the ISPCAN Child Abuse Screening Tools – (ICAST). These are internationally validated research tools developed in response to the UN Study's call for a set of common instruments to be used in a to be used to assess child victimization in a multi-national/cultural/linguistic context.

These instruments use structured interviews which focus on acts experienced by children that were agreed by the scientists to be common or serious. While the tools do not include a definition of abuse, many if not all of the actions included can be described as distressing or degrading for a child. They include versions for use with carers and with children over eleven. For use in Georgia the instruments (questionnaires and manuals) were translated into Georgian and back translated into English to ensure accurate interpretation.

The Parents questionnaire (ICAST P) provided information about both the respondent's and any other carer's use of physical and psychological punishment towards an index child, as well as their view on that child's experience of neglect and sexual abuse. Parents were also asked about the use of positive methods of discipline and, in an open question, for their ideas on successful methods.

The questionnaire designed for children aged over 11 years and living at home (ICAST CH) asked about their experiences of exposure to violence in the home or near by, and experiences of direct physical and psychological violence, sexual abuse and neglect. They were also asked to indicate whether the perpetrator was an adult or another child. Additional open questions also allowed them to share their views on violence against children and ways to prevent it.

The children living in Institutions (ICAST CI) were asked about their experiences of physical, psychological or sexual violence directed towards them by an adult or other child within the Institution. They were also asked about their experiences of neglect while living in the institution.

For the school study the same ICAST instrument was used as for the children in institutions. In order to better inform the MoES Safe Schools Initiative, two additional pages of questions on school climate, attitudes, location, and timing of bullying and violence were added. This was intended not only to assess such practical aspects of school violence such as common times and locations but also a more general sense of children's attitudes to school. The questions used were based on the World Health Organisations Behaviour Survey for Children, another internationally validated instrument. Basic demographic data such as age, gender and location was collected for all the target groups.

Findings

The findings need to be viewed against the high incidence of violence against children revealed by the UN Study. The indications are that the rates within Georgia are within the ranges to be found elsewhere in Europe and among countries where the ICAST research tool had been piloted.

Carer's Reports (total 1650)

The respondents (mainly mothers) reported for themselves and for other carers in regular contact with the index child (aged 0-10). A wide range of other carers were involved, mainly fathers and grandparents.

The reports show that almost all parents (90.8%) are using some positive management methods. Despite this, they also use a range of physical and psychological punishments when disciplining their children. Overall in the year prior to the study parents admitted to subjecting 79.8% of the children to physical discipline and 82.3% to psychological punishments. There were no statistically significant differences between treatments of boys and girls.

There were no significant differences between the two groups of parents (general population and IDP) in their use of physical and psychological punishments. The IDPs had been included because of concern that difficult living circumstances increased the vulnerability of the children. This does not seem to have affected the parent's approach to discipline.

Rural parents reported significantly higher rates of physical and psychological punishments compared to urban parents.

Both physical and psychological punishments started early. Nineteen percent of children aged one year or under were physically disciplined rising to 90% of four to seven year olds. Psychological punishments follow a similar pattern.

The most common reported physical punishments were smacking on the bottom with a hand (51.7%), shaking (46.1%), pulling hair (43.7%), and twisting ears (43.8%) while the most common forms of psychological punishment were yelling (75.1%), calling the child derisory names (31.2%) and cursing the child (29.8%) or threatening to abandon the child (27.4%).

While some may consider the examples above to be mild or moderate discipline most if not all could be considered to be cruel and degrading; treatment that the Convention on the Rights of the Child seeks to abolish. Of particular concern is that just over a fifth of respondents (21.5%) reported they had repeatedly hit the child (beat him/her up). Eight admitted trying to choke or suffocate the child and 6 burning him/her. Such actions, especially if repeated might legitimately be considered to come within a definition of child abuse. However without a mechanism to detect, refer and assess such cases abuse within the general population they are likely to go undetected and unrecorded.

The respondents considered 20.8% of the children had suffered neglect (failed to have one or more basic needs met). While this included 5.2% who had suffered preventable serious accidents, in the main the neglect was not the result of parental omission. There were no statistically significant differences between the reports from the general population and IDP parents. Rates for reports of neglect were significantly higher for rural children.

Only 0.3% of the children were reported to have suffered any form of sexually abused. It was felt that this questionnaire was unlikely to be giving an accurate picture of sexual abuse.

Children's Reports of Experiences in the Home (total 1050)

Most of the children were living with both parents and had siblings. In addition to experiences in which the children were directly involved they were asked about exposure to violence within the home and in the neighbourhood. Such exposure was reported by 28.6% of the children. There were no significant differences between the general population children and IDP children. While the most common reports for the last year were of adults yelling and shouting at each other in a frightening way (15.5%), only 2.3% reported physical violence between adults in the home. Thus in this respect the majority parents are providing a positive role model to their children.

Fifty four percent (54%) of all the children reported that they had experienced direct physical violence in the home and 59.1% had suffered psychological violence. For the last year there were no statistically significant differences between the general population children and the IDP children but, when looking back beyond the last year, the IDP children reported higher rates of physical and psychological violence with differences for physical violence reaching significance. Boys reported significantly more psychological violence than girls and physical victimisation was found to decrease with age. The higher rates of physical and psychological violence reported by rural parents were not mirrored by the reports from rural children.

As with carer reports, twisting of ears and pulling of hair featured frequently as did spanking (smacking) with a hand. The most common examples of psychological violence were screaming at the child, insulting them or embarrassing them.

For both physical and psychological violence an adult was more likely to be the perpetrator but there were sufficient reports of violence perpetrated by another child to raise concerns about peer violence in the home. In addition 17.9% of the children reported bullying by another child in the past year

Almost a quarter of the children considered themselves to have had one or more basic needs neglected in the last year. There were no differences between the general population and IDPs but more neglect was reported from both regional and rural children.

A total of 95 (9%) of children reported some form of sexual abuse happening in the home. This rate is within the range found by other research in Europe. While the majority of incidents involved another child or young person, adults were reported as having sexually abused 27 of the children. The IDP group reported significantly less sexual abuse while rural children reported significantly more.

Experiences of Children Living in Institutions (total 301)

Most of the children reported that they felt safe in the institution but at the same time 71.1% reported physical violence and 61.5% psychological violence in the last year. There were no statistically differences between boys and girls but, as with children living at home, physical violence decreased with age. In contrast to children reporting on experiences in the home, children in the institution most commonly identified another child as the instigator of the violence. However, some adults were

clearly using both physical and psychological punishments to discipline the children including occasionally techniques that could cause injury to a child. Adults were also reported as using derogatory names and shouting and swearing at the children in their care.

A third of the children considered they had suffered neglect since coming to live in the institution with significantly more girls (38.6%) than boys (26.3%) reporting neglect in the last year. The neglect experiences most frequently reported were those relating to lack of support or feeling unimportant.

Both boys and girls in the youngest age group studied (11-12 year olds) seemed to be particularly vulnerable with 85.6% reporting physical violence, 68.8% psychological violence and 37.6% neglect.

Sexual abuse by another child or adult within the Institution was reported as having happened since coming to live in the Institution by 17.3% of the children with slightly more boys reporting such abuse than girls. For the last year 16.6% of the children reported sexual abuse.

Of the 50 children reporting sexual abuse in the last year, 72% reported only being abused by another child, 8.0% by only another adult and 20% by both another child and an adult. The most common unwanted sexual activity was being shown pornography by another child but there were examples of more serious abuse including activities (removal of clothes, touching and forced sex (1 example only) involving adults.

Experiences of Children in school (total 1300)

Students' attitudes to school, including relationships between students, treatment by teachers, and position of parents were very positive and most children and young people reported feeling safe at school.

The reported levels of physical and psychological violence were very similar (47.1% and 47.5%). Sexual violence was much less commonly reported (7.3%)

Gender defences were more marked than in the other settings include in the study, with girls experience less of all types of violence than boys. As in other setting, physical violence decreased with age but not psychological violence or sexual violence.

The most common interrelationship violence for all types was student to student. However adults in the school were often cited for physical and psychological violence. The most common behaviours reported were slapping (most often by a child) and twisting the ear (by an adult). More serious violence was less common and more likely to be perpetrated by another child than an adult. It included crushing fingers, cutting, choking and burning. Psychological violence as in other settings commonly involved shouting and swearing at the child often by an adult.

Violence between students was most likely to occur in school play areas and on the way to and from school.

Comparison between study settings

The children have shared their experiences of violence in three settings, the home, residential institutions and schools. The ICAST questionnaires used for children's

experiences in the home, residential Institutions and schools obtained information on the same categories of violence but there were some differences in the individual questions asked. Despite this it would seem legitimate to compare the children's experiences in the three settings

When the experiences of the children living in Institutions were compared with those living at home in the community, the children in the institutions had reported significantly higher rates of physical and sexual abuse and neglect. When experiences were compared between home and school, children reported experiencing more physical and psychological violence at home than they do in school.

Conclusion and Recommendations

Children in Georgia have been shown to be experiencing high levels of violence in all the settings studied. The use of physical and psychological violent punishment starts in the home at an early age. This is despite an apparent willingness of parents to use positive management techniques in rearing their children. For the older children it is clear that in addition to ongoing violent discipline, by adults in their homes, peer violence is occurring. Within both residential institutions and schools, while peer violence is justifiably seen as the major issue, attention should also be paid to the use of physical and psychological violence perpetrated by adults working in the institutions and schools.

While focussing on a range of violent behaviours the study has demonstrated that in all the settings study there are examples of severe and serious actions that would warrant referral for assessment of possible child abuse. These actions do not necessarily involve children already identified as vulnerable.

In responding to the study findings it will be important to build on identified strengths and on the welfare reforms already underway. Two interrelated themes dominate the recommendations; violence reduction and development of a response to child abuse and neglect.

Reduction of violence will require an attitudinal shift in society away from an acceptance of violence against children. More specifically education of the public, families, children and professionals is needed. Legislation may be required to ensure the Government of Georgia's commitment to prohibition of physical punishment becomes a reality. Institutions and schools need to develop policies and strategies to reduce violence and make such settings safe for children. The Safe Schools Initiative of the MoES is an example of such a development.

Responding to child abuse and neglect requires a coordinated approach, agreed across sectors, which includes a clear process of referral and assessment of suspected cases. The process must be accessible to all; children and families as well as professionals and the public. The development of a referral and assessment system must be supported by training and service development.

APPENDIX 2

SAMPLING

Target groups - Children from 11 to below the age of 18 years

Sampling Frame - Database of schools under supervision of the Ministry of Education and Science;

Sample Design: Random, multistage cluster sample.

Sample size – 1302 complete interviews.

In the database provided by the Ministry of Education and Science addresses of 2462 schools in Georgia were given. Information about the number of students in each class was also provided, however there were no lists of students.

Based on the fact that children between ages 11-17 generally study in the classes (school years) V-XI, the sampling base included the number of children currently studying in these classes.

Stratification of the schools was performed at the initial stage of the sample formulation. Two parameters were used for the stratification: 1. region; 2. the size of the settlement area.

Georgia was divided into 10 regions. Divisions mostly coincided with the administrative divisions of the country. Only Racha-Lechkhumi was attached to Imereti region and was considered as one unit.

Settlement areas were divided into three types according to the number of population:

- Big cities – more than 45000 of population;
- Small towns – other regional centers;
- Villages.

In total 24 strata were formulated.

Sampling size was distributed among the strata proportionally to the number of students in each.

It was decided that in each class (age group) of the selected school one girl and one boy should be interviewed i.e. 14 children in each school.

The number of schools in each stratum was defined by means of dividing the number of interviews to be conducted in this stratum by 14. In total, 93 schools were selected throughout Georgia.

Schools in the strata were selected by PPS (Probability Proportional to size) method.

Students in schools were selected with random principle. Specifically, for each class in each selected school the interviewer was given two random figures (one to select a boy and another - a girl) indicating the number of a student in the school journal according to which the interviewer should select a respondent. Interviewers were given instructions how to replace a respondent in case the selected student was not of the relevant sex and age, or refused to participate.

APPENDIX 3

DEFINITION OF ECONOMIC STATUS

After analyzing completed general population and IDP questionnaires, three social groups were established.

Before starting the interviewing process, several questions were added to the questionnaires in order to find out respondents' economic status. By means of these questions we were able to gain the information about possession of some items in the surveyed families. The questions also referred to birthdays and Summer Holidays of the respondents. Particularly:

- Whether their birthdays were celebrated in the **past** year or not; where was the birthday of the respondent celebrated by his/her family members;
- How they spent their Holidays in the **past** year, where they went and what conditions they had.

Analysis of the answers to those questions showed that the majority of the families possessing six or more items celebrate children's birthdays in celebration centers for children or restaurants. Besides, the majority of these families spend their holidays in holiday houses, hotels, or rented apartments.

Respondents who possess 3-5 items were classified as middle economic group.

Respondents possessing less than 2 items were classified as low social economic group. The majority does not celebrate children's birthdays at all, or celebrates at home. Moreover, they spend holidays at home, only the minority goes to villages to stay with their relatives.

APPENDIX 4**QUESTIONNAIRE**

Children in many parts of the world suffer violence and abuse at school or in their communities. We would like to ask you about your experiences with violence directed against you.

Please tell us about yourself.

D1. Gender 1. Girl 2. Boy

D2. How old are you? _____ years old

D3. In witch school do you study? _____

D4. Including this year, how many years have you attended school? _____ years

D5. Do you live with your parents?

	Yes	No
1. Mother	1	2
2. Father	1	2

D6. Who else do you live with? (check all that apply)

1. Grandfather
2. Grandmother
3. Sister(s)
4. Brother(s)
5. Other relative(s)
6. People who are not relatives

D7. Do you belong to any religion or religious group?

1. Yes
2. No

D8. What religion or religious group do you belong to?

D9. What ethnic or racial group is your family a part of?

S.1 Please check which objects do you have at home?

	yes	no
TV	1	2
Refrigerator	1	2
Mobile phone	1	2
DVD	1	2
computer	1	2
furniture	1	2
Car	1	2
Washing machine	1	2

S.2 Did you celebrate your birthday with a party last year?

1. Yes
2. No

S.2.a If yes where did you have a birthday party?

1. At home
2. In the Birthday center
3. In the restaurant
4. Other _____

S.2.b. Who was invited on you birthday party?

1. All class mates.
2. Some class mates.
3. Friends.
4. Relative children.
5. Children from neighborhood.
6. Parent's friends.
7. Children of your Parents' friends.
8. Others.

S.3. Did you have a holiday last year?

1. Yes
2. No

S.3.a. Where did you spend a holiday?

1. In the village.
2. In the country cottage.
3. At the health resort.

S.3.b Where did you stay for the holiday?

1. in our own house.
2. with relatives.
3. in a rent house.
4. in a hotel.
5. other _____

We want to find out about experiences that happen to children in school. This questionnaire is being used with children in many parts of the world to ask children about experiences that they might have had so that people can know what things they have to pay attention to keep children safe in school.

We want to find out about some behaviour of adults, when they may harm, disturb, offend, or frighten children and adolescents. We want to ask you about things that have happened to you in the past year in your school.

These questions may seem strange or difficult to answer, but try and answer them as best you can, thinking about last year. This is not a test. There is not right or wrong answer, just say what you remember happened to you in or near your school. If at any point you feel too uncomfortable to continue you can stop.

If you want to get help about any of the things we ask about, tell us. Unless you want to talk, no one will ever know that the answers that you give are about you.

D10. Do you feel safe at school ?

1. Always
2. Usually
3. Sometimes
4. Never

D10a. Do you like to go to school ?

1. Always
2. Usually
3. Sometimes
4. Never

Sometimes people at school can physically hurt children and adolescents. Thinking about yourself, in the last year, has anyone at school done something like:

D11. Hurt you or caused pain to you at school?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D11.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D11.b Would you like to say more? _____

D12. Slap you with a hand on your face or head as punishment?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D12.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D12.b Would you like to say more? _____

D13. Slapped you with a hand on your arm or hand?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D13.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D13.b Would you like to say more? _____

D14. Twisted your ear as punishment?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D14.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D14.b Would you like to say more? _____

D15. Pulled your hair as punishment?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D15.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D15.b Would you like to say more? _____

D16. Hit you by throwing an object at you?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D16.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D16.b Would you like to say more? _____

D17. Hit you with a closed fist?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D17.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D17.b Would you like to say more? _____

D18. Kicked you?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D18.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D18.b Would you like to say more? _____

D19. Crushed your fingers or hands as punishment?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D19.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D19.b Would you like to say more? _____

D20. Washed your mouth with a soap or put a pepper in your mouth?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D20.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D20b. Would you like to say more? _____

D21. Made you stand /kneel in a way that hurts to punish you?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D21.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D21b. Would you like to say more? _____

D22. Made you stay outside in the cold or heat to punish you?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D22.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D22b. Would you like to say more? _____

D23. Burnt you as punishment?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D23.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D23.b Would you like to say more? _____

D24. Put you into hot or cold water as punishment?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D24.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D24.b. Would you like to say more? _____

D25. Took your food away from you as punishment?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D25.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D25.b Would you like to say more? _____

D26. Forced you to do something that was dangerous?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D26.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D26.b Would you like to say more? _____

D27. Choked you?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D27.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D27.b Would you like to say more? _____

D28. Tied you up with a rope or belt?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D28.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D28.b Would you like to say more? _____

D29. Tried to cut you purposefully with a sharp object?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D29.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D29.b Would you like to say more? _____

Sometimes, when children and adolescents are at school people say or do things to make them t feel embarrassed, ashamed or bad. In the past year, has anyone at school:

D30. Sworn at you?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D30.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D30.b Would you like to say more? _____

D31. Deliberately insulted you?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D31.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D31.b Would you like to say more? _____

D32. Shouted at you to embarrass or humiliate you?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D32.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D32.b Would you like to say more? _____

D33. Called you rude or hurtful names?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D33.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D33.b Would you like to say more? _____

D34. Purposely made you feel stupid or foolish?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D34.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D34.b Would you like to say more? _____

D35. Referred to your gender/ religion or culture in a hurtful way?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D35.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D35.b Would you like to say more? _____

D36. Referred to any health problems you might have in a hurtful way?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D36.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D36.b Would you like to say more? _____

D37. Stopped you from being with other children to make you feel bad or lonely?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D37.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D37.b Would you like to say more? _____

D38. Tried to embarrass you because you were an orphan or without a parent?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D38.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D38.b Would you like to say more? _____

D39. Embarrassed you because you were poor or unable to buy things?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D39.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D39.b Would you like to say more? _____

D40. Stole or broke or ruined your belongings?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D40.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D40.b Would you like to say more? _____

D41. Threatened you with bad marks that you didn't deserve?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D41.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D41.b Would you like to say more? _____

Sometimes adults or other children and adolescents do sexual things or show sexual things to children and adolescents. Thinking about yourself, have anyone done any of these things to you in the past year at school?

D42. Touched your body in a sexual way or in a way that made you uncomfortable? By "sexual way" we mean touching you on your genitals or breasts.

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D42.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

42.b. How well did you know the person?

1. Not at all
2. Not very well
3. Very well

D42.c Would you like to say more? _____

D43. Showed you pictures, magazines, or movies of people or children doing sexual things?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D43.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D43.b. How well did you know the person?

1. Not at all
2. Not very well
3. Very well

D43.c Would you like to say more? _____

D44. Made you take your clothes off when it was not for a medical reason?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D44.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D44.b. How well did you know the person?

1. Not at all
2. Not very well
3. Very well

D44.c Would you like to say more? _____

D45. Opened or took their own clothes off in front of you when they should not have done so?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D45.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D45.b. How well did you know the person?

1. Not at all
2. Not very well
3. Very well

D45.c Would you like to say more? _____

D46. Did anyone at school make you have sex with them?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D46.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D46.b. How well did you know the person?

1. Not at all
2. Not very well
3. Very well

D46.c Would you like to say more? _____

D47. Did anyone at school make you touch their private parts when you didn't want to?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D47.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D47.b. How well did you know the person?

1. Not at all
2. Not very well
3. Very well

D47.c Would you like to say more? _____

D48. Did anyone at school touch your private parts or breasts when you didn't want them to?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D48.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D48.b. How well did you know the person?

1. Not at all
2. Not very well
3. Very well

D48.c Would you like to say more? _____

D49. Did anyone at school give you money/ things to do sexual things?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D49.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D49.b. How well did you know the person?

1. Not at all
2. Not very well
3. Very well

D49.c Would you like to say more? _____

D50. Did anyone at school involve you in making sexual pictures or videos?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D50.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D50.b. How well did you know the person?

1. Not at all
2. Not very well
3. Very well

D50.c Would you like to say more? _____

D51. Did anyone at school kiss you when you didn't want to be kissed?

1. Many times
2. Sometimes
3. Never
4. Not in the past year but this has happened

D51.a If this ever happened, was it by

1. adult?
2. another child or adolescent?
3. both?

D51.b. How well did you know the person?

1. Not at all
2. Not very well
3. Very well

D51.c Would you like to say more? _____

D52. Do you think discipline at school is fair?

1. yes
2. no

D53. (48) Here are some statements about your school. Please define how much you agree or disagree with each one. **(Please mark one box for each statement)**

Strongly agree

Agree **Neither agree nor disagree**

Disagree

Strongly disagree

- a. *The students are treated too strictly in this school*
- b. *This school has fair rules*
- c. *Our school is a nice place to be*
- d. *I feel I belong to this school*
- e. *I feel safe at this school*
- f. *I look forward to going to school*
- g. *I like being in school*
- h. *There are many things in the school I do not like*
- i. *I wish I didn't have to go to school*

D53. (49) Here are some statements about the students in your class. Please define how much you agree or disagree with each one. **(Please mark one box for each statement).**

- a. *The students in my class enjoy being together*
- b. *Most of my classmates are kind and helpful*
- c. *When a student in my class is feeling down, someone else in class tries to help*

D54. (50) Here are some statements about your teachers. Please define how much you agree or disagree with each one. **(Please mark one box for each statement)**

- a. *Teachers encourage me to express my own views in the class*
- b. *Our teachers treat us fairly*
- c. *When I need extra help, I can get it*
- d. *My teachers are interested in me as a person*

e. *Most of my teachers are friendly*

D55. (51) Please define how much you agree or disagree with the following statements. ***(Please mark one box for each statement)***

- a. *If I have a problem at school, my parents are ready to help*
- b. *My parents are willing to come to school to talk to teachers*
- c. *My parents support me to do well at school*
- d. *My parents are interested in what happens to me at school*
- e. *My parents are willing to help me with my home work*

D56. (6) Where does bullying occur?

Never

Once or twice

Every Week

Many times a Week

Not applicable

- a. Classroom?
- b. Hallways?
- c. Library?
- d. Computer rooms?
- e. Gym?
- f. On the way to and from school?
- g. Dining hall?
- h. School bathroom?
- i. Schoolyard?
- j. Wooded area near school?

D57.a Other (please specify) _____

D58. When does bullying occur?

- a. Before school?
- b. During classes?
- c. Between classes?
- d. During break periods (lunch, recess)?)
- e. After school?
- f. On the weekends?

D59. Do you have any other experiences with being hurt at school that we have not already asked you about?

D60. Do you have any suggestions for preventing violence against children:

55. Was this a hard questionnaire to answer?

1. Yes
2. No

56. Is there anything that you didn't understand?

1. Yes
2. No

57. Was it difficult to be completely open about what happened to you?

1. Yes
2. No

58. Is there anything else you would like to say about what happened to you or about filling in the questionnaire?

K1. Region

1. Tbilisi
2. Kakheti
3. Shida Kartli
4. Kvemo Kartli
5. Samtskhe-djavakheti
6. Adjara
7. Guria
8. Samegrelo
9. Imereti
10. Mtskheta-mtianeti

K2. Place of selection _____

K3. Code of the interviewer _____

Thank you for your help. These questions are very important in helping children around the world keep safe. Many of the questions we asked can be upsetting to children or make them want to talk to someone about what might have happened. If you would like to talk more about what might have happened to you, please ask the person who gave you these questions to assist you in getting help.

