



KAZAKHSTAN



ASSESSMENT OF VIOLENCE AGAINST CHILDREN IN SCHOOLS



Commissioner
for Human Rights
in the Republic of Kazakhstan



NORWEGIAN EMBASSY

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Report prepared by

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2013

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Foreword

This report is the product of co-operation between UNICEF Kazakhstan and the Office of the Commissioner for Human Rights in the Republic of Kazakhstan, with funding from the Ministry of Foreign Affairs of Norway. It contains comprehensive information on the situation of violence against children in state-run schools in Kazakhstan and is available in Kazakh, Russian and English languages.

This study was conducted with the recognition that in most of the countries around the world, children spend a significant amount of time in schools. Parents and children expect schools to be safe and nurturing environments that support and promote children's education and development. Unfortunately, many children around the world are exposed to violence and discrimination in schools, which negatively affects their school attendance, ability to learn, academic performance, and their psychosocial wellbeing. School violence also results in children prematurely dropping out before graduation. Ultimately, children exposed to school violence can be denied of their rights, including the right to education.

According to the "UN World Report on Violence Against Children", adults who manage and staff schools have a responsibility to make sure that schools are guided by values of non-violence, non-discrimination, gender equality, tolerance, and mutual respect that governments accept when they ratify the UN Convention on the Rights of the Child (CRC), along with state obligations to protect children from all forms of violence, including violence in educational settings. Moreover, ensuring access to quality education for all children is integral to the UN Millennium Development Goals, and to accomplish this goal schools must provide a safe and welcoming environment free from discrimination and the threat of violence.

This report contains firsthand data which reveals that nature and extent of violence against children in state-run schools in Kazakhstan, including violence among children and by school personnel. The schools that participated in this study, including their students and school personnel, were ensured their anonymity and confidentiality. In no way does this study claim to be representative of all schools in Kazakhstan; nevertheless, it does provide a rough estimate of the scale of violence against children in schools across the country.

Findings from this study and the recommendations that follow can serve as a guide for developing a comprehensive national action plan to further assess, prevent and respond to violence against children in schools. Clearly, a wide range of actions must be taken, with the involvement of key stakeholders, including governmental bodies, non-governmental and international organizations, and other civil society institutes.

We are particularly grateful to the children and school personnel that participated in the study and shared their time and experiences; the Ministry of Education and Science of Kazakhstan for the support provided in conducting this study; the research company "Public Opinion Research Centre" that collected data in the field, and the international consultant, Dr. Robin N. Haarr, who designed the research and prepared this report.



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CHAPTER 1: INTRODUCTION





In countries around the world, children spend a significant amount of time in schools. Both parents and children expect schools to be safe and nurturing environments that support and promote children's education and development. Unfortunately, however, many children around the world are exposed to violence and discrimination in schools which has been proven to negatively impact their school attendance, ability to learn, and academic performance. School violence has also resulted in children prematurely dropping out before graduation. Ultimately, children exposed to school violence can be denied their rights, including the right to education (1).

According to the UN World Report on Violence Against Children, adults who manage and staff schools have a responsibility to make sure that schools are guided by values of gender equality, non-violence, non-discrimination, tolerance, and mutual respect. These are the values that governments accept when they ratify the UN Convention on the Rights of the Child (CRC), along with state obligations to protect children from all forms of violence, including violence in educational settings, and to provide a clear legal framework for prohibiting and preventing all forms of violence against children and taking necessary measures to protect all children (2). Moreover, ensuring access to quality education for all children is integral to the UN Millennium Development Goals, and to accomplish this goal schools must provide a safe and welcoming environment for all children to study and learn in an environment free from discrimination and the threat of violence (3).

Background to the assessment

According to the UNICEF Kazakhstan Country Program for 2010-2015, which is based on the United Nations Development Assistance Framework (UNDAF) for Kazakhstan, child protection reform is one of the priority areas. In keeping, the National Human Rights Centre (Ombudsman's Office), Ministry of Education and Science (MoES), Ministry of Labour and Social Protection (MLSP), Ministry of Health (MoH), Ministry of Justice (MoJ), and Ministry of Interior (MoI), together with UNICEF, agreed to conduct this study on violence against children in schools. This study is significant as it follows on the heels of the 2010 assessment of violence against children in state-run residential institutions for children in Kazakhstan, and the 2011 assessment of children's vulnerabilities to risky behaviors, sexual exploitation, and trafficking in Kazakhstan (4, 5). These two assessments revealed significant findings about the nature and extent of violence against and exploitation of some of the most vulnerable children in Kazakhstan. These two assessments also revealed gaps in the child protection system and the justice system in their abilities to identify and respond to problems of violence against children and exploitation and trafficking of children, and to protect vulnerable children and child victims from further victimization. These two assessments also helped to reveal the nature and extent of self-harming behaviors and suicidal behaviors among these vulnerable children in Kazakhstan, including runaways and street children, institutionalized children, child trafficking victims, and sexually exploited girls and young women.

The 2010 assessment of violence against children in state-run residential institutions was the first systematic study of its kind in Kazakhstan. The findings from this assessment revealed the nature and extent of different types of violence that occur in each of the different types of state-run residential institutions for children that were covered by the study, including: infant homes, shelters, orphanages, specialized institutions of education for children with deviant behavior, special correctional institutions of education, institutions for children with psycho-neurological and severe disabilities, and youth houses. The violence witnessed and experienced by children in state-run residential institutions came from other children and staff working in the institutions. For instance, in orphanages, it was found that 50% of children surveyed witnessed violence among children and 35% witnessed staff

using violence against children. In specialized institutions of education for children with deviant behavior, 50% of children witnessed violence among children in the institution, 28% witnessed a child physically injured by another child, and 41% witnessed staff using violence against children. In addition, 14% of children surveyed in orphanages and 15% in specialized institutions of education for children with deviant behavior reported they were physically attacked and hurt by another child in the institution. In special correctional institutions of education for children with limited abilities, 80% of staff witnessed violence among children in the institution, 25% witnessed a child physically injured by another child in the institution, and 56% of staff reported that staff use violence against children in the institution. This assessment also found that at least 8% of children in orphanages and 12% of children in specialized institutions of education for children with deviant behavior engaged in self-harming and/or suicidal behaviors and there is some cause-and-effect correlation between being the victim of and witnessing violence in the institutions and engaging in self-harming and suicidal behaviors. In most cases, children who live in institutions for orphans and children without parental care attend schools in the community and there is a possibility that they may also be exposed to stigmatization, discrimination, and additional violence due to their social status and vulnerability (6).

Similarly, in 2011 UNICEF and the Ombudsman's Office conducted an assessment of children's vulnerabilities to risky behaviors, sexual exploitation and trafficking. The findings of the assessment showed that a significant proportion of vulnerable children, including children that are exploited and trafficked, have experienced different types of violence, abuse, and neglect in their lifetimes, often starting in their families during childhood and later at the hands of their traffickers and exploiters. Because these children come from particularly vulnerable backgrounds (i.e., poverty, dysfunctional and broken families, and exposure to family violence and child abuse and neglect) they are at increased risk of running away and being exploited and/or trafficked. This assessment also showed a cause-and-effect relationship between family problems, peer mocking at schools, and self-harming and suicidal behaviors among these particularly vulnerable children (7).

Together, these two assessments are significant as they have begun to reveal the nature and extent of violence against children in Kazakhstan, particularly amongst the most vulnerable children. However,

questions about violence against children remain, particularly as it relates to children's exposure to violence in schools. In particular, to what degree does violence against children occur in schools? What types of violence and discrimination occur in schools, both among children and by school staff? Who are the perpetrators and who are the victims of school violence? What impact does school violence have on children? What is the relationship between school violence and child suicides? How do schools respond to violence in schools? How do schools manage aggressive and violent children? How do schools support children that are victims of school violence? These are important questions, particularly when estimates are that nearly half of the 5,102,842 children who live in Kazakhstan are of school age.

In recent years the Government of the Republic of Kazakhstan has acknowledged the challenges they are facing in the areas of child protection and addressing issues of violence against children across settings. Currently, the government is engaged in social protection reform and the development of social protection services that support children and families. For instance, the recent law on the Provision of Special Social Services (2008) represents progress by introducing concepts such as "family support services." This type of legislation is interpreted as confirmation of the Government's commitment to reform the child protection system, but it still does not address all of the existing challenges. Two of the biggest challenges the government faces in terms of reform is the novelty of the issue and the lack of practical experience among key stakeholders.

Brief review of legislation on violence against children in Kazakhstan

This brief review of legislation related to violence against children is based upon a 2012 review of legislation of the Republic of Kazakhstan on violence against children that was conducted by UNICEF consultant, Irinia Urumova. For a more thorough review of legislation on violence against children refer to the full report entitled, "Review of Legislation of the

Republic of Kazakhstan on Violence against Children" published by UNICEF Kazakhstan.

In 1994, the Government of Kazakhstan ratified the UN Convention on the Rights of the Child (CRC). The UN CRC provides clear authorization to the State to protect children from all forms of violence and establishes its role as final arbiter of child welfare. In accordance with the UN CRC, the Constitution of the Republic of Kazakhstan (1995) prohibits cruel treatment. In addition, Article 10(2) of the Law on the Rights of the Child in the Republic of Kazakhstan (2002) provides for the rights of the child and "protection against physical and (or) mental abuse, cruel, inhuman, or degrading treatment."

In keeping, the Criminal Code of the Republic of Kazakhstan provides criminal liabilities for torture and torment,¹ and the use of torture against a minor is considered an aggravating circumstance according to Article 141-1(2) (8). Article 137 of the Criminal Code also criminalizes any "non-execution or improper execution of obligations associated with the raising of an underage child by a parent or another person, or by an educator or another employee of a given educational, pedagogic, medical, or other institution, which is obligated to carry out supervision over underage children." The Criminal Code also defines criminal responsibility for a number of other acts involving the use of violence against minors, including improper performance of duties to ensure the safety of children and health of children (Article 138). While these articles of the Criminal Code provide children with some protection against violence in the public and private spheres, there is no article that establishes a mandatory reporting requirement for educators, health care workers, and/or social workers as it relates to violence against children (9).

Article 67 of the Code on Marriage and Family of the Republic of Kazakhstan (2011) does, however, mandate that officials of state bodies and organizations, as well as regular citizens, who are aware of threats to the life and health of a child, and violations of his/her rights report such incidents to the agency responsible for guardianship and tutelage. However, the system of reporting, protecting, and providing support services to children who are victims of such circumstances still needs reforming and improvement

¹ Torment is defined as "the infliction of physical or mental suffering by systematic beatings or other violent acts", unless it caused a serious or moderate injury and harm to the health (Articles 103, 104). Battery with no consistent pattern is currently punishable under Article 79-1 of the Code of Administrative Offences; however, the draft Criminal Code provides for the exclusion of Article 79-1 from the Administrative Code to criminalize the beatings (Article 112 of the draft Criminal Code).

to ensure adequate child protection and that the best interests of the child are considered at all stages.

In addition to the Code on Marriage and Family, the Law on Prevention of Domestic Violence (2009) addresses violence against children that occurs in the home and family setting. This law establishes an organizational framework and defines state bodies responsible for the prevention of domestic violence and provision of services to victims of domestic violence, including minors; this is in accordance with provisions of Article 19 (2) of the UN CRC (10).² Article 10(4) of the Law on Prevention of Domestic Violence also mandates that law enforcement bodies are responsible for identifying “parents or guardians who do not perform or improperly perform their duties in raising children and committing illegal activities against children.” This law also give internal affairs agencies the power to issue protective orders in cases of domestic violence (Article 10(1)), and the power to courts to issue specific restrictions or requirements related to the behavior of perpetrators of domestic violence (Article 10(13)).

Urumova (2012) highlights some weaknesses in the Law on Prevention of Domestic Violence as it relates to addressing violence against children in the home and family setting. One weakness is that the law focuses mainly on punishing parents or persons in loco parentis that have committed acts of child abuse. She contend that in keeping with the UN CRC both punishment and termination of parental rights should only be applied after a thorough examination of all the facts, and termination of parental rights should be used as a last resort when all other means of prevention and support have been exhausted (11). Yet, the Government of Kazakhstan still needs to take steps to improve access to parent- and family-centered support services for parents who have difficulties caring for the child, in keeping with the UN CRC (12).³

A second weakness with the Law on Prevention of Domestic Violence as it relates to violence against children is that the law relates only to wrongful acts committed by persons legally defined as related

to the victim, restrictively defined as marriage and family relations, including relations between persons living together in a house, apartment or other housing unit, or relations between former spouses. The law does not consider violence carried out by a partner not living with the victim (13). Urumova (2012) maintains the narrowness of this wording is problematic in terms of violence against children for two reasons. For one, the law does not provide protection and access to services for minor children not living with the abuser, although the children are in many cases directly and/or indirectly affected by the domestic violence. Two, access to protection and care is not provided to adolescents in dating or intimate relationships with a person that is committing acts of violence against them (referred to as dating violence).

Beyond the private sphere of the family, it is well documented that violence against and neglect of children is a serious problem in public spheres, such as educational facilities, residential care facilities for children, and detention centers and correctional institutions for children (14, 15). Thus, it is important that legislation exist to ensure conditions in such facilities are safe for children and that prevention and early detection efforts are in place to safeguard children from violence, abuse, and neglect in such settings (16). In addition, legislation should ensure child victims in such settings are provided with protection and support services, and perpetrators of violence in such settings receive appropriate punishment. At present, there is no effective legislation that addresses the aforementioned issues of prevention, early detection, or intervention in education facilities, residential care facilities for children, and/or detention and correctional institutions for children.

In Kazakhstan, regulatory frameworks do provide for the separation of males and females in residential care facilities, detention centers, and correctional institutions for children; however, it does not include similar provisions for the separation of children by age groups in such facilities (17).⁴ This is problematic, particularly in light of the fact that a recent assessment of violence against children in state-run

² Article 19(2) of the UN CRC maintains, “Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.”

³ Article 18(2) of the UN CRC maintains, “For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.”

residential institutions for children and educational facilities in Kazakhstan has revealed that leaving children of all ages in the same facilities creates an environment for violence and abuse of the smaller and younger children by bigger and older children (seniors). This assessment also documented that violence among children in state-run residential institutions for children negatively affects children, resulting in psychological traumas, self-harming and suicidal behaviors, physical injuries, and death in some cases (18). Such violence also causes children to run away from the institution. In such cases, running away is a survival or coping strategy used by child victims to escape the harsh conditions of the institution, including the violence and abuse they are experiencing at the hands of other children, and even adult staff. Yet, the child protection and justice systems fail to recognize that runaways are in many cases victims of violence and abuse and that their running away is a survival or coping strategy; instead they treat them and punish them as offenders (19).

It is well documented that violence against children by adult staff in educational facilities, residential care facilities for children, and detention centers and correctional institutions for children is also a serious problem (20, 21). In Kazakhstan, there are regulations that stipulate the criteria for the selection of teaching staff and the dismissal of teaching staff that do not meet the requirements of the position due to lack of skills, and in the event of committing illegal actions.⁵ However, this regulation does not include staff of educational institutions that are not involved in teaching (22).

Finally, legislation does exist in the Republic of Kazakhstan that bans corporal punishment and psychological violence against children, including in educational institutions, bodies and institutions of the crime prevention system, prisons and pre-trial detention centers, and institutions of criminal punishment (23). Nevertheless, staff use of corporal punishment in such settings continues to occur, often with little intervention or dismissal of staff that administer the corporal punishment (24).

Brief overview on violence in schools

School violence is youth violence that occurs on school property, on the way to or from school or school-sponsored events, or during a school-sponsored event. School-age children can be victims, perpetrators, or witnesses of school violence. International research has used various criteria to define the different types of violence that typically occur in schools. A common method has been to classify the violence according to the type of acts. Box 1.1 identifies and defines the various types of school violence that are considered in this assessment. This includes: psychological violence, physical violence, sexual abuse, extortion, cyberbullying, peer bullying, discrimination, and the use of corporal punishment by school staff.

In recent years, public perceptions of school violence has been shaped largely by the media's focus on extreme incidents of school violence, such as physical fights between students and school shootings; however, such events are very rare and account for only a small proportion of violence in schools (25). During the past year, Kazakhstan's news media has published numerous stories about school violence.

“School showdown occurred on 11th May at the Stadium of School № 46. Upper-class-students after classes were going to play football, but instead of playing they started fighting. Forty pupils of school № 65 were against ten students at the school № 46, which brought the bricks, stones, and bottles. Battle participants say the conflict resulted from the fact that the ninth-46 schools have refused to pay «tribute» to the students of School № 65. Student of the School № 46 received a head injury and is in a coma.” (14 May 2012, <http://internets.kz/>)

Such news stories focus on the most dramatic and extreme incidents of school violence to capture readers' attention, despite the fact that such incidents are rare in occurrence. News stories such as this overdramatize the problem of violence in schools and create distorted public perceptions of the nature and extent of violence in schools.

⁴ Order of the RK Minister of Education and Science on Approval of the Regulation on Educational Institutions with Particular Treatment maintains that educational institutions with particular treatment are established for teenagers aged 11 to 18, separately for males and females.”

⁵ The Republic of Kazakhstan Government's Decree On Approving the Model Regulations of Educational Organizations Implementing Secondary Education Programs maintains that persons who have the necessary professional teaching qualifications and that meets the requirements may be eligible for pedagogical work in the organization. Whereas, persons that do not have relevant professional education are entitled to engage in educational activities upon the decision of the pedagogical council of the organization, only in cases where there is a lack of required specialists. Persons who are prohibited by a court verdict to engage in teaching shall not be permitted to be engaged in educational activities in the organization.

To develop a more accurate understanding of violence in schools one must look to the international literature on school violence. This literature reveals that the “more common forms of violence are those that go unreported and maybe so tolerated and actively condoned by the public and by official policy and law that they are not deemed worthy of study, discussion, or debate” (26). In many countries, this includes psychological violence, minor physical violence, peer bullying, sexual harassment and gender-based violence, and the use of corporal punishment by school staff to correct misbehaviors and discipline so called ‘unruly children. Other forms of cruel or degrading punishment used by school staff, not involving physical violence, have been much less studied and often go unrecognized (27).

Since the 1970s, the volume of research on school violence has grown significantly in industrialized countries, particularly the United States, Canada, and Western European countries. In transitional and developing countries, research on violence in schools is more limited; nevertheless, there have been efforts to document school violence among children and by school staff in transitional countries (28, 29, 30, 31, 32, 33, 34).

Existing comparative and cross-cultural research on school violence has found that the percentage of children that experience violence and bullying in schools varies significantly between countries. For instance, the 2001/02 Health Behavior in School-Age Children (HBSC) Survey, which was administered in developed and transitional countries in Central and Eastern Europe, revealed that, on average, 35% of school children reported they had been bullied within the past two months, with the percentage ranging from 15% in Sweden to 64% in Lithuania (35). In a study conducted by UNICEF in Kosovo, it was found that 18% of children in Serbian areas and 33% in Albanian areas reported that violence happens in school (36). Both the HBSC Survey and the UNICEF Kosovo study found that most violence and bullying was verbal in nature, but if left unchecked could lead to more extreme physical bullying. In fact, the 2001/02 HBSC Survey also revealed the percentage of school-aged children that engage in physical fights during the past year ranged from 25% in Finland to 49% in Lithuania (37).

The HBSC Survey had several other significant findings. It found that bullying decreased as children aged and that while boys and girls experienced bullying at a similar rate, boys were more likely to bully

Box 1.1. Types of violence in schools

Psychological violence – includes a pattern of intentional verbal and behavioral actions that aim to ignore, reject, control, and/or isolate a child, intimidate and cause fear in a child, and attack a child’s character and undermine their sense of self-worth, self-esteem, and social and emotional development and well-being. Psychologically abusive behaviors include such verbal actions as name-calling, insults, belittling, ridicule, and humiliating and cruel words that convey to a child the message that he or she is worthless, flawed, unloved, and unwanted. It also includes behavioral actions such as threatening a child with physical harm with the aim of intimidating and evoking fear in a child to control them.

Physical violence – those acts of physical force against a child by another child or adult which causes physical harm or injury or has the potential for harm to the child’s health, survival, development, or dignity. There are a broad range of behaviors that are considered physical violence, including: hitting, beating, pushing, kicking, choking, pulling hair, shaking, and assault with an object or weapon. Physical violence often causes some form of harm or injury, and can even result in disability or a child’s death.

Sexual abuse and harassment – includes situations in which a child or adult makes unwelcome sexual advances and other verbal or physical harassment of a sexual nature against a child, or abuses a child for sexual stimulation. It includes touch/grabbing another child’s private/sexual body parts, making sexual comments/jokes about a child, pressuring or asking a child to engage in sexual activities (regardless of the outcome), indecent exposure of one’s sexual body parts, displaying pornography to a child, and actual sexual contact with a child.

than were girls. Boys were also more likely than girls to participate in physical fights. The survey also found that most bullying occurs within sex groups (boy-on-boy and girl-on-girl), but when bullying occurs across sex groups it was most often boys that bully girls. Surprisingly, the HBSC Survey found that nearly half of all children involved in bullying were both victims and perpetrators. In part, this is because in physical fights it is not always easy to distinguish between perpetrators and victims (38).

Much of the research into school violence has focused on understanding the nature and extent of one or more forms of violence, most often physical violence, bullying, and school teachers' use of corporal punishment to discipline children (39, 40). This research has also examined the causes of school violence and its impact on child victims and perpetrators (41).

In some countries, the focus has also been on sexual violence or gender-based violence in schools and its negative affect on girls' experiences in schools (42, 43). These studies reveal that sexual violence, including sexual harassment toward girls by male students and teachers occurs in countries around the world, but to varying degrees. Often sexual violence and harassment is "motivated by the desire to punish

and humiliate girls because of their sex or sexuality, or by sexual interest or bravado" (44). In most cases, sexual violence and harassment intimidates, humiliates and diminishes girls' sense of self-worth and can cause girls to prematurely dropout of school (45, 46).

In some industrialized countries, such as the United States, more advanced research is examining the relationship between school climate and school violence (47, 48). In addition, research is being undertaken to better understand the role of gender in bullying and victimization experiences; while both males and females engage in physical and relational aggression in schools, they do so at different rates and the interaction of gender and victimization may influence boys and girls' social development and mental well-being in different ways (49). Contemporary research on school violence is also focused on identifying the factors that put children at increased risk of being the victims and/or perpetrators of school violence, including risk factors such as family environment (e.g., exposure to family violence and attachment to parents), children's anger and aggression tendencies, and school attachment. Some of this research has found that risk factors for perpetrating school violence include family problems, low parental attachment, tendencies for anger

Extortion – is a criminal offense of unlawfully demanding and obtaining money or property from a child through force or coercion, including with the threat of violence or physical harm.

Cyber-bullying – use of the internet and other technology to harass, threaten, embarrass, or target another child. It includes such behaviors as: showing or sending text messages that are harsh, mean or cruel; impersonating a victim online or posting personal information, photos or videos designed to hurt or embarrass another child; and creating a fake account, web page, or online persona with the intention to harass and bully another child.

Peer bullying – involved unwanted, aggressive behavior among school-aged children that involves a real or perceived power imbalance. The behavior is repeated or has the potential to be repeated overtime. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.

Discrimination – involves the prejudicial or distinguishing treatment of a child based upon his/her gender, nationality or ethnic status, socio-economic status, religion, or a disability.

Corporal punishment – involves any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however, light. Most involves hitting, slapping, and spanking children with the hand or with an implement. But, it can also involve kicking, shaking, or throwing children, scratching, pinching, biting, pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scalding or forced ingestion (e.g., washing children's mouths out with soap or forcing them to swallow hot spices).

and physical aggression, pro-violence attitudes, risk-taking behaviors, affiliation with anti-social and delinquent peers, poor academic performance, high absenteeism, and dropping out of school early (50, 51, 52, 53, 54).

International research has also found that it is not uncommon that some children are victims of different types of violence, so-called poly-victims. Poly-victims can be victims of abuse and neglect in the home and family setting, violence and bullying by peers, and corporal punishment by school staff. Research has shown that children that are poly-victims are likely to score high on anger and aggression scales, to have family problems, and to have experienced recent life adversities (e.g., death of a family member or loss of a parent) (55).

In recent years, some research has also begun to focus on a new kind of bullying, referred to as cyber-bullying. Cyber-bullying involves using technology, such as mobile phones and the internet to bully through e-mails, online chats, personal webpages, text messages (SMS), and sending images and photographs. Cross-cultural research on cyber-bullying has revealed that reported incidence of cyber-bullying varies quite widely. For instance, a survey of New Zealand secondary school students' found that 8% of boys and 14% of girls received nasty text messages "sometimes or more" at school, and 7% of both boys and girls sent nasty text messages to others. In comparison, among middle school students (6th to 8th grades) in the United States, at least 22% had cyber-bullied someone two or more times, and 29% had been cyber-bullied two or more times. Often victims of cyber-bullying do not know who the perpetrators were; however, when victims did know, as many as 58% reported the perpetrators were from the same school (56, 57, 58).

Some countries have also focused on the problem of children bringing weapons to school. Over the past decade, the problem of weapon carrying in schools has become particularly evident in the United States as there have been several mass shootings on school campuses. In fact, a nationwide study found that in the United States at least 3% to 10% of students carried weapons on school property, while 12% to 25% carried weapons outside of school. (59). Studies from Canada suggest weapon-carrying in schools is as common in Canada as it is in the United States (60).

The occurrence of violence in schools has negative effects not only on the school climate and environment, but it negatively affects children that are exposed to the violence – victims and witnesses – along with perpetrators. Children that experience school violence can suffer physical symptoms (e.g., headache, stomachache, backache, and dizziness), psychological distress (e.g., bad temper, nervous, anxious, depressed, passive, and overly cautious), and experience negative educational outcomes (e.g., lower grades, absenteeism, and absence of bonding with peers and teachers in schools.) Impacts of school violence can be more serious if the violence is repeated or severe in nature, and if victims' lack adequate support and protection. Also, studies in the United States, Canada, and Western European countries suggest that exposure to school violence, whether as victims or perpetrator, can be a predictor of future anti-social and criminal behaviors, as well as self-harming and suicidal behaviors (61).

According to the UN World Report on Violence Against Children, the nature and extent of violence in schools often reflects the nature and extent of violence in countries and communities, which in turn reflects prevailing political and socio-economic conditions, social attitudes, cultural traditions and values, and laws and law enforcement (62). This report further contends that violence in schools reflects a "hidden curriculum" through which "children learn that violence is an acceptable way for the strong and aggressive to get what they want from the comparatively weak and passive" (63). Violence in schools also promotes gender inequalities and stereotypes as teachers use more frequent and harsh corporal punishment against boys compared to girls, boys insult and mock each other for their lack of masculinity, and boys harass girls with verbal and physical gestures that are sexual in nature. This sexual aggression by boys promotes an acceptance for gender-based violence as it is often dismissed by adults as "just boys being boys," while girls are blamed for "asking for it" (64). School violence in its various forms makes schools unsafe and uncomfortable places for both boys and girls, but more so for girls in some countries as girls are more likely than boys to drop out of school during adolescence (65).

Suicide among children

Suicide is one of the most alarming issues in relation to children, and one of the hardest behaviors for people to understand. Many children engage in a variety of self-harming behaviors, in which a child intentionally inflicts harm to his/her body (e.g., intentionally cutting of skin, self-bruising or scratching, self-burning, pulling skin or hair, swallowing toxic substances, and breaking bones), or attempt/commit suicide. International research has found that children may engage in acts of self-harm without suicidal intent; however, the relationship is not clear since individuals that report engaging in self-harm are also more likely to report having considered or attempted suicide (66).

Children/youth are normally very secretive about their self-harming and suicidal behaviors; however, international research has revealed that those children/youth that admit to self-harm often say they do it to help alleviate feelings of sadness, anxiety, or emotional distress. They may not be trying to commit suicide, but instead are seeking to manage intolerable feelings or to experience some sense of feeling (67).

Self-harming behaviors can start early in life. International research has found that early onset

self-harm is common around 7 years of age; however, most self-injury behaviors begin in middle adolescence between 12 and 15 years of age and can last for weeks, months, or even years (68).

In Kazakhstan, attention has been given to the problem of child suicides because suicide rates for children between 5 and 14 years of age, and youth between 15 and 24 years of age are significantly higher compared to many countries of Europe and CIS region. The Government of Kazakhstan acknowledges the problem and is taking steps to address the issue; however, there is limited understanding of the reasons for child suicide. A more comprehensive analysis and understanding of child suicides and suicide attempts in Kazakhstan is currently underway; however, as revealed in the 2010 assessment of violence against children in state-run residential institutions and the 2011 assessment of children's vulnerabilities to risk behaviors, sexual exploitation, and trafficking the reasons for children's suicidal behaviors can vary significantly, and in many cases are related to the multiple forms of violence, abuse, neglect, and exploitation they experience in their lives, coupled with lives shaped by oppression, stigmatization, and discrimination (69, 70). At this point, understanding children's suicidal behavior in the context of school violence is extremely important (71).



Why study violence against children in schools?

UNICEF Kazakhstan supported the National Human Rights Centre (Ombudsman Office) of the Republic of Kazakhstan to conduct this assessment of violence in schools in Kazakhstan. Systematic research on violence against children in schools in Kazakhstan is nonexistent, and official data on the occurrence of violence in schools is not readily available as most incidents go unidentified and unreported. To date, there is no clear picture of the situation of violence against children in schools; thus, it is necessary to collect data on violence in schools to ensure informed decision-making.

In keeping with efforts to enhance the National Human Rights Centre's (Ombudsman) child rights monitoring capacities on violence against children in Kazakhstan, the objectives of this study were to:

- Gather reliable data on the nature and extent of violence against children in schools, including violence among children and by school staff.
- To document existing efforts to identify and respond to incidents of school violence and ensure child protection.
- To gather data on the occurrence of self-harming and suicidal behaviors among school-age children, and examine the relationship between self-harming and suicidal behaviors and school violence.
- Analyze data and generate findings that would provide a comprehensive picture of the nature and extent of violence in school in Kazakhstan, as well as the relationship between school violence and self-harming and suicidal behaviors.
- Examine practices of registering, recording and reporting incidents of violence in schools, and responses to and mechanisms of coordination in cases of school violence.
- Use the data and findings to inform the development of recommendations for improving the identification of and response to incidents of school violence.

In no way does this assessment claim to be representative of all schools in the country, as it focuses on only four districts/regions and 40 different schools. Nevertheless, the data does provide us with an estimate of the nature and extent of violence in schools in Kazakhstan. Most important, this assessment will fill a significant gap in the limited literature and data on violence against children in schools in Kazakhstan.

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CHAPTER 2:

ASSESSMENT METHODOLOGY





Conducting research on violence against children in schools is challenging because children that are victims of violence in schools are often reluctant or afraid to report such incidents for fear of retaliation from their abuser(s), and fear of negative reaction from school teachers and directors. Also, the significant power and age differentials that often exist between child victims and their abuser(s) further enhances a child's fear of reporting their experiences with violence in schools. School teachers and directors can also play a significant role in hiding problems of school violence and the use of corporal punishment on children in schools.

Despite the challenges of conducting research on violence against children in schools, a multi-method design was developed which enabled us to conduct an assessment of the nature and prevalence violence against children in schools across four regions/oblasts of Kazakhstan, including schools in urban and rural areas.

Goal of the assessment

The main goal of this assessment was to enhance the capacities of the National Human Rights Centre (Ombudsman's Office) to monitor child rights and violence against children in Kazakhstan. Thus, this assessment focused specifically on assessing the nature and prevalence of violence against children in state-run schools in Kazakhstan, as well as attempted to assess self-harming and suicidal behaviors among school-age children. The aim is that the findings from this assessment can be used by both UNICEF and the Ministry of Education and Science (MoES) to develop school safety and violence reduction initiatives and programs that can be tailored specifically to the local context and educational settings in Kazakhstan.

Assessment design

To accomplish the goal of this assessment, a multi-method research design was developed, which included:

- Self-report surveys of children between 9 and 17 years of age in the 5th to 10th grades in state-run schools
- Structured interviews with children between 9 and 17 years of age in the 5th to 10th grades in state-run schools
- Self-report surveys of school teachers and specialized staff (e.g., school psychologists, school nurses, social pedagogues, school security/police) working in state-run schools
- Structured interviews with school directors of state-run schools

Such a multi-method research design was needed given the challenges of studying violence against children in schools. In the following sections, each of the data collection methods and instruments are explained in more detail.

It is important to note that both the Ombudsman's Office and the MoES reviewed and approved the research design and data collection tools prior to beginning the assessment. The research design and data collection tools were also reviewed by two members of the National Education Academy in Astana, Kazakhstan.

Study sites

In consultation with the Ombudsman's Office and UNICEF, the decision was made to sample state-run schools in four regions/oblasts of Kazakhstan. This decision was based upon the fact that diversity exists across regions/oblasts in terms of population demographics, emphasis on tradition and cultural

practices, and the number of state-run schools. This assessment does not claim to be representative of all schools in Kazakhstan; nevertheless, the sample does provide us with a rough estimate of the scale of violence against children in schools across Kazakhstan.

Sample of schools

The sample included 40 state-run schools in four regions/oblasts of Kazakhstan, including schools in urban and rural areas to ensure a good cross-section and regional representation of schools. The number of schools sampled in each of the four regions/oblasts varied based upon the total number of schools and the proportion of urban and rural schools in each region/oblast. In each of the four regions/oblasts, effort was also made to sample Kazakh language, Russian language, and mixed language schools.

Table 2.1 reveals the population of schools in the four regions/oblasts, including the total number of schools, number of urban and rural schools, and number of Kazakh, Russian, and mixed language schools. This data was provided to the Ombudsman's Office by the MoES in May 2012.

Given the total number of schools varies significantly by region/oblast (including the number of urban and rural schools and Kazakh, Russian, and mixed language schools) the number of schools sampled in each region/oblast also varied. In three of the regions/oblasts, the number of rural schools significantly outnumbered urban schools, so in some regions/oblasts rural schools were over sampled to ensure a representative sample of children in rural areas.

Based upon data in Table 2.1, the sample of schools was determined. Table 2.2 shows the sample of schools by region/oblast, including the total number of schools sampled, the number of urban and rural

Table 2.1. Population of schools by region/oblast (2011–2012, provided by MoES)

	Total schools		Urban schools		Rural Schools		Kazakh language schools		Russian language schools		Mixed language schools	
	n	%	n	%	n	%	n	%	n	%	n	%
Region 1	69	5.1	69	100.0	0	0.0	23	33.3	11	15.9	35	50.7
Region 2	582	42.9	81	13.9	501	86.1	144	24.7	309	53.1	129	22.2
Region 3	291	21.4	56	19.2	235	80.8	259	89.0	5	1.7	27	9.3
Region 4	416	30.6	86	20.7	330	79.3	157	37.7	105	25.2	154	37.0
Total	1,358	100.0	292	21.5	1,066	78.5	583	42.9	430	31.7	345	25.4

Table 2.2. Sample of schools by region/oblast

	Total schools sampled		Urban schools		Rural Schools		Kazakh language schools		Russian language schools		Mixed language schools	
	n	%	n	%	n	%	n	%	n	%	n	%
Region 1	4	10.0	4	100.0	0	0.0	1	25.0	1	25.0	2	50.0
Region 2	14	35.0	5	35.7	9	64.3	3	21.4	7	50.0	4	28.6
Region 3	10	25.0	4	40.0	6	60.0	6	60.0	0	0.0	4	40.0
Region 4	12	30.0	6	50.0	6	50.0	4	33.3	3	25.0	5	41.7
Total	40	100.0	19	47.5	21	52.5	14	35.0	11	27.5	15	37.5

schools sample, and the number of Kazakh, Russian, and mixed language schools sampled. Effort was made to duplicate proportions near to, but not the same as, the proportions in Table 1. The final sample included a total of 40 schools, including 19 urban and 21 rural schools, and 14 Kazakh language, 11 Russian language, and 15 mixed language schools.

Prior to determining which specific schools would be selected for sampling in each of the regions/oblasts, in keeping with the sampling framework presented in Table 2, the Ombudsman's Office obtained from the MoES detailed information about each school in each of the four regions/oblasts (i.e., name, language of instruction, number of children in the 5th through 10th grades, urban vs. rural status, and address and contact information). This detailed information was obtained in August 2012 and was used to select schools for inclusion in the sample.

The final sample of 40 state-run schools was decided on by the Ombudsman's Office (with some input from the UNICEF international consultant) to avoid sampling bias and assure the sample included a cross-section of schools in each of the four regions/oblasts. Some input was also provided by the local research team in regard to the distance and travel time to the selected schools from the region/oblast center.

In order to gain access to the pre-selected schools, letters were sent from the Ombudsman's Office to the Oblast Education Departments explaining the purpose of the study. The Oblast Education Departments then forwarded the letters to the city or rayon education offices, which were then responsible for forwarding the letters to the state-run schools which were pre-selected to be sampled. At each school, the local research team met with the school director and explained the purpose of the research and that the school was pre-selected to be surveyed with the approval of the Ombudsman's Office and the MoES. The research

team then explained what sort of assistance they needed to organize the children and school teachers and specialized staff for surveying, and to select children for interviews, and to interview the school director or deputy director. After the introduction, the research team, which included six researchers, divided into two groups. One group of four researchers was responsible for administering the self-report surveys to children, while the other two researchers were responsible for interviewing the school director and surveying school teachers and specialized staff. In most schools, each member of the research team conducted semi-structured interviews with children.

Sample of classrooms in schools

Based upon a pre-established sampling framework, the goal was to sample a total of at least 3,000 children between 9 and 17 years of age in the 5th to 10th grades in the 40 state-run schools. In each school, one grade from each of the 5th, 6th, 7th, 8th, 9th, and 10th grades was pre-selected for sampling by the Ombudsman's Office. The framework for sampling classrooms was designed to ensure that a cross-section of children with different levels of academic achievement would be sampled. In addition, in mixed language schools a rotation was used to ensure that three Russian language and three Kazakh language classes were sampled. Prior to the research teams' arrival at each school, the Ombudsman's Office established a sampling framework of classes specific to that school that would ensure the sampling approach was random, fair, and unbiased. It is important to note that school directors were not involved in the process of selecting classes to be sampled in schools; this was pre-determined by the Ombudsman's Office.

At each school the local research team knew specifically which classrooms they were supposed to survey

and worked with the school director to gain access to those classrooms. In each classroom selected for sampling the research team informed the children of the purpose of the survey and that their anonymity and confidentiality were ensured, and provided them with directions for how to complete the survey. Children were instructed not to write their names or put any identifiers on the surveys. At least two researchers remained in the classroom to monitor and assist students as they completed the survey. A teacher from the school was allowed to remain in the classroom at the time of the survey, strictly to observe, if they preferred; however, teachers were not allowed to communicate with or assist children while they completed the survey, or to view children's completed surveys. All completed surveys were immediately placed in a sealed envelope upon completion and no one from the school was allowed access to the sealed envelopes or to view the completed surveys. All sealed envelopes were brought directly back to the local research teams office for data management and input.

Defining and measuring violence in schools

International research has used various criteria to define the different types of violence that typically occur in schools. A common method has been to classify the violence according to the type of act. In Chapter 1, Box 1.1 identifies and defines each of the types of violence in schools that is considered in this assessment. The surveys of children and teachers and specialized staff, developed specifically for this assessment, were designed to measure each of the eight types of violence defined in Box 1.1. Measures included a series of behavior-specific questions that allowed for the measurement of the nature and extent of each type of violence. The interview with children was also designed to measure the various types of violence in schools; however, using open-ended questions that allowed children to define the different acts related to each of the types of violence in Box 1.1.

Data collection tools

All data collection tools described in the following sections were developed by UNICEF's international consultant, Dr. Robin Haarr, after an extensive review of international literature on existing survey instruments on school violence and peer bullying, corporal punishment in schools, and school responses

to violence and child protection. The UNICEF international consultant took the lead developing each of the surveys and interviews and worked with the Ombudsman's Office to ensure they were culturally appropriate and sensitive. Each of the surveys and interviews were originally developed in English and then translated into Russian and Kazakh for distribution. The translated surveys and interviews were reviewed and double-checked by the Ombudsman's Office and the local research team, Public Opinion Research Centre, to ensure proper translation. The local research team had both Russian and Kazakh speakers in each of the regions/oblasts.

Survey of school-age children in schools

In each of the 40 state-run schools, children between 9 and 17 years of age in the 5th to 10th grades were surveyed. Children between 9 and 17 years of age were surveyed because of their reading and comprehension levels. International research has found that children under 9 years would have a more difficult time processing and understanding questions related to school violence.

International research has also proven that self-report surveys are one of the best methods to measure the nature and prevalence of violence against children in schools, given the highly sensitive nature of violence in schools and the hesitancy of children to talk openly about experiences of violence in schools, whether from their peers or from school staff. Self-report surveys are also an effective means for measuring the effects of school violence on children and their strategies for seeking help and reporting incidents of violence in schools. The self-report surveys also allow for the collection of important demographic information about children that will allow for important comparison and relationship analysis.

The School Children's Self-Report Survey was designed to measure:

- Demographics (e.g., sex, age, grade level, nationality)
- Family-orientation (e.g., living arrangement with parents, parental attachment, family conflicts)
- Physical aggression tendencies
- Anger tendencies
- School-orientation (e.g., school attachment, school climate)

- Witness school violence among children (psychological, physical, sexual, economic, cyber bullying, and discrimination)
- Victim of school violence by children (psychological, physical, sexual, economic, cyber bullying, and discrimination)
- Perpetrator of school violence against children (psychological, physical, sexual, economic, cyber bullying, and discrimination)
- Weapon carrying (e.g., children's weapon carrying on school property and outside of school, knowledge of other children that carry weapons on school property)
- Responses to school violence (e.g., peer and adult responses to school violence, recipient of pro-social behaviors in school, and school rules to address violence in schools)
- Corporal punishment and discrimination by teachers and school directors
- Running away
- Mental health (e.g., life rating, self-harming and suicidal tendencies)

Being these were self-report surveys, children read and completed the survey on their own. The research team was present in the classroom while children completed the survey and monitored children's progress completing the survey. Children were monitored by the research team to make sure they were completing the survey on their own and were not talking with each other or looking at each other's answers. The research team also assisted children as needed with completing the survey (e.g., clarification of questions or words, clarification of how to check the box correctly), as children's reading and comprehension abilities varied. It is important to note that children were not paid or provided any incentives to complete the survey.

Children were informed that they could select not to complete survey questions if they did not want to or did not know how to answer the questions. However, the research team did check all surveys as they were completed to make sure that they were completed in full or understood why certain questions were left unanswered. On average, it took children 30 to 40 minutes (one class period) to complete the survey after receiving directions from the researchers.

Once children completed the surveys, the surveys were immediately placed in a sealed envelope. The sealed envelopes were labeled with a school number, school type code, and region code to ensure anonymity and

confidentiality of both the children and the school. Neither school directors nor teachers were allowed access to the sealed envelopes or to view the completed surveys. All completed and partially completed surveys were brought back to the research team's office where they were checked and provided with a survey number, a school number, school type code, and region code. All completed surveys were input into SPSS by the local research team.

Interview of school-age children in schools

One-on-one interviews were also conducted with 10 children (5 boys and 5 girls) in each of the schools, resulting in a total of 402 children (201 boys and 201 girls) interviewed across the 40 state-run schools. The objective of the interviews with children was to learn more about children's understanding of and experiences with peer violence and corporal punishment in schools, and their responses to violence in schools. Therefore, the interviews were designed to have children describe incidents of violence and discrimination that they witnessed, experienced, and perpetrated in their schools. They were then asked when it happened, how often it happened (in the case of experiencing school violence), if they were still experiencing such problems, and whether it was one child or a group of children that were involved. They were also asked if they told anybody about the violence, who they told, and the response of the person(s) they told. They were asked what happened to the child victim or how they felt when they experienced the violence, if they were physically hurt and if they wanted to seek revenge against the person that committed the violence against them. The interview also included several questions about teachers' use of corporal punishment and other methods of discipline used in classrooms to control children.

Qualitative data from the interviews serve to supplement the quantitative survey data (i.e., providing contextual meaning to and understanding of quantitative survey data and many of the indicators/measures in the survey).

The local research team was instructed on how to proceed to classrooms that were not surveyed and to select children to participate in the interviews. All children selected for the interview were asked if they were willing to participate in the interview; children were allowed to refuse participation without any penalty, in which case the local research team was

instructed to select another child in the same classroom and ask for their consent to participate.

After explaining the purpose of the interview to the children, the researchers conducted one-on-one interviews with the children. Each child was guaranteed anonymity and confidentiality. Interview notes were taken throughout the interview by the researcher. On average, it took children about 15 to 25 minutes to complete the interview. All interview notes were immediately placed in a sealed envelope. Neither school directors nor teachers were allowed access to the sealed envelopes. All completed interviews were brought back to the research team's office where they were provided with an interview number, a school number, school type code, and region code. All completed interviews were transcribed into Microsoft Word in Russian or Kazakh (the language the interview was conducted in) by the research team, and then translated into English by professional translators.

Survey of teachers and specialized staff in schools

In each of the 40 state-run schools, teachers and specialized staff were also surveyed. The objective was to survey at least 25 to 30 teachers and specialized in each of the 40 schools to generate a total sample of 1,000 teachers and specialized staff.

The Teachers and Specialized Staff Self-Report Survey was designed to measure:

- Demographics (e.g., sex, job status, age, number years working, average number of children in class, level of education, years of work, grade/courses teaching)
- Perceptions of children and teaching
- Witness school violence among children (psychological, physical, sexual, economic, cyber bullying, and discrimination)
- Means of punishment/discipline used by teachers (positive, psychological, physical, and labor punishment/discipline)
- Discrimination of children by teachers
- Responses to violence in schools
- School policies related to violence in schools and teachers' use of corporal punishment
- Training of teachers

At each school, the local research team worked with the school director to organize 25 to 30 teachers and

specialized staff into one room where they could be surveyed at the same time. The research team began by informing the teachers and specialized staff of the purpose of the survey and that their anonymity and confidentiality were ensured, and provided directions on how to complete the survey. Teachers and specialized staff were instructed not to write their names or put any identifiers on the surveys.

Being these were self-report surveys, teachers and specialized staff completed the surveys on their own. The research team was present while teachers and specialized staff completed the surveys and monitored their progress to make sure they were completing the survey on their own and were not talking with each other or looking at each other's answers. The research team also assisted teachers and specialized staff as needed with completing the survey (e.g., clarification of questions or words, clarification of how to check the box correctly). It is important to note that teachers and specialized staff were not paid or provided any incentives to complete the survey.

Teachers and specialized staff were informed that they could select not to complete survey questions if they did not want to or did not know how to answer the questions. However, the research team did check all surveys as they were completed to make sure that they were completed in full or understood why certain questions were left unanswered. On average, it took teachers and specialized staff 20 to 30 minutes to complete the survey after receiving directions from the researchers.

Once teachers and specialized staff completed the survey, the surveys were immediately placed in a sealed envelope. The sealed envelopes were labeled with a school number, school type code, and region code to ensure anonymity and confidentiality of the teachers and specialized staff, as well as the school. School directors were not allowed access to the sealed envelopes or to view the completed surveys. All completed and partially completed surveys were brought back to the research team's office where they were checked and provided with a survey number, a school number, school type code, and a region code.

Interview with school directors

In each school, structured interviews were also conducted with the school director or deputy director. The interviews consisted of a series of open- and close-ended questions that were developed to collect information, such as:

- School information (e.g., name, place, school size – number of children, teachers, and staff, urban vs. rural)
- Personal demographics of school directors/deputy directors
- Definition of violence against children
- Knowledge of violence against children in schools
- Actions taken to respond to specific cases of violence in schools, including actions taken against children that commit acts of school violence and child victims
- Registration/recording of violence in schools, including number of cases recorded and regulations that require recording such cases
- Referral/reporting of cases of violence in schools, including children victims and perpetrators to outside agencies or support services
- Follow-up/monitoring of children involved in incidents of violence in schools and child victims
- School discipline policies and practices related to cases of school violence, including number of suspensions for violence in the past academic year
- Guidance and training on violence in schools and gender discrimination in schools provided to school personnel
- Initiatives to address violence in schools
- Coordination mechanisms with governmental and nongovernmental entities to address violence in schools
- Training and capacity building needs related to violence in schools

Typically, two members of the research team were involved in interviewing the school director or deputy director. Interview notes were taken throughout the interviews by the researchers; then, interview notes were brought back to the research team's office and the close-ended questions were input into SPSS and the open-ended questions were transcribed in Russian or Kazakh into Word.

Pilot test and training of research team

On 10 September 2012, the UNICEF's international consultant, Dr. Robin Haarr, conducted one-day of office training for 14 members of the local research company. This training focused on the assessment design, data collection tools, and ethical guidelines and human subjects' protections. The group of 14 local researchers included three members from each of

the four regions/oblasts and two project managers from the research company's office in Almaty.

Once the local research team completed the one-day office training, they were then trained in the field by the UNICEF international consultant as part of the pilot for the assessment design and data collection tools. The field training and pilot for the study occurred in four state-run schools in one of the regions/oblasts over a four-day period from 11 to 15 September 2012. The field training and pilot provided the UNICEF international consultant with the opportunity to monitor the research teams' performance and provide on the spot capacity building training on how to implement the assessment design, use the data collection tools, and comply with ethical guidelines and human subjects' protections. The pilot also provided the opportunity to make any necessary adjustments to the assessment design and data collection tools, as well as address any translation/wording issues with the surveys and interviews.

Data input and analysis

Standardized coding procedures were developed by the UNICEF international consultant, along with SPSS and Word data entry systems. The local research company was responsible for managing the data and inputting all data into SPSS and Word. After all detailed interview notes were transcribed into the Word data entry systems in Russian and Kazakh, they were then translated into English. After data input was complete, all surveys and interviews and detailed interview notes were transferred to the Ombudsman Office where they are being stored and secured.

All data sets were then provided to the UNICEF international consultant for analysis. SPSS was used to analyze the data from the surveys of children and surveys of teachers and specialized staff, as well as the close-ended questions from the interviews with school directors. All qualitative data obtained from interviews with children and school directors was coded and analyzed in NVivo9, a qualitative data analysis software program used by social scientists. In an added effort to protect the identities of all children and school directors that participated in the interviews, all identification numbers assigned during the research process were changed and new identification numbers were assigned to each respondents during the data analysis process by the UNICEF international consultant.

CHAPTER 3:

CHILDREN'S EXPERIENCES WITH VIOLENCE IN SCHOOLS





This chapter presents data and findings from the self-report surveys and interviews with school-age children in state-run schools. This chapter includes demographic information on the children that were surveyed, including information about their living arrangements, family environment, and parental attachment. It also includes information on children's attachment to school, their sense of safety in school, and the nature and extent of various types of violence and discrimination that children witness and experience in school. The data enables us to categorize children as witnesses, victims, and/or perpetrators of school violence and discrimination and to understand the characteristics of children in each of these categories. This chapter also includes information about children that reported to have run away from home and/or engaged in self-harming and suicidal behaviors.

The goal of this chapter is to present data and findings that school personnel and policy makers can use to improve their ability to understand and identify violence in schools and to develop school violence reduction initiatives and programs that will help to make schools safer places for children. The data and findings in this chapter can also help to inform trainings for school personnel that will help them with early identification and intervention in situations of school violence.

Children's demographics

The self-report survey was administered to a total of 4,207 school-age children in 40 schools in 4 regions/oblasts of Kazakhstan. Table 3.1 reveals demographic data for the full sample of 4,207 children.

Table 3.1. Children's demographics (surveys)

Survey Sample N=4,207		
Oblast	n	%
Region 1	539	12.8%
Region 2	1402	33.3%
Region 3	1196	28.4%
Region 4	1070	25.4%
Urban/Rural		
Urban	2285	54.3%
Rural	1922	45.7%
Sex		
Female	2140	50.9%
Male	2067	49.1%
Grade		
5th grade	734	17.4%
6th grade	766	18.2%
7th grade	716	17.0%
8th grade	695	16.5%
9th grade	698	16.6%
10th grade	598	14.2%
Age		
9 years	13	0.3%
10 years	378	9.0%
11 years	733	17.4%
12 years	718	17.1%
13 years	643	15.3%
14 years	669	15.9%
15 years	657	15.6%
16 years	383	9.1%
17 years	13	0.3%
Nationality		
Kazakh	2904	69.0%
Russian	867	20.6%
Uzbek	15	0.4%
Kyrgyz	6	0.1%
Other	415	9.9%

In terms of region, more children were surveyed in Regions 2, 3, and 4 because there were more schools and children in each of these regions/oblasts, compared to Region 1 (see also Table 2.1). Although there were more rural schools in the 4 regions/oblasts sampled (see Tables 2.1 and 2.2), there were more children surveyed in urban schools (54.3%) versus rural schools (45.7%) because urban schools tend to have more children and larger classes. The proportion of children sampled in urban versus rural schools is fairly similar to the 2011 official estimates that a larger proportion of the population of Kazakhstan lives in urban areas (54%) compared to rural areas (46%) (1).

In terms of sex, 50.9% of the sample was female and 49.1% male. Children ranged in age from 9 to 18 years, with an average age of 13 years. While there was an equal proportion of children between 11 and 15 years of age, there were fewer children in the age categories of 9, 10, 16 and 17 years. In terms of grade, a fairly equal proportion of children were sampled in the 5th to 10th grades; however, slightly fewer children were sampled in the 10th grade.

Finally, Table 3.1 reveals that 69.0% of children surveyed were Kazakh and 20.6% Russian. A small percentage of children were Uzbek, Kyrgyz, or other nationalities. These proportions are fairly similar to national estimates from 2009 census that reported 63.1% of the population is Kazakh, 23.7% Russian, 2.9% Uzbek, and 4.5% other.

The majority of children (91.3%) reported they attended the same school last year that they were attending this year.

Children's family environment

Children were asked about their family environment and living arrangements, including their relationship with their parents. Table 3.2 reveals the majority of children (77.5%) reported living with both their father and mother on a regular basis. Only 14.0% of children were living with their mother only and 1.2% with their father only. In addition, only 4.5% of children were living with their mother and step-father, and .8% with their father and step-mother. Finally, 2.0% of children were living with neither their mother nor father, but other relatives.

Children were asked about problems of domestic violence within their families. Table 3.3 reveals that

18.2% of children reported experiencing problems of domestic violence in their families, including 9.3% of children reported their parents quarrel and fight with each other, and 12.6% reported they were either psychologically and/or physically abused by their parents (i.e., their parents ridiculed them, put them down, or called them names that hurt their feelings and/or hit/beat them to punish and discipline them).

Table 3.2. Children's living arrangements (surveys)

	Survey Sample N=4,207	
	n	%
Both father and mother	3259	77.5%
Mother only	589	14.0%
Father only	49	1.2%
Mother and step-father	190	4.5%
Father and step-mother	34	0.8%
Neither mother nor father, but other relatives	86	2.0%

Table 3.3 shows that among the 764 children that reported problems of domestic violence in their families, only 11.6% reported the teacher knows about the problems in their family.

Table 3.3. Domestic violence in families (survey)

	Survey Sample N=4,207	
	n	%
Domestic violence	764	18.2%
Parents quarrel/fight with each other	390	9.3%
Child abuse by parents	528	12.6%
	Experience domestic violence N=764	
Teacher knows about problems in your family	89	11.6%

The survey was also designed to measure children's attachment to their parents. Parental attachment is the relationship between a child and parent (or caregiver) that involves making the child feel supported, protected, and secure (2). In this case, it includes children's perceptions that their parents support their goals and interests, understand their problems

and concerns, understand what they are thinking and feeling, listen to what they say, and take the time to help them. Parental attachment is different from other aspects of parenting, such as disciplining and teaching (3).

The parental attachment scale included seven questions on which children could score a total of 14 points (see Appendix Table 1). Children were ranked as having low parental attachment if they scored 0 to 7 points on the 14-point scale and high parental attachment if they scored 8 to 14 points on the scale. Table 3.4 reveals that for the full sample of children, 8.1% had low parental attachment and 91.6% had high parental attachment.

Table 3.4. Parental attachment (surveys)

	Survey Sample N=4,207	
	n	%
Parental attachment		
Low	340	8.1%
High	3,852	91.6%

It is important to point out that there were no significant differences between females and males in parental attachment; nor were their differences based upon children's living arrangements, grade, or urban versus rural residence.

Effort was made to understand the relationship between children's experiences with domestic violence in their families and their parental attachment. Table 3.5 reveals that although the majority of children had high parental attachment, children that reported problems of domestic violence in their families were significantly more likely to have low parental attachment (19.7%), compared to children that did not experience domestic violence in their families (5.6%). This data reveals that domestic violence has a negative effect on the parent-child relationship and children's attachment to their parents.

Table 3.5. Effect of domestic violence on parental attachment (surveys)

	Low Parental Attachment N=4,207		High Parental Attachment N=4,207	
	n	%	n	%
Domestic violence				
No	190	5.6%	3,227	94.4%
Yes	150	19.7%	610	80.3%

Anger and physical aggression tendencies

Existing research on violence in schools tends to focus on the characteristics of children involved in school violence, but not much is known about the emotions of children involved in school violence. Nevertheless, it is well known that children's behavior is influenced by emotions, such as anger and aggression (3). In fact, some children are not able to control their emotions – anger and aggression – resulting in a loss of control and a tendency to act out in aggressive ways toward others.

The survey was designed to measure children's tendencies for anger and physical aggression. Both the anger and physical aggression scales included five questions each (see Appendix Table 2). Children could score a total of 10 points on both of these scales. Children were ranked as having low anger and low physical aggression if they scored 0 to 5 points on 10-point scales, and high anger and high physical aggression if they scored 6 to 10 points on the scales. Table 3.6 reveals that among the 4,207 survey, the majority had low anger (70.9%) and low physical aggression (70.2%) tendencies. Still, however, as many as 29.1% of children had high anger and 29.8% had high physical aggression tendencies. In other words, nearly 1 out of 3 children ranked high on the anger and physical aggression tendencies scales.

Table 3.6. Anger and physical aggression (surveys)

	Survey Sample N=4,207	
	n	%
Anger		
Low	2982	70,9%
High	1225	29,1%
Physical aggression		
Low	2954	70,2%
High	1253	29,8%

Figure 3.1 reveals that children's anger and physical aggression are related (see also Appendix Table 3). In other words, children with high anger tendencies (52.5%) were significantly more likely to have high physical aggression tendencies, compared to children that had low anger tendencies (20.5%).

Whereas, children with low anger tendencies (79.5%) were significantly more likely to have low physical aggression tendencies, compared to children with high anger tendencies (47.5%).

Analysis was also carried to understand the relationship between children's experiences with domestic violence in their families and their anger and physical aggression tendencies. Table 3.7 reveals that children who reported problems of domestic violence in their families were significantly more likely to report high anger (47.9%) and high physical aggression tendencies (39.5%), compared to children that did not report problems of domestic violence in their families (24.8% and 27.5% respectively). This data demonstrates that children that grow up in families where there is domestic violence – fighting and quarreling among the parents and/or children that are psychologically and physically abused – are effected emotionally, resulting in increased anger and tendencies for physical aggression. Based upon these finding, it is extremely important that there are programs within the child protection system and schools that designed to work with families that have problems of domestic violence, and with children that grow up in such abusive families. Intervention programs of the like are important to reducing the occurrence of domestic violence and child abuse in families, but also in terms of working with children living in domestic violence situations to understand and address their anger and physical aggression tendencies.

Table 3.7. Effective of domestic violence on anger and physical aggression (surveys)

	Anger N=4,207				Physical Aggression N=4,207			
	Low		High		Low		High	
	n	%	n	%	n	%	n	%
No	2,576	75.2%	850	24.8%	2,485	72.5%	941	27.5%
Yes	398	52.1%	366	47.9%	462	11.0%	302	39.5%

Table 3.8 also reveals that males (38.4%, 1 out of 3) were significantly more like than females (21.4%, 1 out of 5) to have high physical aggression tendencies. There were no significant differences between females and males in anger tendencies. In terms of

Table 3.8. Effects of sex, grade, and urban /rural residence on anger and physical aggression (surveys)

	Anger N=4,207				Physical Aggression N=4,207			
	Low		High		Low		High	
Sex	n	%	n	%	n	%	n	%
Female	1,492	69.7%	648	30.3%	1,681	78.6%	459	21.4%
Male	1,490	72.1%	577	27.9%	1,273	61.6%	794	38.4%
Grade								
5th grade	555	75.6%	179	24.4%	542	73.8%	192	26.2%
6th grade	578	75.5%	188	24.5%	584	76.2%	182	23.8%
7th grade	534	74.6%	182	25.4%	498	69.6%	218	30.4%
8th grade	478	68.8%	217	31.2%	475	68.3%	220	31.7%
9th grade	471	67.5%	227	32.5%	466	66.8%	232	33.2%
10th grade	366	61.2%	232	38.8%	389	65.1%	209	34.9%
Urban/Rural								
Urban	1,588	69.5%	697	30.5%	1,547	67.7%	738	32.3%
Rural	1,394	72.5%	528	27.5%	1,407	73.2%	515	26.8%

grade, Table 3.8 reveals that children's anger and physical aggression tendencies steadily and significantly increase as children grow older and increase in grade. Thus, by the 8th, 9th, and 10th grades children's anger and physical aggression tendencies are significantly higher than they were in the 5th, 6th, and 7th grades.

Finally, Table 3.8 reveals that children in urban schools were slightly more likely to have high anger (30.5%) and high physical aggression (32.3%), compared to children in rural schools (27.5% and 26.8% respectively).

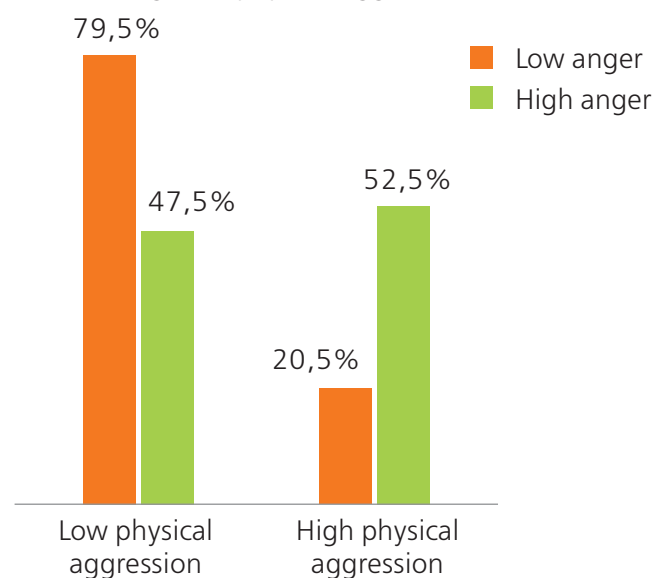
School attachment

The survey was designed to measure children's attachment to school, including the degree to which children feel close to teachers and other children in school and are happy to be in school. Existing research has found that violence in schools is typically negatively related to school attachment; in other words, children with low school attachment are more likely to be perpetrators and/or witnesses of school violence (4, 5).

The school attachment scale included 11 questions on which children could score a total of 11 points. They were ranked as having low school attachment if they scored 0 to 6 points on the 11-point scale and high school attachment if they scored 7 to 11 points on the scale. Table 3.9 reveals that the majority of children

Figure 3.1.

Effect of anger on physical aggression



surveyed (95.9%) had high school attachment; only 2.7% of children had low school attachment. There were no significant differences based upon sex, grade, or urban versus rural residence in terms of school attachment.

Table 3.9. School attachment (surveys)

	Survey Sample N=4,207	
	n	%
School attachment		
Low	170	4.0%
High	4,036	95.9%

Analysis was carried to understand the relationship between children's attachment to school, parental attachment, and anger and physical aggression tendencies. Table 3.10 reveals that children with low parental attachment (8.8%) were significantly more likely to have low school attachment, compared to children with high parental attachment (3.6%). In addition, children with high anger (6.8%) and high physical aggression (7.0%) tendencies were more likely to have low school attachment, compared to children with low anger (2.9%) and low physical aggression (2.8%) tendencies.

Table 3.10. Effect of domestic violence on parental attachment (surveys)

	Survey Sample N=4,207			
	Low School Attachment		High School Attachment	
	N	%	n	%
Parental attachment				
Low	30	8.8%	309	91.2%
High	139	3.6%	3,713	96.4%
Anger tendencies				
Low	87	2.9%	2,894	97.1%
High	83	6.8%	1,142	93.2%
Physical aggression tendencies				
Low	82	2.8%	2,871	97.2%
High	88	7.0%	1,165	93.0%

School violence and discrimination among children

One of the main focuses of this assessment was on children's exposure to violence and discrimination among children in school. The survey was designed to measure the extent to which children were either witnesses, victims, and/or perpetrators (often referred to as bullies, i.e., children that are habitually intimidating, aggressive, and/or cruel to other children, particularly smaller or weaker children) of different types of school violence and discrimination during the past year.

The types of school violence and discrimination measured in this survey include:

- psychological violence (i.e., being called names and made fun of, threatened, have their things damaged, and have children say lies about things so that others will not like them)
- physical violence (i.e., pushed, tripped, shoved kicked, hit/beat, physically injured, and threatened or attacked with an object)
- extortion of money (i.e., extorting or taking money away from a child)
- sexual abuse (i.e., making sexual jokes or comments about another child, and touching or grabbing another child's private/sexual body parts)
- cyber-bullying (i.e., using the internet or cell phone to send SMS or pictures to threaten or embarrass a child)
- discrimination based upon girl status, gender, nationality or skin color, a child's clothing or where they live, child's religion, and/or disability.

These categorizations are in keeping with international literature on violence in schools and violence against children.

Table 3.11 reveals that for the full sample of 4,207 children, 66.2% (2 out of 3) were exposed to school violence and discrimination (all types) during the past year. More specifically, 63.6% (2 out of 3) of children were witnesses of violence and discrimination among children, 44.7% (1 out of 2) were victims of violence and discrimination among children, and 24.2% (1 out of 4) were perpetrators of violence and discrimination against other children in school during the past year.

Table 3.11 also reveals the different types of violence that were measured in the survey. In terms of

Table 3.11. Exposure to violence and discrimination among children in school (surveys)

During the past year:	Survey Sample N=4,207							
	Total Exposed ¹		Witness		Victims		Perpetrators	
	n	%	N	%	n	%	n	%
Violence and discrimination among children (all forms)	2784	66,2%	2676	63,6%	1880	44,7%	980	24,2%
Psychological violence	2523	60,0%	2113	50,2%	1684	40,0%	587	14,0%
Physical violence	2220	52,8%	1985	47,2%	900	21,4%	660	15,7%
Extortion of money	411	9,8%	358	8,5%	81	1,9%	25	0,6%
Sexual abuse	601	14,3%	312	7,4%	356	8,5%	121	2,9%
Cyber-bullying	128	3,0%	---	---	99	2,4%	42	1,0%
Discrimination	1632	38,8%	1520	36,1%	654	15,5%	190	4,5%

¹ Total exposed = witnesses + victims + perpetrators (some children "played" two of the three roles).

psychological violence, 60.0% of children were exposed to psychological violence in school during the past year, including 50.2% (1 out of 2) of children that witnessed psychological violence among children, 40.0% that were victims of psychological violence, and 14.0% that were perpetrators of psychological violence in school during the past year.

In terms of physical violence, 52.8% of children (1 out of 2) were exposed to physical violence in school during the past year. More specifically, 47.2% of children witnessed physical violence, 21.4% were victims of physical violence, and 15.7% were perpetrators of physical violence in school.

Table 3.11 also reveals that 9.8% of children were exposed to children extorting money (taking money away from other children) from other children in school during the past year, including 8.5% of children that witnessed children extorting money from other children, 1.9% that were victims of extortion, and .6% that were perpetrators of extortion.

In terms of sexual abuse, 14.3% of children were exposed to sexual abuse in school during the past year. More specifically, 7.4% witnessed sexual abuse among children, 8.5% were victims of sexual abuse, and 2.9% were perpetrators of sexual abuse in school during the past year. Table 3.11 also reveals that occurrence of cyber-bullying in school; 3.0% of children were exposed to cyber-bullying during the past year, including 2.4% of children that were victims of cyber-bullying and 1.0% that were perpetrators of cyber-bullying.

Finally, Table 3.11 reveals that 38.8% of children (1 out of 3) were exposed to discrimination among children during the past year. In particular, 36.1% (1 out of 3) witnessed discrimination among children in school during the past year, 15.5% were victims of discrimination, and 4.5% were perpetrators of discrimination.

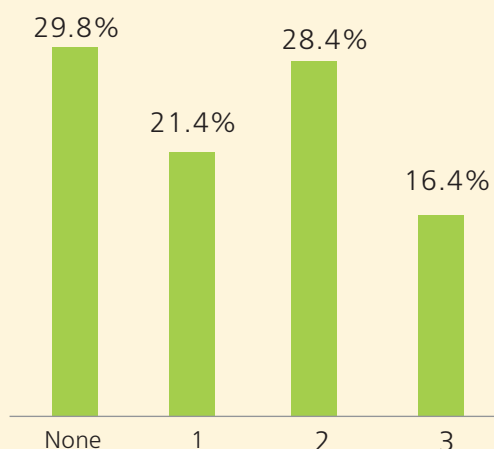
There is often a blurring of boundaries between children that witness, are victims of, and/or perpetrators of school violence and discrimination. Children do

Table 3.12. Blurring between witness, victim, and perpetrator of school violence and discrimination (surveys)

	Survey Sample N=4,207					
	Witness		Victims		Perpetrators	
	N	%	n	%	N	%
Witness school violence and discrimination	---	---	1,688	66.2%	930	34.8%
Victim of school violence and discrimination	1,688	90.2%	---	---	713	37.9%
Perpetrate school violence and discrimination	930	92.1%	713	75.9%	---	---

Figure 3.2.

Blurring between witness, victims and perpetrator of school violence and discrimination



not fit so neatly into only of the three categories. For instance, children that witness violence and discrimination in school may also be victims of such violence and they may also commit acts of school violence and discrimination. In addition, children that are victims of school violence and discrimination may act commit acts of school violence, sometimes in self-defense attempting to protect themselves from other children that are hurting them. This reality is demonstrated in Table 3.12 and Figure 3.2.

Table 3.12 reveals that as many as 66.2% (2 out of 3) of children that witnessed school violence and discrimination also reported they were victims of school violence and discrimination. In addition, 34.8% (1 out of 3) of children that witnessed school violence and discrimination also committed acts of school violence and discrimination.

Table 3.12 also reveals that 90.2% of children that were victims of school violence also witnessed school violence and discrimination, and, 37.9% of children that were victims of school violence also reported committing acts of school violence and discrimination.

Finally, Table 3.12 shows that 92.1% of children that were perpetrators of school violence and discrimination also witnessed school violence and discrimination, and 75.9% were victims of school violence and discrimination.

Figure 3.2 builds upon Table 3.12 and reveals that only 29.8% of children were neither witnesses, victims, nor perpetrators of school violence and

discrimination. Among the 66.2% (2 out of 3) of children that were exposed to school violence and discrimination among children, as few as 21.4% of children fit into only one category of witness, victim, or perpetrator. Whereas, 28.4% of children fit into two categories of witness, victim, and/or perpetrator, and 16.4% of children fit into each of the three categories of witness, victim, and perpetrator.

This data reveals that children's exposure to school violence and discrimination among children is quite high, and more needs to be learned about incidents of school violence and discrimination to understand children's roles as witness, victim, and perpetrator. Based upon this data, it is likely that school directors and staff have a hard time in many cases discerning who are the victims and perpetrators of school violence and discrimination among children.

Table 3.13 provides more details on the specific types of school violence and discrimination identified in Table 3.11 (see also Appendix Tables 4, 5, and 6). In terms of psychological violence, as many as 44.6% of children witnessed children being called names or made fun of by other children, 25.1% (1 out of 4) reported that other children made fun of them, called them names, or said mean things that hurt their feelings, and 10.0% reported they called other children names and made fun of them during the past year. In addition, 22.0% (1 out of 5) of children witnessed children being threatened by other children, while 6.3% of children were threatened by other children and 4.6% actually threatened to hurt other children during the past year. Also, 15.2% of children witnessed children damaging or taking away another child's things during the past year, 5.8% reported that other children damaged or took away their things, and 1.1% of children actually damaged or took away another child's things. Finally, in terms of psychological violence, 26.2% of children (1 out of 4) reported that other children told lies about them to make other children not like them, and 3.1% reported they spread rumors about another child at school.

In terms of physical violence, Table 3.13 reveals that as many as 39.8% of children (1 out of 3) witnessed children being pushed, tripped, shoved or kicked by other children; whereas, 13.5% of children reported that other children pushed, tripped, shoved or kicked them during the past year, and 6.2% were perpetrators and pushed, tripped, shoved or kicked other children in school during the past year. In addition, 28.0% of children (1 out of 4) witnessed children

Table 3.13. Specific types of violence and discrimination among children in school (surveys)

	Survey Sample N=4,207					
	Witness		Victims		Perpetrators	
	n	%	n	%	n	%
Psychological violence						
Called names or made fun	1,876	44.6%	1,057	25.1%	422	10.0%
Threatened by	924	22.0%	263	6.3%	194	4.6%
Damage or take away another child's things	641	15.2%	245	5.8%	47	1.1%
Said lies to make other children not like a child	---	---	1,104	26.2%	132	3.1%
Physical violence						
Pushed, tripped, shoved, or kicked	1,673	39.8%	567	13.5%	262	6.2%
Hit/beat	1,176	28.0%	381	9.1%	543	12.9%
Physically injured	546	13.0%	408	9.7%	93	2.2%
Threaten or attacked with an object/weapon	159	3.8%	59	1.4%	26	.6%
Economic abuse						
Extorting/taking money away from a child	358	8.5%	81	1.9%	25	.6%
Sexual abuse						
Touching/grabbing another child's private/sexual body parts	312	7.4%	229	5.4%	57	1.4%
Made sexual comments/jokes about a child	---	---	205	4.9%	95	2.3%
Cyber-bullying						
Used the internet/cell phone to send SMS or pictures to threaten/embarrass a child	---	---	99	2.4%	42	1.0%
Discrimination						
Made hurtful comments about you because you are a girl	---	---	307	7.3%	---	---
Treated bad/made fun of because of nationality or skin color	780	18.5%	230	5.5%	70	1.7%
Treated bad/made fun of because of a child's clothing or where they live	737	17.5%	158	3.8%	72	1.7%
Treated bad/made fun of because of a child's religion	221	5.3%	76	1.8%	44	1.0%
Treated bad/made fun of because they have a disability	890	21.2%	248	5.9%	95	2.3%

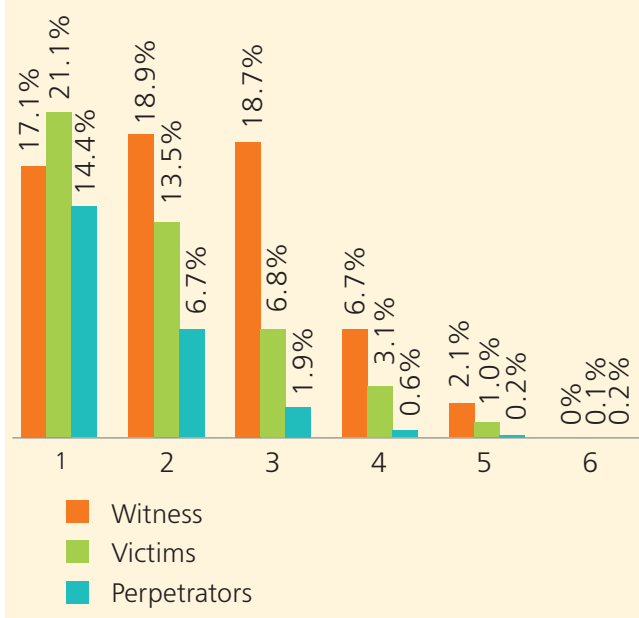
being hit/beat by other children, 9.1% were hit/beat by other children, and 12.9% were perpetrators and hit/beat other children at school during the past year. Also, 3.8% of children witnessed other children threatening or attacking a child(ren) with an object or weapon in the past year; whereas, only 1.4% of children reported that other children threatened or attacked them with an object or weapon, and .6% were the perpetrators of such physical violence. Finally, in terms of physical violence, Table 3.13 reveals that as many as 13.0% of children witnessed

a child being physically injured by other children, 9.7% reported they were physically injured by other children at school, and 2.2% of children physically injured other children at school during the past year.

In terms of sexual abuse, Table 3.13 reveals that 7.4% of children reported they witnessed children touching or grabbing another child's private/sexual body parts, and 5.4% of children reported other children touched, pinched, or grabbed a part of their body in a way that made them feel uncomfortable.

Figure 3.3.

Number of types of violence experienced by children in school



Only 1.4% of children reported they teased children at school by touching or grabbing their private/sexual body parts. Finally, in terms of sexual abuse, 4.9% of children reported that other children at school made sexual comments and jokes about their body, and 2.3% made sexual comments and jokes about children during the past year.

In terms of cyber-bullying, Table 3.13 reveals that 2.4% of children reported that other children at school used the internet and/or cell phone to send SMS's or pictures to threaten and/or embarrass them, and 1.0% reported being the perpetrators of such cyber-bullying.

Finally, in terms of discrimination, Table 3.13 reveals that as many as 21.2% of children (1 out of 5) witnessed children being treated bad/made fun of by other children because they have a disability, 5.9% reported that other children discriminated against them because of their disability, and 2.3% of children reported they made fun of other children because of a disability. In addition, 18.5% of children witnessed children being treated bad/made

fun of by other children because of their nationality or skin color, 5.5% were discriminated against because of their nationality or skin color, and 1.7%

made fun of other children at school because of their nationality or skin color.

Table 3.13 also reveals that 17.5% of children witnessed a child being treated bad/made fun of by another child because of their clothing or where they live (poor socio-economic status), 3.8% were discriminated against because of their clothing or where they live, and 1.7% of children actually made fun of other children at school because of their clothing or where they live. Also, 5.3% of children witnessed a child being treated bad/made fun of by other child because of their religion, 1.8% were discriminated against because of their religion, and 1.0% made fun of other children at school because of their religion. Finally, 7.3% of children reported that other children made hurtful comments about them because they are a girl.

Very often children are witnesses, victims, and/or perpetrators of more than one type of violence and discrimination in school. Figure 3.3 shows a significant proportion of children actually, witnessed more than one type of violence and discrimination as identified in Table 3.13 (i.e., psychological violence, physical violence, economic abuse, sexual abuse, cyber-bullying, and discrimination). In particular, while 17.1% of children witnessed only one type of violence and discrimination identified in Table 3.13, 18.9% of children witnessed two different types of violence and discrimination, 18.7% witnessed three different types, 6.7% witnessed four different types, and 2.1% witnessed each of the five different types of violence and discrimination.

In terms of being the victim, Figure 3.3 shows that 21.1% of children were victims of only one type of violence and discrimination identified in Table 3.13. Whereas, 13.5% of children were victims of two different types of violence and discrimination, 6.8% were victims of three different types, 3.1% were victims of four different types, 1.0% were victims of five different types, and .1% were victims of six different types of violence and discrimination identified in Table 3.13.

Finally, Figure 3.3 reveals that 14.4% of children perpetrated only one type of violence and discrimination, 6.7% perpetrated two types of violence and discrimination, 1.9% perpetrated three types, .6% perpetrated four types, and .2% perpetrated five and six types of violence identified in Table 3.13.

Children's understanding of school violence

As mentioned earlier, in addition to the survey of children, face-to-face structured interviews were conducted with 402 children in the 40 schools (children that were interviewed were different from the children that were surveyed). Throughout this chapter analysis of the interview data is included to help to supplement the quantitative data and reveal more about children's understanding of and experiences with school violence and discrimination.

One of the first question asked of children in the interviews was, *"What does the term school violence mean to you?"* Interview data was analyzed and revealed that most children had a limited understanding of school violence, and their conceptualizations of *"school violence"* varied significantly. Some children had a very narrow conceptualization of school violence and defined in terms of one form of violence, such as *"to hit, to beat up"* [393]; whereas, most children identified two or more specific acts that they considered to be school violence, such as, *"There are different types, to hit somebody, to force somebody for sexual intercourse, to cause difficulties to somebody, to humiliate, and take*

away somebody's money." [244] In the interview data, each type of school violence that children identified was coded separately. Only 3.0% of the 402 children interviewed were unable to define school violence and did not understand the term.

Most children (76.0%) understood school violence to be physical violence, particularly the physical fights and hitting/beating that occurs among children in school. Far fewer children understood school violence to be acts of children extorting or taking of money from other children in school (49.0%) or psychological violence, particularly children engaging in mockery or name calling to humiliate, ridicule, insult, or offend other children (46.0%). Some children also spoke about the fact that it is the older children in their schools that extort money from and mock the younger children.

"This is when the grown-up pupil requests money from the junior pupil, and if the junior pupil does not give money, the grown-up pupil beat him." [398]

In addition, a small percentage of children defined school violence as children forcing other children to do something against their will (8.0%) and sexual harassment of girls by boys in schools (4.0%),



including when boys touch girls' bodies or attempt sexual contact with girls in a way that girls do not want, or commit an act of sexual assault/rape of a girl. Only two children defined school violence as cyber-bullying, in particular using one's cell phone to record a child being humiliated, insulted, and hit/beat by another children. And, only one child defined school violence as discrimination against "children with limited physical or mental capabilities." [49].

Finally, only, 9.0% of children defined school violence as teachers abusing children, such as using psychological violence to humiliate or embarrass them in front of their classmates, and hitting children with their hands or a hard object to discipline and control them in the classroom. A few children also recognized that some children can be abusive or violent toward their teachers.

Children speak out about school violence

The interview data was also coded and analyzed to understand the nature and extent of school violence and discrimination among children. Among the 402 children interviewed only 17.0% reported they did not witness school violence or discrimination, and only 37.0% reported they did not experience school violence or discrimination. In other words, the majority of children interviewed reported they witnessed (83.0%) and/or were the victims (63.0%) of one or more of the different types of school violence and discrimination that were measured in the surveys of children. In addition, as many as 39.0% of children interviewed reported the incidents of school violence and discrimination they witnessed had occurred recently, during the past month or two (September to October 2012). In comparison, 23.0% of children recalled incidents of school violence and discrimination from the previous school year (September 2011 to May 2012), 5.0% recalled incidents from two years ago (September 2010 to May 2011), and 2.0% recalled incidents from three or more years ago.

In this section, the interview data is presented to reveal in children's own voices their experiences with each of the different types of school violence and discrimination measured in Table 3.11 (the voices of perpetrators of school violence will be presented in a later section in this chapter).

Physical violence

Among the 402 children interviewed, as many as 59.0% (1 out of 2) spoke about witnessing physical violence among children in school, and 23.0% (nearly 1 out of 4) were victims of physical violence. In the quotes that follow children speak about the physical violence that occurs in schools. As you read the quotes, it is important to understand that many of the incidents of physical violence that children witnessed and experienced were often linked to occurrences of psychological violence (i.e., name calling, insults, and mockery) between children. Often the psychological violence escalated to an act of physical violence.

"Two boys from the other class insulted my friend; they teased and offended him. Then he could not stand it anymore and hit one of them; the next day they both hit him. It happened last day." [301]

"In our class the boys often fight. They become angry and begin to fight or if one asks something and the boy has a bad mood he can start fighting. They permanently give names, push, and can hit with a book. It happens almost every day." [149]

"In the middle of September this year I had a fight with one boy. He is from the parallel class. He was saying bad things about me and swearing, and swearing about my mother. He called, 'Hey, come here.' I didn't look at him and was walking; then he started swearing. Sometimes we fight like this, sometimes we fight playing, but then it turns into real fights. Yes, we fought and hit, I hit as well; but we don't fight really strong. I don't tell anybody." [261]

"This year it has happened a couple times that my friend was attacked. He was beaten strongly. Not so long ago, four boys from another class attacked me. It happens sometimes." [233]

Children explained that physical violence often occurs in classrooms and in the hallways during breaks, as children move from class-to-class. These quotes also reveal the relationship between psychological violence and physical violence among children in schools.

"During break when we went from one classroom to another, one boy was hit to his shoulder by a boy from the senior grade. Then, this senior boy began to insult him and our boy returned the insults and hit him back."

Because this senior boy insulted him not once before and sometimes on the breaks and sometimes after school, and the fight began. They fought with fists and very hard; both of them are one of the most rowdy-rowdy boys. This happened last year.” [274]

“In my class there is a boy who calls somebody bad names and insults them every day; me as well. Today he called me bad names again; he does it too many times. It happened today at the break after the physical training lesson. The same boy starts kicking me and other children in class and he beats girls as well. I am beaten by the same boy always. He does not listen to teachers and he also beats other children.” [216]

Beyond the classrooms and hallways, children, particularly boys, explained that they witness violence in their physical education classes and during school-related sports activities, as well as in the locker rooms before and after their physical education classes.

“About two weeks ago at the physical training lesson a fight happened in the boys’ locker room. Two boys from my class fought. One beat the other badly and broke his nose. They were separated by pupils on duty and another girl from our class. Teachers found out about this fight when the mother of the beaten boy filed a claim to the police. That was two weeks ago.” [140]

“One boy from the 10th grade beat me last year. I accidentally pushed him in the process of the game. He kept saying, ‘Why do you not look around; are you so important?’ And he hit me. This happened in February or January, I do not remember. It was winter because I remember that he pushed me on the snow. I told my brother about that, but he was also afraid of that boy and did not say anything.” [353]

Interview data revealed that sometimes the physical violence results in one or both of the children being physically injured, and sometimes children require medical treatment for their physical injuries. For instance, on child explained,

“There is a boy from my class who always beats other pupils. Once he insulted a boy from a senior grade and that boy hit him. He fell down and hit his head against a chair and his head bled. He was taken to the hospital, he had a brain concussion. This happened two years ago.” [54]

“I had a fight. Three boys whom I did not know attacked me. They miscalled me and wanted to slaughter me and they hurt my leg. My leg began to bleed and they ran away.” [24]

“I wasn’t accepted since I was a new pupil. I was humiliated and called bad names and beaten. I was beaten very strongly and bruises are left after. Sometimes it is one child and sometimes a group that does this to me.” [379]

“Boys trip or push us, but that doesn’t happen very often. Boys from senior classes do this to us and we do it to younger children. If someone falls down we all laugh. It happens now, once a week. It happened once that someone tripped me and I fell down the stairs; I almost broke my arm, I had a crack in the bone. My arm was put in plaster. Sometimes it is one pupil; sometimes there are many of them.” [16]

“I interceded for a girl. She was offended by a boy who threw an eraser at her. I threw the eraser back at him and we began to fight right in the school corridor. The teacher on duty separated us. I damaged the boy’s nose and he damaged my eye.” [25]

Children also revealed that sometimes children wait until after school to fight with each other, and they often commit the violent acts behind the school or off school property to avoid detection or interference from school administrators, teachers, or staff.

“I saw four boys fighting behind school. The boys are classmates. The reason was that one of them did not greet the other and due to this they fixed a meeting to fight after lessons behind the school so that teachers would not see. Children try not to fight within the school territory. This happened two weeks ago.” [127]

“I saw two boys fighting. It happened in the schoolyard after lessons. While they were fighting a lot of people around them were watching what was happening and nobody did anything to stop it. There were no teachers as far as I could see. It happened last year.” [13]

Boys called each other bad names. I saw them fighting with boys from a senior class. After lessons they fought group against group behind the school. They had sticks in their hands. When they began fighting we ran to the teacher and told her everything. Teachers separated them. This happened around two years ago in the winter.” [2]

“Once on the way home I saw one boy from the senior class and he was beating a boy of my age. He took him by the collar and said to him, ‘you are a nark and a whistler, keep your mouth shut and do not tell anyone about that.’ That was recently, just this month. Everybody from class had seen it.” [349]

“We do not fight at school. We fix a time and have everything out in the yards. It happens 1-2 times a year. We fought, but not at school. I had a black eye and I beat him as well. We were fighting face-to-face, but not in the street. It is a boy from the parallel class. I was really angry. We settled our issues and separated and did not quarrel anymore with him. They are afraid of me and do not touch me because I’ve got brothers. They will tear anybody to pieces for me. They are from our school and from the neighboring school and from college (seniors).” [131]

As some of the quotes above have revealed, sometimes the physical violence that occurs in or around schools involves groups of children fighting each other, particularly groups of boys fighting groups of boys from different classes and/or schools.

“Boys from another school came to our school. We argued with them; sometimes we fight. Sometimes we don’t go to fight, but because those boys swear then we fight with them. We beat each other and fight. Every time it is different. If it is a group we fight one-by-one. But with the boys from different schools we fight in groups.” [242]

In schools there is clearly a hierarchy among children with the older, more senior students at the top and the younger students at the bottom. In addition, students that are stronger or are able to exert their physical power and stature over others are considered to be in control, often referred to as the leaders in the school. These school leaders are really bullies that exert power and influence over other children through the use of psychological and physical violence, including intimidation and threats, and they often extort money from the younger and weaker children in the school.

“Some boys wanted to show that they were the leaders and began to press others and nickname someone. I am very emotional and wind up very fast and react. We started fighting. Sometimes it happens; sometimes I participated in fights with one or several guys. One boy wanted to show that he is stronger than me. We have fought, others stayed and watched and they did not interfere.” [318]

“Senior guys demand money. They call you and ask, ‘Are you a whistler?’ If your answer is yes they let you go, and if your answer is no they tell you to give them money. If your answer is yes, no one talks to you. They also make friends fight with each other and they ask, ‘Can you fight with him face-to-face?’ This happened to me a month ago, but it happens with other guys often. It has lasted about 2 to 3 months. We fought, but we had no weapons. Senior guys set boys of our age on each other and make us fight. We have to fight not just one, but there are some of them. Guys from senior classes made me fight with my friends. This is all I can tell you. I had to do it because they made me; they made me fight face-to-face.” [346]

Seniors can beat us, trip us, but as they say it is all for fun. In general, they often call us bad names and swear dirtily. They make us buy them cigarettes . . . It happens often; almost every day. There are few of us at school; therefore, we know each other and there is nowhere to escape. Sometimes they can painfully grasp us by the hand and neck; sometimes, it results in bruises. It is seniors and boys, there are about 8 of them and one is the leader. They hold the whole school in their hands and everyone is afraid of them. Teachers do not do anything to them; parents don’t care. They can come to school drunk or leave during lessons. I am afraid. If I don’t do what they say, they will beat me.” [90]

Children revealed that children use physical violence as part of their efforts to extort money from other children. Again, in most cases it is the older, more senior children, particularly boys, who extort money from the younger and weaker boys by means of physical violence.

“Guys from the senior grades insult us and say rough words. They try to offend you and if you say something against them they beat you. They take your money. If you do not give money they will beat you again. This happened a month ago. Boys from the senior classes demand money from me. If you do not bring money in a specified term, they will beat you.” [403]

“Sometimes seniors gather my classmates and me and demand money, and those who do not have money get one to two hits.” [353]

“I am afraid of a boy from the 9th grade and he tells me every time to buy something from the cafeteria for him. If I don’t buy he beats me. Last time I bought

pastries for him from the cafeteria. I have to do this 2 to 3 times per week. Once I told him I will not buy and then he beat me on the hand and shoulder. It is just one boy from the 6th grade. I never fought with anybody; I am just afraid of boys from the 6th grade. They beat and I don't fight with them. They start threatening. They make me to go and buy things from the cafeteria. When I am alone they catch me and tell me this." [175]

"The boys from high school claim money. Sometimes they even claim money when I am walking home from school. They catch you when walking home and they are always in groups and then claim money. I may say it happens almost in a day and once in 2 to 3 days. They claim money and if we don't give them they hit our hands, stomach and head. It is a group of pupils; the leaders of the high school." [203]

"Those 3 boys asked me if I have money. I said no; then one day they hit me in my belly. Then I told them if they don't believe me they may check my pockets. They checked my pockets and saw I really don't have money; then they left. There were 3 boys; only one was from our school. The other boys I don't know." [251]

There is often a misperception that girls do not engage in acts of physical violence. Interview data revealed that while girls are much less likely to be physically aggressive than boys, there were girls that were physically violent and would initiate and engage in physical violence with other girls and even boys in school. In the case of girl's committing acts of physical violence, there is often a direct relationship between psychological violence and physical violence and some older, more senior girls will also extort money from other children. Most often girls will be physically aggressive toward other girls versus toward boys; however, sometimes older, more senior girls will be physically violent toward younger and weaker boys.

"Girls can also fight. Recently one girl from our class was passing the desk of another girl and accidentally dropped the pen case of that girl. She wanted to apologize, but that girl grabbed her by the hair and started to beat her and that started fighting. This was just recently; then the teacher separated them and brought them to the deputy principal." [167]

"I saw a girl beating another girl. I didn't know why they were doing it, but I saw the girl from high school

was beating a girl two years younger than she; this happened 3 to 4 months ago." [253]

"Last year in May when I entered a clock room, some girls shouted, 'Close.' Then I closed and entered and they asked from which grade I was and who. I didn't answer. They caught me by my shirt and pressed my neck, and asked if I had a tongue to answer. Other girls saw it and told them to let me go and not seek for problems. Then they let me go finally." [256]

"They consider me a gossip and told me that I slandered a girl. Today, that girl induced the other girl who is inadequate to hit me; it happens frequently. She jumps at me with her fists. She slanders me too and induces the other girls to beat me. Of course it is offensive and painful, I am guilty of nothing, but I am beaten. She is a psychopath and she immediately starts fighting if she dislikes something. It is very offensive and I am angry that I can't respond in the same manner because she is older and stronger than me. I am afraid it can be worse for me." [63]

"I've seen fights at school. The funniest was when two girls fought and they were pulling each other's hair. Girls from the same grade, but I don't know what was the reason because when I saw it they were already fighting. Well there must be some reason, one called the other a bad name and things began to take off. Other pupils started separating them; otherwise they would have pulled all their hair out." [133]

"Girls claim money from each other and force fights. It was one month ago. It doesn't happen so often, but from time-to-time. They just fight and pull each other's hair, then hit with hands and scratch faces. Nothing serious happened, just bruised with scratches. The girls from other grades were touching me and they claimed money and wanted to fight with me. We just argued with each other." [255]

Some boys recognize that girls can be physically violent and reported that on occasions they have had to step in to protect a girl that was being physically attacked by other girls in the school.

"The girls more often intimidate kids and call them names and start to fight. They quickly take offense and immediately start to fight and there are some girls that need protection. Sometimes I fought to protect the girl." [386]

Sometimes children are transferred from one class or school to another because of their problem behaviors and aggressive tendencies; however, in most cases it does not put an end to the child's problem behaviors or aggressive tendencies, it just transfers the problems onto another group of children in another class or another school.

"We have a boy in my class and he was transferred from another class. Now he picks on everyone and bothers everyone. Sometimes he can even hit. If he bothers me I can respond to him or just beat him on the forearm. If he is not stopped, he will not stop doing it. This happened in September, in the beginning of school year. Still, this boy goes around and irritates everyone. And, there is another boy who acts like a fool. He can run up to you and kick you. If you do not react he will continue to run up and kick you." [308]

Psychological violence

Among the 402 children interviewed, 27.0% (1 out of 4) witnessed psychological violence among children, specifically mocking, insults, and name calling. In addition, 33.0% (1 out of 3) of children interviewed were victims of psychological violence in school. The previous section on physical violence revealed much about psychological violence among children in schools, and the relationship between psychological violence and the occurrence of physical violence. This section reveals additional insight into the relationship between psychological violence and physical violence, and the various forms of psychological violence children witness and experience in school (see Table 3.13 for the different forms of psychological violence measured in the survey).

There were some children that reported "they insult me only by words" [296] and that "there are cases when pupils from my class tease and call bad and offensive names, but they never beat or hurt on purpose [229]. For some children the psychological violence they experience happens regularly and often and is referred to as "verbal bullying." One child explained, "They always abuse us and nickname us; it happens almost every day" [321]. In addition, another child explained he has been psychologically abused by other children at school for the past three years.

"My classmate insulted me and called me stupid, and even beat me once. It happened this year. It has been happening to me since the second grade (for 3 years).

He simply beat me and tore my hood. I beat him in return." [19]

For some children, the psychological violence or verbal bullying – mocking, insults, and name calling – they experience is related to their physical characteristics and is discriminatory in nature. For instance, some children are verbally bullied because of their physical weight or size, color of their hair, and nationality/ethnic status to name a few.

"When I was walking in the corridor I was pushed by the shoulder by an older boy and I fell down. It was 2 to 3 days ago; not long ago. It happens very often. I was not hurt and just fell down and my clothes got dirty. I was called names and they were saying I am like a doughnut; I argued with that boy. I was upset, I felt very uncomfortable, but I answered back too." [173]

"Some time ago I was called 'redhead' and then could push or hit me. It happened every day in the last school year. It was a group of friends, but one of those friends was the most active. I was very unhappy, but I rarely responded and tried to control myself." [55]

"They humble me because of my obesity. Teachers did not pay attention that time. I cried. I was ashamed that I am fat. They teased me from junior classes up to senior classes. Now they say that not so often, but sometimes." [336]

"Boys of Kazakh ethnic origin insulted me because I am Russian and I know Kazakh poorly; however, I speak Kazakh well. Once I had a fight with a boy from my class. We fought because he insulted me. It happened last week." [265]

Girls were more likely to reveal that some girls engaged in "social bullying" which involves hurting someone's reputation or relationships. Some girls told how girls in their school spread rumors about other girls or said mean things behind their backs in an effort to get other children, particularly other girls, not to like them and to stop associating with them. As the below quotes reveal, this behavior of spreading rumors is psychologically abusive to the girls that are victims of this form of "social bullying."

"There was a misunderstanding with one girl. She was telling bad things about me and I didn't like it but now everything is ok." [368]

“My classmate decided to split me with my friend. She wrote her a note from my name calling my friend different names and dirty words. It happened in September once. My friend offered me to go and settle the matter after school when she read the note. I offered her to first talk and find out the truth. We talked to her and understood everything. My friend believed me and not to that girl. That girl had to make her apologies to us. We did not fight.” [109]

“Of course, one girl teased me and gave me names and even pushed me. There are such girls who act quietly and before the adults they are very polite and smiling and when the adults are absent they can say rude words and push others. This was last year, when I was transferred to this class. At first they teased and name me, laughed at me every day and did not play with me, and all the girls did not talk with me and even did not want to sit at one desk with me. They did not beat me, they only humbled and laughed at me. All the girls laughed at me, gossiped and whispered.” [65]

“There are girls who do not let me study easily; they disseminate various gossips about me and other girls. It happens frequently, once a week and it makes me tired. Every week I do not touch them and say nothing to them. They do not beat me but call me bad names and threaten to beat me if I tell somebody about this. This is a group of girls and they have a leader and they obey her and eat out of her hands and support her in everything. It is offensive because they swear at me before other students. Our conflicts continue; I don’t know what to do, probably I will transfer to another school.” [61]

Extortion of money

Among the 402 children interviewed, 20.0% (1 out of 5) witnessed children extorting money from other children in school, and 9.0% reported they were victims of extortion. The previous section on physical violence revealed some information about children extorting money from other children in schools, and the relationship between physical violence and extortion of money. This section reveals additional insight into the relationship between physical violence and extortion of money, and the problem of children extorting money from other children in schools (see Table 3.13 for the measure of extortion of money included in the survey).

Many children that spoke about extortion of money revealed that children who extort money from other

children often use psychological and physical violence to intimidate children into giving them money. For some children, they are expected to give money to children at least two to three times per week to the children that are extorting money from them. In some cases, children are even “forced to ask for money from my classmates” because “they threatened they may kill me if I don’t bring money” [209]. When children don’t have money to give to their extorters they are often physically beat.

“When I don’t have money I am beaten up. The last time I was beaten was last year; this year I try to find money. It happens twice per week. Of course it hurts; my whole body hurts and is in bruises. In high school, among boys there is a school leader who is called, ‘observer’. He decides everything.” [180]

“One boy insulted and threatened me. He treats everyone this way, even girls, without any reason. He feels like a host here; his actions are always forgiven. Everyone is afraid of him. The last time it happened was last week. He came up to me and started demanding money from me. He said he didn’t care where I would take this money from, but I should give it to him, otherwise he would beat me. Well, he often calls me names and fights with me, but it’s been the first time that he demanded money from me. When he demanded money from me he pressed me to the wall and took me at the throat. He also grabbed my jacket and even kicked me when I was leaving. He was alone. He is always alone; he has no friends. No one wants to communicate with him; everyone is afraid of him and tries to avoid him.” [52]

In many cases children reported it was the older, senior children in their schools that were extorting money from the younger children, and using physical and psychological violence in the process.

“Seniors in our school collect money and if you do not hide your mobile phone they will take it. If you do not give them money they take you to the toilet and beat you. They threaten you, demand keep silence and tell you that if you say anything you will not be able to live in the village. If you do not notice them at the street they hit you. The last time this happened was 2 to 3 days ago; actually, this happens often. They demanded money from the boy from the 8th grade; they beat him because he did not give them money. I have not told anybody, we saw it together with my friends.” [353]

“I understand it as when pupils from another school often come to our school and they usually wait at the corner and try to find faults with juniors. They squeeze money and if they are told that there is no money they will check pockets, this happened to my classmate he did not give them money and then it turned out that he had money in his pocket. He was beaten for that, that he did not tell the truth at once.” [211]

“Yes, I saw cases of violence. Often senior pupils extorted money from the junior pupils in order to have meals in the dining room. I saw this near the dining room. And this pupil went to his class to collect money and brought money to senior pupils. There were many such cases. This process often happens among pupils and they collect money and give money to somebody (to adults). The second case, I opened the toilet door and saw the boy lying on the floor next to three boys. One of them walked up to him and said something to him like, ‘I will put your head in the toilet bowl.’ I closed the door and ran away to the cabinet. I was in shock. This happened during this school year.” [379]

Children do not just extort money from other children in schools; they also take children’s personal possessions, such as mobile phones and clothes. In some cases, they even require children to use their own money to buy them food and drinks from the cafeteria.

“My classmate was forced to buy food and drinks from the school cafeteria by the boy from the high school. He told the boy he has no money and didn’t buy and then after classes he was beaten one, two times. He told me. It was two weeks before. If you tell them you cannot buy today they tell you tomorrow bring for today and tomorrow.” [193]

“The boys from our school are bad. That is why they always fight with each other, argue, and don’t listen to what the teachers say. There were cases even when the teachers were beaten up too. I saw an elder boy from the 8th grade took away the jacket of one boy. This was not along ago, 1-2 weeks ago.” [255]

“There were cases when we were ordered to buy cigarettes and when our belongings were taken away and we were claimed money. It was one week ago. It happens very often; once per week. They were just beating with hands and then they could beat with what they had in their hands.” [236]

Sexual abuse

Among the 402 children interviewed, 4.0% reported witnessing sexual abuse and harassment in school, and 3.0% of children were victims of sexual abuse and harassment from other children in school. In most cases, girls were sexually abused and harassed by boys in school. As one child explained, *“boys tease and say bad names to girls”* [137], while two other child explained it includes *“boys tripping girls, pushing them, and taking their personal belonging”* [125] and *“boys slamming girls on the back”* [136]. One of the girls explained, *“Once a boy grabbed my back and I felt nasty and shameful”* [137].

“Yes, they captured me roughly and pushed me from side-to-side. I had livid spots on my arms. Well, boys laugh at girls and insult them. They can push a girl then the other one pushes her and every one of them has fun, but it is not funny for a girl.” [294]

As the example above reveals, in some cases the sexual abuse becomes more serious and involves touching girls’ intimate/sexual body parts and *“tripping girls and lifting girls’ skirts; they laugh at the fact that you are skinny and it hurts”* [28]. As one child explained, *“this one boy touches girls’ bodies, including their legs and breasts”* [140]. Another child added, *“Our boys bother girls and they can grasp girls, touch their breasts and slap their bottom when running by; this happens almost every day to girls”* [94]. Five other children revealed the sexual abuse and harassment they experienced at the hand of boys in their schools.

“Boys call me names and when boys touched me with their hands I was very ashamed. It happened sometimes in the beginning of September. When I was tripped I fell down and hit my head, and when they were touching me I felt pain inside my soul because of shame. There were several boys, boys from different grades, from my grade and the other one. I felt unpleasant, offended and ashamed. I am not strong enough to fight back.” [92]

“We are often insulted by boys and they touch us on different parts of the body. This happens often and although we fight and shout at them, they continue doing this anyway. It happens often, especially this academic year they are like freaked out and going around hot and bothered. No, but it was awfully unpleasant. They jam girls somewhere in the room corner or near the water closet where teachers cannot see them. All the boys do that, not only in our class, but in other classes

as well. But this is done by everyone. It feels awful, shameful, disgracing, and nasty.” [81]

“Boys often mock girls and say to them vulgarities and pull their skirts up. It happened just yesterday during break. It happens every day. It was not hurting physically, but I was ashamed. All the boys from my form do that, they are disobedient and they always do something to interfere with lessons.” [120]

“Boys can slam girls on the back or touch girls’ breasts; it happened just yesterday. It was unpleasant more than painful, although sometimes they can hit against the back painfully. Almost all boys do this.” [136]

Most girls of that were victims of sexual abuse and harassment from boys in school described the experience as *“awfully shameful, and we are afraid that somebody would know.” [81]*

Cyber-bullying

Among the 402 children interviewed only one child reported they witnessed cyber-bullying in school, and one child reported they were the victim of cyber-bullying in school. Cyber-bullying typically involves the use of the internet or a cell phone to send messages or pictures to threaten or embarrass a child. Both of the children that spoke about cyber-bullying in school reported it involved girls using the internet to send negative pictures and/or messages about one of the girl’s in their school to others in an effort to threaten or embarrass the girl. As the two children explained,

“A girl from the 9th grade was threatening to a girl from the 10th grade; the reason was a boy. The girl from the 9th grade opened an account on the social network site ‘Moi Mir’ on behalf of this girl from the 10th grade and invited to make friends with others, but the pictures she downloaded in ‘Moi Mir’ were shameful; the girl from the 10th grade was ashamed.” [252]

“I was chatting in social network ‘Agent’ (from mail.ru); I got angry with one girl from high school. She was searching for me even at my place. Then I told my aunts about it and then it was solved by itself. It happened this year once.” [238]

Discrimination

Among the 402 children interviewed 3.0% witnessed discrimination related to a child’s girl status, socio-economic status, nationality, and/or disability. In addition, 2.0% of children reported they were victims of such discrimination in school. During interviews children spoke about the fact that other children used psychological and physical violence to discriminate against children in front of their classmates. In the quotes below children reveal how children in their school discriminated against other children because they were poor or dress poorly.

“One girl from a poor family was mocked by classmates. She had only a mother and lived very poor, and that girl’s classmates mocked her. Once they saw her mother in the street in tatters and started mocking her even worse. Even her close friend took the side of the children and ceased her friendship with that girl.” [109]

“We have the pupils, two sisters, who are poorer than the rest and the other pupils laugh and use foul language toward them and miscall their parents.” [392]

“Once guys teased one girl from my class; they threw a stone at her. The girl was crying and they told her bad words and mocked her clothes and body. It happened recently after lessons.” [344]

“In the gymnasium everyone was calling me bad names and punched and beat me. They always said that I wore bad clothes and didn’t look good.” [159]

Children also spoke about how children with disabilities were discriminated against by some of their classmates. As one child explained,

“I know one boy, he is of small stature for his age and he is often ill-treated, and his classmates bit their thumbs at him and called him dwarf. And seniors are the worse, they squeeze money from him. They choose those guys who cannot stick up for themselves . . . I saw it myself last year and usually it happens often.” [250]

“I have speech defects. Sometimes I pronounce something wrong then they laugh at me and make me upset. It happens very often and it happens every two to three days.” [188]

A few children also spoke about being discriminated against or *“offended because of their nationality”*

[187]. For instance, one child explained, *“They call me names, calling me ‘Uzbek’”* [204]. In addition, a few Russian boys and girls spoke about being discriminated against by Kazakh children; likewise, some Kazakh children reported being mocked by Russian children. Although few children spoke about such ethnic discrimination, some children did.

“We sometimes have such cases when Russian boys call somebody ‘Mongol’ and the fight begins. It is usually in the locker room; then other boys join to fight.” [213]

Bullying

Finally, interview data revealed that at least 36.0% (1 out of 3) of the children who reported experiencing violence and/or discrimination in school revealed they were actually being “bullied” (see Chapter 1, Box 1.1 for the definition of bullying). In other words, they were the victims of repeated, aggressive, and cruel behaviors from other children. In many cases smaller, younger children were bullied by larger, older children. Bullies can be individual children and groups of children as revealed in the following quotes.

“I experienced violence. I am always called names by a boy. He may come and kick me or hit me just because of nothing. It hasn’t happened this year, but last year it was very often. Last year it was almost every week. If a kick or clip on the back of the head is physical pain, then I had it. This boy may come during the break and hit, but not only me, he treats many kids like that. Usually he is alone and there is sometimes somebody else with him but he doesn’t touch anybody.” [34]

“Two boys from our school always call me bad names and take my things and hide them. They drive me to tears. Sometimes they push me and also can kick me. It happened last week, and can happen every day. It happened that I was kicked and hit on my arm, and I had my hair pulled.” [79]

“There is a group of boys who control everything, who to beat, tease, and bully, and everyone is afraid of these boys” [51].

“Senior students come into our classroom frequently when the teacher is absent and jeer at us and either give a thick ear or demand our mobile phones to make a call and then do not return them. I have not been



injured, but they always threaten that they will beat us if we tell adults. Sometimes it is one boy, but sometimes they come by two to three and given giving us names or thick ear. Of course I am afraid of them. I try not to look at them; I am afraid when they come close.” [149]

Interview data revealed that boys typically bully other boys and girls, and girls typically bully other girls; however, sometimes girls did bully boys. Bullying can include one or a combination of different types of violence, including psychological violence, physical violence, extortion, sexual abuse, and cyber-bullying, as well as discrimination. In the quotes below, tell about their experiences of being bullied by other children in school.

“Sometimes the boys played the game ‘photo camera’ and one boy incorrectly folded his fingers and got a heart instead of a camera. All that I said was Arthur + Tanya. For this he hit me heavily in the chest. Then another incident happened when I was walking down the corridor and this same boy pushed me by his shoulder and then it happened repeatedly, and after pushing me, he stops and asks, ‘Where are you going?’ He does not push me heavily and it’s more like joking, but this is unpleasant for me.” [402]

“One boy called me ‘bukashka (bug)’ because my surname is similar, and without any reason he hit my ear and shoulder and ripped my jacket. Now I have it tied up to wear it. This same boy beat two other boys and broke the deck, then said that I broke it. He behaves in such a way because he has a protector – a senior pupil. He [the senior pupil] does not beat, but instigates the boy and teaches him where to hit. The girls are divided into groups there is hostility among them, they do not fight, but heavily scold. Basically they say mean things and can push, hit and break something, anything. I showed my mobile phone to the boy and said that this is my mother’s mobile phone and it’s very expensive, but he anyway pushed me so that I fell down and the mobile phone dropped and broke. There are hooligans who can easily step up and push or hit in the ear, shoulder, and stomach. They just come up and hit. After school he just came up to me and started to miscall me and I started to respond to him and to miscall him too and he hit me in the ear, my ear still hurts, and then he hit in the shoulder.” [391]

Characteristics of witnesses of school violence and discrimination

Survey data was analyzed to understand more about the characteristics of children that witness school violence and discrimination. First, analysis was conducted to determine to what extent there were demographic differences in witnessing violence and discrimination in school. In terms of demographic differences, Table 3.14 reveals although sex differences were small, males were significantly more likely to witness physical violence (49.2%), extortion (9.8%), and sexual abuse (8.6%), compared to females (45.4%, 7.3%, and 6.3% respectively). In comparison, females (37.7%) were more likely to witness discrimination than males (34.6%).

In terms of grade, the only differences were related to witnessing extortion and sexual abuse. Children in higher grades (8th to 10th grades) were significantly more likely to witness extortion and sexual abuse than children in lower grades (5th to 7th grades).

In terms of urban versus rural differences, Table 3.14 reveals that children in urban schools were significantly more likely to witness psychological violence (54.2%), physical violence (49.9%), and discrimination (38.5%), compared to children in rural schools (45.5%, 44.1%, and 33.4% respectively). Children in urban schools were also more likely to witness sexual abuse (8.9%), compared to children in rural schools (5.7%).

Analysis was also conducted to determine to what extent witnessing violence and discrimination in school was related to children’s parental attachment, school attachment, and anger and physical aggression tendencies. Table 3.14 reveals that children with low parental attachment were significantly more likely to witness psychological violence (58.7%), physical violence (53.5%), and discrimination (47.0%), compared to children with high parental attachment (49.5%, 46.7%, and 35.3% respectively). Children with low parental attachment were also significantly more likely to witness extortion (13.8%) and sexual abuse (12.6%) in schools, compared to children with high parental attachment (8.0% and 7.0% respectively).

Similarly, Table 3.14 reveals that children with low school attachment were significantly more likely to witness psychological violence (67.6%), physical violence (62.1%), and discrimination (49.7%), compared to children with high school attachment (49.5%, 46.7%, and 35.6% respectively). Children with low school

Table 3.14. Witness violence and discrimination among children in school by children's demographics and other measures (surveys)

	Survey Sample N=4,207									
	Witness psycho- logical violence		Witness physical violence		Witness extortion		Witness sexual abuse		Witness discrimination	
	n	%	n	%	n	%	n	%	n	%
Sex										
Female	1,061	49.6%	969	45.4%	156	7.3%	135	6.3%	807	37.7%
Male	1,052	50.9%	1,016	49.2%	202	9.8%	177	8.6%	713	34.6%
Grade										
5th grade	372	50.7%	365	49.9%	29	4.0%	40	5.4%	267	36.4%
6th grade	383	50.0%	357	46.7%	58	7.6%	44	5.7%	299	39.0%
7th grade	365	51.0%	355	49.7%	47	6.6%	51	7.1%	267	37.3%
8th grade	336	48.4%	319	45.9%	56	8.1%	63	9.1%	239	34.5%
9th grade	346	49.6%	306	44.0%	96	13.8%	70	10.0%	251	36.0%
10th grade	311	52.0%	283	47.3%	72	12.0%	44	7.4%	197	33.1%
Urban/rural										
Urban	1,239	54.2%	1,139	49.9%	198	8.7%	203	8.9%	880	38.5%
Rural	874	45.5%	846	44.1%	160	8.3%	109	5.7%	640	33.4%
Parental attachment										
Low	199	58.7%	182	53.5%	47	13.8%	43	12.6%	159	47.0%
High	1,908	49.5%	1,796	46.7%	309	8.0%	268	7.0%	1,357	35.3%
School attachment										
Low	115	67.6%	105	62.1%	30	17.8%	32	18.8%	83	49.7%
High	1,998	49.5%	1,880	46.7%	328	8.1%	280	6.9%	1,437	35.6%
Anger										
Low	1,262	42.3%	1,177	39.5%	166	5.6%	132	4.4%	853	28.6%
High	851	69.5%	808	66.1%	192	15.7%	180	14.7%	667	54.6%
Physical aggression										
Low	1,233	41.8%	1,149	38.9%	163	5.5%	130	4.4%	874	29.6%
High	880	70.2%	836	66.9%	195	15.6%	182	14.5%	646	51.7%

attachment were also more likely to witness extortion (17.8%) and sexual abuse (18.8%), compared to children with high school attachment (8.1% and 6.9% respectively). These findings demonstrate that witnessing school violence and discrimination can likely lower children's attachment to school.

Finally, children with high anger and high physical aggression tendencies were significantly more likely to witness psychological violence, physical violence, extortion, sexual abuse, and discrimination among children, compared to children with low anger and low physical aggression tendencies.

Characteristics of victims of school violence and discrimination

Analysis was also conducted to determine to what extent there were demographic differences in terms of being the victim of violence and/or discrimination in school during the past year. Table 3.15 shows there are some significant sex differences. In particular, females were more likely to be victims of psychological violence (45.3%) and discrimination (19.9%) in school, compared to males (36.6% and 11.9% respectively). In comparison, males (25.4%) were

significantly more likely to be victims of physical violence, than females (17.6%).

Table 3.15 also reveals some significant grade differences in children's experiences with violence and discrimination in school. Children in lower grades (5th to 7th grades) were more likely to be victims of psychological violence, physical violence, and discrimination than children in higher grades (8th to 10th grades). Interview data also revealed that children in the lower grades were often the victims of violence and discrimination from older children in the higher grades.

Table 3.15 reveals few urban versus rural differences in terms of children being the victims of school violence and discrimination; the only significant differences were related to physical violence and sexual abuse. Children in urban schools were more likely to be victims of physical violence (22.7%) and sexual abuse (9.5%), compared to children in rural schools (19.9% and 7.3% respectively).

Analysis was also conducted to determine to what extent being the victim of violence and discrimination in school was related to children's experiences with domestic violence in their families, and their parental attachment, school attachment, and anger and physical aggression tendencies. Table 3.15 reveals that children who experienced domestic violence in their families were two times more likely to be victims of psychological violence (62.1%), physical violence (40.6%), and nearly three times more likely to be the victims of discrimination (33.5%) in school, compared to children that reported they did not experience domestic violence in their families (35.1%, 16.9%, and 12.2% respectively). Children that experienced domestic violence in their families were also four times more likely to be victims of sexual abuse (20.2%) in schools, compared to children that did not experience domestic violence in their families (5.8%). Finally, children that experienced domestic violence in their families were significantly more likely to be victims of extortion (4.5%) and cyber-bullying (6.0%) in schools, compared to children that did not experience domestic violence in their families (1.3% and 1.5% respectively). These findings are consistent with findings from a study conducted in the United States which found that children that were victims bullying in school reported being physically hurt by a family member or witnessing violence at home significantly more often than children that had not been bullied at school; establishing a link between victimization in school and events outside of school (6). This data reveals that for some children, both their homes and schools are not safe places.

In terms of parental attachment, Table 3.15 reveals that children with low parental attachment were significantly more likely to be victims of psychological violence (52.5%), physical violence (32.1%), and discrimination (24.3%) in schools, compared to children with high parental attachment (39.0%, 20.4%, and 15.4% respectively). Children with low parental attachment were also significantly more likely to be victims of sexual abuse (16.5%), compared to children with high parental attachment (7.7%). Finally, children with low parental attachment were significantly more likely to be victims of extortion (4.7%) and cyber-bullying (4.7%), compared to children with high parental attachment (1.7% and 2.1% respectively). It is important to remember that children with low parental attachment were also more likely to report problems of domestic violence in their families and home setting, as revealed earlier in this chapter.

Table 3.15 also reveals that children with low school attachment were significantly more likely to be victims of psychological violence (60.9%), compared to children with high school attachment (39.2%). Children with low school attachment were also two times more likely to be victims of physical violence (41.8%) and discrimination (31.2%) in schools, compared to children with high school attachment (20.6% and 15.5% respectively). Children with low school attachment were also six times more likely to be victims of extortion (7.6%) and four times more likely to be victims of cyber-bullying (8.8%), compared to children with high school attachment (1.7% and 2.1% respectively). These findings demonstrate a relationship between children's attachment to school and their experiences with school violence and discrimination. Most likely children's attachment to school is negatively affected when they are victims of violence and discrimination by other children in school.

Finally, Table 3.15 reveals that children with high anger and high physical aggression tendencies are more likely to be victims of school violence and discrimination. In particular, children with high anger were twice as likely to be victims of psychological violence (60.2%) and physical violence (35.6%), compared to children with low anger (31.95% and 15.6% respectively). Also, children with high physical aggression tendencies were significantly more likely to be victims of psychological violence (53.4%) and twice as likely to be victims of physical violence (34.1%), compared to children with low physical aggression tendencies (34.5% and 16.0% respectively). In the

Table 3.15. Victims of violence and discrimination by children in school by children's demographics and other measures

	Survey Sample N=4,207											
	Victim of psychological violence		Victim of physical violence		Victim of extortion		Victim of sexual abuse		Victim of cyber-bullying		Victim of Discrimination	
	n	%	n	%	n	%	n	%	n	%	n	%
Sex												
Female	929	43.5%	377	17.6%	26	1.2%	185	8.7%	47	2.2%	424	19.9%
Male	755	36.6%	523	25.4%	55	2.7%	171	8.3%	52	2.5%	230	11.9%
Grade												
5th grade	325	44.5%	200	27.3%	14	1.9%	69	9.4%	25	3.4%	136	19.4%
6th grade	312	40.8%	199	26.1%	14	1.8%	56	7.3%	21	2.7%	146	19.5%
7th grade	293	41.0%	157	22.0%	10	1.4%	55	7.7%	19	2.7%	113	16.5%
8th grade	261	37.6%	137	19.7%	15	2.2%	67	9.6%	13	1.9%	103	15.3%
9th grade	273	39.2%	123	17.6%	18	2.6%	60	8.6%	12	1.7%	85	12.6%
10th grade	220	36.8%	84	14.0%	10	1.7%	49	8.2%	9	1.5%	71	12.3%
Urban/rural												
Urban	929	40.7%	518	22.7%	38	1.7%	216	9.5%	59	2.6%	360	16.4%
Rural	755	39.4%	382	19.9%	43	2.2%	140	7.3%	40	2.1%	294	15.7%
Domestic violence												
No	1,201	35.1%	578	16.9%	45	1.3%	199	5.8%	51	1.5%	405	12.2%
Yes	474	62.1%	310	40.6%	34	4.5%	154	20.2%	46	6.0%	244	33.5%
Parental attachment												
Low	177	52.5%	109	32.1%	16	4.7%	56	16.5%	16	4.7%	80	24.3%
High	1,501	39.0%	786	20.4%	65	1.7%	298	7.7%	81	2.1%	572	15.4%
School attachment												
Low	103	60.9%	71	41.8%	13	7.6%	32	18.8%	15	8.8%	49	31.2%
High	1,580	39.2%	828	20.6%	68	1.7%	324	8.0%	84	2.1%	605	15.5%
Anger												
Low	949	31.9%	465	15.6%	29	1.0%	139	4.7%	42	1.4%	318	11.0%
High	735	60.2%	435	35.6%	52	4.2%	217	17.7%	57	4.7%	336	28.8%
Physical aggression												
Low	1,017	34.5%	473	16.0%	42	1.4%	170	5.8%	49	1.7%	389	13.5%
High	667	53.4%	427	34.1%	39	3.1%	186	14.9%	50	4.0%	265	22.5%

section that follows, interview data reveals that children that are the victims of psychological and physical violence in school expressed feelings of anger and a desire to physically hurt the child(ren) that victimized them. Thus, the high anger and high physical aggression tendencies are an outcome of the victimization, not a cause of the victimization.

Children with high anger were three times more likely to be victims of sexual abuse (17.7%) and

two time more likely to be victims of discrimination (28.8%), compared to children with low anger (4.7% and 11.0% respectively). Whereas, children with high physical aggression were two times more likely to be victims of sexual abuse (14.9%) and significantly more likely to be victims of discrimination (22.5%), compared to children with low physical aggression tendencies (5.8% and 13.5% respectively).

Finally, children with high anger were four times more likely to be the victims of extortion (4.2%) and three times more likely to be victims of cyber-bullying (1.4%), compared to low anger children. Also, children with high physical aggression were two times more likely to be victims of extortion (3.1%) and cyber-bullying (4.0%), compared to children with low physical aggression tendencies (1.4% and 1.7% respectively). Again, interviews with children revealed that children who were victims of school violence and discrimination, particularly repeated victimization (bullying), often expressed anger toward their perpetrators and the desire to physically hurt the children that victimized them. Thus, being the victim of school violence and/or discrimination most likely increases a child's tendencies for anger and physical aggression; not vice versa.

Effects of school violence on children

Children that witnessed school violence were asked what happened to the child that was the victim of violence. In addition, children that were the victims of school violence were asked how they felt when they experienced such violence, if they were physically injured, and if they wanted to seek revenge against the person(s) that were victimizing or bullying them. Among the 402 children interviewed and those that were themselves victims of school violence, 47.0% said they were negatively affected emotionally and 9.0% said they were physically injured. In addition, 10.0% said they "gave it back" to their perpetrators. Three child victims talked about transferring to another school. Among the 402 children interviewed and those that witnessed school violence, 13.0% saw that the child victim was physically injured.

In the sections that follow, interview data is analyzed to reveal the negative effects of school violence on children that were victims of school violence, including the negative emotional effects, the physical injuries suffered, and having to "give it back" to the perpetrators of school violence.

Emotional effects

As mentioned above, nearly half of the children that were victims of school violence reported they were negatively affected emotionally. Many child victims expressed feelings of anger and being embarrassed, insulted, dishonored, and offended. Most children internalized these feelings, as they were unable to express them outwardly.

"I was calm and quiet, but deep inside was angry." [401]

"I felt embarrassed and offended." [380]

"I felt dishonored." [340]

"It was shameful for me." [339]

I got offended and made. I felt very bad." [245]

"I was angry and felt disgraced." [111]

"When I was called bad names I felt insulted. When I was beaten I felt anger." [101]

"I was angry for 1-2 days but then I calmed down." [352]

Some child victims even revealed they felt so sad and distraught by the violence they were experiencing that they cried. As one child stated, "They drive me to tears" [79]. Another child added, "I got angry, mad, and upset. I cried and was sad" [201]. In addition, two other children explained,

"When they nickname me I feel blemished, offended, and diminished; it hurts my soul, but I try not to pay attention to this." [265]

"I was very offended and I cried sometimes at home. I was ashamed. I wanted to hit him, but I did not do that. I was afraid of him." [217]

Some child victims spoke about being so angry and upset that they wanted to seek revenge against the child(ren) that was victimizing them. However, in most cases, child victims did not seek revenge against their perpetrators because of their perceived lack of power or physical size in comparison to the perpetrators. As several child victims explained,

"I wanted revenge, but did not revenge because he could again do anything. I felt shame and anger. I wanted to beat him, but I'm not going to beat." [392]

"I was so angry and wanted to beat him, but he is bigger than me." [385]

"When they call me 'mongol' and 'squint-eyed' I feel unpleasant. I wanted revenge, but I only called a bad name in reply and ran away. He is senior I will not be able to fight with him." [213]

"I was angry. Of course I wanted to take revenge; this guy that did it to me should feel the same. If I am able I will hit him myself or together with friends. I was angry and for 2 to 3 days I was raging with anger." [357]

"I felt anger and rage; I wanted to hurt him physically in order that he felt the same pain as me." [294]

"I was afraid and took offense that no one helped. I was angry with myself that I could not hit back. Yes, of course I want to take revenge." [353]

In addition to feelings of anger, many children also spoke about being afraid and scared. As one child said, *"I felt anger and fear"* [375]. Another child stated, *"I was scared and I was afraid that they would hit me."* [342] For child victims the fears are very real. The school violence they experience causes them to be fearful of their perpetrators and to feel disempowered. Some child victims revealed they were also afraid because they had not friends that would help to protect them, and other children were afraid that their classmates would not like them anymore because of what the perpetrators said about them or did to them.

"It was very offensive and disgusting. I was afraid that other girls would not be my friends anymore. I have even cried. I was afraid that it could be worse." [328]

"I was afraid and it was shameful in front of other guys." [351]

"Of course I feel frightened. I don't have such friends and nobody will fight for me. Of course, I want revenge, but how? Things will be worse for me." [115]

Girls that experienced sexual abuse in school reported feelings of shame and disgrace related to their sexual victimization.

"I feel ashamed and unpleasant when boys grasp and touch me." [94]

If boys touched me with their hands I was very ashamed . . . When they were touching me I felt pain inside my soul because of the shame. I felt unpleasant, offended, and ashamed. I am not strong enough to fight them back." [92]

"Awful feelings, shame, disgrace, and nasty." [81]

Some child victims revealed they did not want to go to school because they were so afraid and some

children even considered joining a gang so that the perpetrators of the violence would leave them alone.

"I felt bad and I did not want to go to school. I am thinking about joining some gang then they will not touch me." [321]

Other children spoke about transferring to another school or wishing that their perpetrator(s) would transfer to another school. As one child explained, *"I just wanted her to transfer to another school and I did not want to see her anymore."* [370]

In general, child victims reveal that school violence affects their sense of safety in school; while they want the violence and victimization to stop they feel very disempowered by the violence and the fact that they do not have a means to stop the violence from re-occurring. As one child stated, *"I was scared and just wanted it to stop"* [325].

Physical injuries

In addition to negative emotional effects, as many as 9.0% of child victims reported they were physically injured, and 13.0% of children that witnessed school violence said the child victim was physically injured. Children that witnessed school violence and child victims themselves spoke about the physical injuries that children suffer as a result of school violence. Sometimes the physical injuries were minor (e.g., scratches, bruises, black eyes, and bloody noses), but in many cases children suffered more severe physical injuries (e.g., head injuries and broken bones).

In the quotes below children speak about suffering minor injuries related to school violence, including scratches, bruises, black eyes, and bloody noses.

"Sometimes they have bloody noses and bruises under their eyes." [358]

"My friend had a scratch and I had a black eye after the fight." [233]

"Well, sometimes we fight until bruises." [212]

"They scratched her face and pulled her hair." [200]

"He had scratches all over his legs, dirty clothes, and pain in his body." [356]

"He hurt his lips and it was bleeding." [199]

“By the next day they were at school with bruises.” [122]

“I hurt my knee.” [337]

It is important to understand that physical violence and minor physical injuries are painful for child victims, and embarrassing in some cases. As one child explained, *“Sometimes they can painfully grasp me by the hand and neck, and sometimes it results in bruises”* [90]. In many cases, the physical pain and injuries that children endure is coupled with the emotional pain of their victimization. As one child explained, *“Sometimes I have bruises on my body and feel pain”* [353]. Another child added, *“Of course it hurts; my whole body hurts and is in bruises.”* [180]

Most children that spoke about physical injuries related to school violence revealed that child victims suffered more severe physical injuries, such as heavy bleeding, broken bones, and head injuries. As one child explained, *“He was lying there covered in blood and bruises.”* [379] In many cases, these more severe injuries required medical treatment and sometimes resulted in missed school days for the child victims. In the quotes below children speak about child victims having broken noses, broken arms, and heavy bleeding.

“One boy damaged the other one’s nose and he was bleeding.” [272]

“He had his nose broken and his shirt was torn.” [250]

“I was shocked. I lost a lot of blood; I got treatment in the hospital.” [379]

“My arm was dislocated.” [42]

“I almost broke my arm; I had a crack in the bone. My arm was put in plaster.” [387]

Some child victims had problems breathing or temporarily lost consciousness because of the trauma and injuries they experienced. As one child explained, *“I fainted”* [394]. Other children added.

“I was struck in the chest and it was hard to breathe.” [402]

“He fainted and his nose was bleeding.” [285]

“One of them went unconscious because of the beating; and the one who was beating his hand was bleeding.” [126]

Several children also spoke about the head injuries that child victims suffered, including being hit/beat in the head, falling and hitting their head, and suffering concussions.

“He was injured and his head and arms were in bruises. He hit his head.” [262]

“He was beaten on his head. His face was swollen and bruised and his shirt was torn. He didn’t attend school for a week.” [257]

“He fell down and hit his head against a chair. His head bled and he was taken to the hospital. He had a brain concussion.” [54]

As revealed in some of the above quotes, some child victims that suffered more severe physical injuries missed school for days and weeks because of their physical injuries. As two children stated,

“His clothes were spoiled and turn and his face was in bruises, and for one week he was not attending school.” [204]

“One beat the other badly and broke his nose. He was brought to the emergency station and he did not come to school for about a week.” [140]

“I had a concussion. I did not attend school and was on medical leave. I was not allowed to run and jump.” [392]

“Giving it back”

Some children that were victims of school violence reported they attempted to defend themselves by “giving it back” to the perpetrators of school violence. For instance, one child explained that in order to “give it back” to the boy that had been extorting money from him in school, *“I defiantly bought food with this money and ate it in his presence.”* [398]

In addition, some children that were victims of psychological violence (name calling, mockery, and insults) from other children in school revealed that they “gave it back” to the children that were calling them names by doing the same in return. As one child explained, *“He was cursing me; then I cursed him too”* [206]. Another child added, *“I nicknamed them too”* [315]. As one child stated, *“We also tease them, this is a kind of revenge we have.”* [347]

“Giving it back” is very much a self-defense coping strategy that some child victims use to stand up to

the children that are victimizing them in school. In some cases, children act alone to “give it back” and other times they enact the help of their friends.

“I can defend myself with the help from my friends. In order to protect myself I found strong friends, no I’m not afraid of anyone.” [391]

In quite a few cases, children revealed that when they experienced psychological violence they used physical violence to “give it back” to their perpetrators. In these situations the level of violence is escalated by the child that is attempting to defend themselves and their honour; this can make it difficult sometimes for adults to determine which child is the victims and which is the perpetrator. In each of the quotes below child victims reveal how they responded to psychological violence with physical violence.

“Once a boy told something rude to me and then ran away. But then, I wanted to revenge him and the next day I beat him up.” [235]

“It was one pupil who called me bad names, but I hit back with my fist to his shoulder.” [229]

“One boy was teasing me. We met after school and I slapped him a couple of times.” [212]

“I argue with boys who call me names. I argue and scold and I may also fight.” [191]

Some child victims also revealed that when they experience physical violence they “give it back” to their perpetrators in the form of physical violence. As one child explained, “I hit him back” [128]. In addition, other child victims explained,

“If somebody touches me, I respond. I do not like not to retaliate.” [371]

“Last year I fought with my classmate. He always poked me with a pen to my back since he sits behind me. I couldn’t endure that and I waited for him after the lesson and hit him back. Now he does not touch me. My friends stood and watched me giving him kicks in order he couldn’t care to touch me.” [229]

“I am the person who will not allow someone to insult me. He hit me once and I slapped his face twice. Now nobody insults me because I can protect myself.” [158]

Perpetrators speak about school violence

The interviews with children were also designed to ask children about acts of violence they have committed against other children in school. The focus was largely on acts of psychological and physical violence that children committed in school, but some children spoke about committing acts of extortion, sexual abuse and harassment, and discrimination in school. Among the 402 children interviewed the majority (55.0%) reported they did not commit any acts of violence in school; however, 45.0% of children spoke about committing various acts of school violence. In addition, 34.0% of children reported they acted alone when committing acts of school violence, and 20.0% reported they acted with a group of students.

Physical violence

Among the 402 children interviewed as many as 38.0% (1 out of 3) reported they committed acts of physical violence in school, and at least 10.0% of children reported they used physical violence in self-defense to protect themselves against the physical violence directed at them from other children. For some children using physical violence against other children in school was simply fun. In fact, in the quotes below two children explained that they committed acts of physical violence in school for the fun of it.

“I tripped younger children but I was having fun by doing this. It is common in our school. Younger boys trip even younger boys. It is like a game. Only crybabies cry. It immediately became obvious who is not a real man.” [16]

“I haven’t been beaten. I can call someone a bad name and hit and trip them just for fun. I often do that. Almost every day, well if I don’t do that it would be boring. No, I don’t beat hard, just a little, but without bruises. I have a team or gang, we are respected at school and some pupils are afraid of us. Yes, pupils are afraid of me at school.” [132]

Other children explained that they committed acts of physical violence in school because they were angry or in a bad mood.

“When I felt bad I beat a boy from the 5th grade. I felt bad because I had argued with my friends and

that made me mad. We simply wanted to find out who was stronger. I initiated the fight with a boy from my class.” [42]

“I hit a boy because I was angry. The boy was from the 3rd grade. I was very angry. It was an honest fight. We had one problem; we couldn’t share a computer game disk. I fought with a boy from my class. He initiated the fight because of the disk.” [17]

“I was going to the canteen and some boy bumped me. We started fighting. This was in mid-September. It happens sometimes, but not often. It was one boy. I got angry and wanted to settle the matter with him and he was the first to hit. We beat each other.” [112]

In addition, many children reported that they resorted to physical violence in response to a classmate that offended them with words by calling them names or insulting them; however, in these cases it is not necessarily considered self-defense because the response of physical violence was disproportionate to the name calling and insults.

“I fought with a boy. He called me names and pushed me. I hit him with a book. A girl helped me. She also hit him with a book.” [11]

“I began fighting with a classmate. I named him and we fought, but not severely. We damaged the nose of each other and went home.” [22]

“Yes, there was a case when I joined a fight with classmates. With my classmate I started the fight because he called me a bad name.” [301]

Finally some children reported that they used physical violence against another child at school because they took their copybook (homework book) or their friends’ copybook and tried to copy their homework.

“I remember in the 5th or 6th class I fought with one girl. I was fighting with a girl, she was hard working and she was laughing at me and then we fought. She didn’t let me copy from her homework and was laughing at me and then I hit her. Everybody was just looking, but nobody came to interfere.” [34]

“Yesterday I fought with my classmate because he took my copybook to copy the homework task and I wrestled for my copybook and we fought. Half of my classmates were just watching and then somebody

had called the teacher was coming and we run to our seats.” [149]

In one case, a child explained that he was left in charge of the classroom by the teacher and he had to use physical violence against a classmate that was attempting to leave the lesson.

“I beat my classmate. I was left by the labor teacher to be in charge of the lesson and he did not listen to me and wanted to escape from the lesson. I had to hit him because he did not listen to me.” [21]

Self-defense physical violence

As previously mentioned, at least 10.0% of children interviewed reported they used physical violence in self-defense to protect themselves against the physical violence directed at them from another child or children. As one child explained, “I responded to the abuser in order to protect myself” [370]. In addition, other children spoke about using physical violence in self-defense.

“I never started the fight, but if somebody touches I will respond. I fought with a classmate. He started the fight, he started to miscall me and then he hit me and ripped my clothes.” [391]

“I never fight. I can only hit back. One boy pushed me first and I just backhanded him and hit him back.” [272]

“I am never the first to start, but if they somehow touch me I don’t remain silent. I reply at once, otherwise they think that I fear or am afraid of them and I you reply using the same method they get back at once. I do this to protect myself so that they would not bother me next time. When we settle our matters no one interferes.” [151]

“I started the fight to protect myself. My classmate calls me bad names and kicks me.” [216]

Some boys revealed that senior students sometimes make the younger students fight with each other. Some children also felt they were provoked into fighting by children from another school or district and they needed to fight to defend themselves and their school.

“Guys from the senior class make us fight. We have to fight. No, I do not do that. I have not done this before. Guys from senior classes made me fight with my

friends. I have not started fights first. They made me fight.” [346]

“Once we fought with a group, one district against the other. The boys from another district started it. They forced us to fight and they took us out and then made us fight and we couldn’t say anything but had to fight.” [236]

Psychological violence

Among the 402 children interviewed, as many as 32.0% (nearly 1 out of 3) reported they committed acts of psychological violence or verbal bullying in school. Some children revealed they used psychological violence against other children simply to hurt the other child.

“It happens sometimes. I laugh at other girls. I can call them fools. The girl from the other class she is arrogant as if she is better than others. She is dressed up better than me and other girls. I nicknamed her myself.” [276]

“At school I was laughing at girls and was telling bad things; they put themselves in a very uncomfortable situation. I would do this to my classmates, to the people I don’t like and those who don’t like me. I did it along.” [244]

“I ridiculed his shortcoming. For example, I called him ‘big-eared.’ I did a clip on the back of his head. I was never involved in a fight; I only watched fights. You intimidate new pupils right away and so they are afraid to fight with you.” [398]

Other children described the mocking, insults, and name calling that occurred between children as mutual; however, as revealed in earlier sections of this chapter many children are often offended by name calling and insults and will respond “in cases when I am provoked” [387]. Often children respond with name calling and insults; and in some cases with physical violence.

“I said rough words. Pupils are guilty themselves and I had to say bad words; they start first.” [355]

“Usually pupils are guilty themselves and I had to say bad words. They start first. Well, if they do not stop I have to rail against them.” [354]

“If someone nicknames me I also nickname him because they nickname me first.” [312]

“I did this only one time. The girl provoked me and I responded in order to protect myself.” [370]

“Sometimes one of my classmates calls me bad names. This hurts. We also can bump each other on shoulders jokingly. This does not hurt. This boy sometimes bullies me and I reply to him with bad words.” [127]

“Of course it happens. When we joke we may say something rude and bad to each other. Everything starts just from joking. Then we get offended and then we say something rude. The others just join in.” [256]

In many cases, children also reported that they were verbally mocking in jest or jokingly and that it wasn’t meant to or didn’t offend the other person; however, as revealed in earlier sections of this chapter many children that experience psychological violence and verbal bullying in school are offended, hurt, and sometimes embarrassed in front of their classmates. Children are clearly unable to understand the impact of their actions on other children. In the following quotes, children talk about the fact that they were just calling other children names or insulting them in jest or as a game; however, name calling and insults made in jest or as a game by one child or a group of children can be offensive and hurtful to the child that is the victim of these words (i.e., psychological violence).

“I teased in jest, but I did not say rough words. I did this to my classmates to boys from junior classes.” [357]

“I laughed in jest, but I had not said any rough or offensive words. It was just a game, a joke.” [356]

“Sometimes I say something on purpose in jest; for no reason, just for fun.” [338]

In many cases, children revealed that when they call another child names or say something offensive in jest, the goal is to also get their classmates to laugh and join in on the psychological violence against the child they are bullying.

“I have not insulted anybody on purpose. Only in jest when someone is answering you can tell something funny about him in order that everybody may laugh. These boys were my classmates. Other guys also added some words and we together with the boys who were laughed at also laughed. The teacher was angry because of that.” [269]

“I was laughing at the boy younger than me and was calling him names and offended him. We were laughing together with my classmates.” [257]

Finally, some boys revealed that they purposely commit acts of psychological violence against girls, as a form of sexual teasing and harassment. As one child explained, *“sometimes we insult girls and make them scream and cry”* [341]. Three other boys added,

“Sometimes I nickname girls. We play in order to make fun and to make girls fun for me.” [273]

“Sometimes in our class we make fun of girls and call them names; it is just joking to make them annoyed. It is funny. The girls from our class are so beautiful.” [148]

“I teased and said rough words to girls. It was for fun. Two to three guys from my class also laughed with me.” [349]

Extortion of money

Among the 402 children interviewed only one child reported he extorted money from other children in school. As he explained,

“I asked for money, but without violence, from the 5th grade pupils. Some of them gave me money. I was just bored. I wanted to ruin his good mood. I have not enough money for a hot meal or to take Fanta in the shop.” [398]

Discrimination

Eight children that were interviewed reported they actually discriminated against other children in school, mainly because of a child’s physical or learning disability. As one child explained,

“I was laughing with other kids at the boy with a mental disability.” [186]

Characteristics of perpetrators of school violence and discrimination

Analysis was conducted to determine to what extent there were demographic differences among children that are perpetrators of violence and discrimination in

school. Table 3.16 reveals several significant sex differences. In particular, males were significantly more likely to commit acts of psychological violence (16.7%) and physical violence (23.6%) in school, compared to females (11.3% and 8.1% respectively). Males were also significantly more likely to commit acts of sexual abuse (4.0%) and cyber-bullying (1.5%) in school, compared to females (1.8% and .5% respectively). Finally, males (5.2%) were also more likely to commit acts of discrimination against other children in school, compared to females (3.9%).

In terms of grade, children in higher grades (8th to 10th grades) were significantly more likely to commit acts of psychological violence and physical violence in school, compared to children in lower grades (5th to 7th grades); whereas, children in lower grades were significantly more likely to commit acts of discrimination against other children, compared to children in higher grades.

In terms of urban versus rural differences, Table 3.16 shows that children in urban schools were significantly more likely to commit acts of psychological violence (15.5%) and physical violence (17.2%), compared to children in rural schools (12.1% and 13.9% respectively).

Analysis was also conducted to determine to what extent perpetrating violence and discrimination in schools was related to children’s exposure to domestic violence in their families, and their parental attachment, attachment to school, and anger and physical aggression tendencies. Table 3.16 reveals a link between children’s exposure to domestic violence in their families and committing acts of violence and discrimination in schools. In particular, children living in families with problems of domestic violence were two times more likely to commit acts of psychological violence (27.4%) and physical violence (26.2%) in school, compared to children that did not report problems of domestic violence in their families (10.9% and 13.3% respectively). Children living in families with domestic violence were also three times more likely to commit acts of sexual abuse (6.0%) and discrimination (10.2%) in school, compared to children that did not report problems of domestic violence in their families (2.1% and 3.2% respectively). Finally, children living in families with domestic violence were slightly more likely to extort money from other children in school (1.7%), compared to children that did not experience domestic violence in their families (0.4%). These findings are consistent with findings from a study conducted in the United States which found that children that bully

reported being physically hurt by a family member of witnessing violence at home significantly more often than children who had not bullied; establishing a link between committing acts of violence in school and exposure to violence outside of school (7).

Prior research has revealed that children that are perpetrators of school violence and discrimination often have poor relations with their parents. In keeping prior research, Table 3.16 reveals that children with low parental attachment were significantly more likely to commit acts of psychological violence (23.5%) and physical violence (21.2%) against other children in school, compared to children with high parental attachment (13.1% and 15.2% respectively). Children with low parental attachment were also more likely to commit acts of sexual abuse (5.9%) and discrimination (7.9%), compared to children with high parental attachment (2.6% and 4.2% respectively). Finally, children with low parental attachment were significantly more likely to extort money from other children (2.1%) and engage in cyber-bullying (2.6%) in schools, compared to children with high parental attachment (.4% and .8% respectively).

Table 3.16 also examines the relationship between children's attachment to school and their perpetrating acts of school violence and discrimination. Prior research has found that children with low school attachment or weak bonds with other children and teachers in school are more likely to commit acts of school violence and discrimination. In keeping with prior research, Table 3.16 shows that children with low school attachment were more than two times more likely to commit acts of psychological violence (31.2%) and physical violence (35.3%) against other children in school, compared to children with high school attachment (13.2% and 14.9% respectively). Children with low school attachment were also two times more likely to commit acts of sexual abuse (8.2%) and discrimination (9.4%), compared to children with high school attachment (2.7% and 4.3%). Also, children with low school attachment were significantly more likely to extort money from other children (2.9%) and engage in cyber-bullying (2.9%), compared to children with high school attachment (.5% and 0.9% respectively).

Finally, Table 3.16 reveals the impact of children's anger and physical aggression tendencies on perpetrating school violence and discrimination. Children with high anger and high physical aggression tendencies were four times more likely to commit acts of psychological violence (29.4% to 29.7% respectively),

compared to children with low anger and low physical aggression tendencies (7.6% and 7.3% respectively). Also, children with high anger (28.5%) were nearly three times more likely to commit acts of physical violence, and children with high physical aggression (38.1%) were nearly six times more likely to commit acts of physical violence in school, compared to children with low anger (10.4%) and low physical aggression (6.2%) tendencies.

In addition, children with high anger and high physical aggression were four times more likely to report extorting money from other children (1.3% and 1.3% respectively), compared to children with low anger and low physical aggression tendencies (0.3% and 0.3% respectively). Also, children with high anger and high physical aggression were three times more likely to commit acts of sexual abuse (5.7% and 6.0% respectively), compared to children with low anger and low physical aggression tendencies (1.7% and 1.6% respectively). And, children with high anger were four times more likely to commit acts of cyber-bullying (2.3%) and children with high physical aggression were six times more likely to commit acts of cyber-bullying (2.4%), compared to children with low anger and low physical aggression tendencies (0.5% and 0.4% respectively).

Finally, children with high anger and high physical aggression were four times more likely to commit acts of discrimination against other children in school (9.9% and 9.6% respectively), compared to children with low anger and low physical aggression tendencies (2.3% and 2.4% respectively).

Outcomes for perpetrators of school violence

Children that were interviewed were asked what happened to the children that committed acts of school violence. Among the 402 children interviewed, 37.0% reported that nothing happened to the perpetrators of school violence that they witnessed. As several children explained, *"He continues going to our school, he has not been punished"* [314]. In many cases, children reported that nothing happened to the perpetrators of school violence because nobody reported the incident of school violence to anyone and no school teachers or staff witnessed the violence.

"Nothing and they take money and go to school freely. No one punishes them." [355]

“Nothing, they threaten boys not to tell anyone.” [353]

On the other hand, some children reported, everyone knows about the perpetrators and the problems of school violence, but nothing is done to stop the problems or punish the perpetrators. As one child explained, *“Nothing has happened. His mother is a teacher and no one will touch him.” [358]*

Among children that reported there was some sort of outcome for the perpetrators of school violence, 6.0% of children reported that a teacher reprimanded the perpetrator(s), 7.0% reported the perpetrators were sent to the school director, and 10.0% of children reported the perpetrators parents were called and asked to come to school to talk with the school director and/or teachers. The quotes below reveal the way children spoke about school teachers and school directors responding to perpetrators of school violence. In some cases, teachers simply reprimand children, as one child explained, *“She took them both out [of the classroom] and scolded them [both the perpetrator and victim]” [209]*. Other times, school teachers will send a child to the school director for punishment, as one child explained, *“He was taken to the director for a talk. The teacher railed him saying that one could behave like this.” [229]*

Both school teachers and school directors may decide to contact the parents of the children, both the perpetrators and victims of school violence, and ask them to come to school to talk about the problems their child is having in school.

These boys are usually invited by the teacher to talk. Last year they were called to the school director for insults. Teachers also conducted talks concerning fights. She scolded the boys who nicknamed me.” [265]

“He and his parents were called to the school director to talk.” [93]

“She went to the school director and then invited the parents of the boys to the school.” [35]

“Teachers talked to them and called their parents.” [60]

Only 5.0% of children interviewed reported that both school directors and teachers, in consultation with parents and school psychologists, required perpetrators of school violence to apologize to their victims and promise never to victimize them again.

The long-term effectiveness of such an intervention - forced apologies - is unknown and can significantly vary depending upon the character of the child that is the perpetrator of school violence.

“His parents were invited to the school and the boy had to apologize and promised never to do that again.” [249]

“After his parents were invited and they had a talk with the psychologist, after that he came to the child and apologized. [168]

“She sent him to the school psychologist and called his parents to come to school on the next day. The boy apologized to the girls and did not touch her anymore.” [158]

Some school directors and teachers actually required both the perpetrators and victims to apologize to each other. This approach is particularly problematic as it further disempowers the victim by forcing the victim to accept responsibility for their own victimization. It also forces victims into a position of having to apologize to their perpetrators, and allows perpetrators to give an insincere apology to their victims. Such an approach often does little to reduce the occurrence of school violence as perpetrators quickly realize there are no real ramifications for their behaviors, and they can manipulate the situation such that the victim is perceived as responsible for their own victimization.

“They made the boys shake hands and promise not to act like this again.” [2]

“He was summonsed for a talk; his parents too. They spoke of why they had a fight and why he hit the other boy, and then the guys made up.” [148]

“The teacher of the girl who was beaten talked to those who fought with her and made them say sorry.” [257]

Both school directors and teachers sometimes threatened to or actually sent perpetrators, and sometimes even victims, of school violence to the school police inspector (school police officer). The school police inspector has the power to officially register incidents of school violence and place children's names on a special register of “problem children.” Once a child is placed on the school police inspector's register it often means they are under the control of the school police inspector and repeated acts of school violence by the child could be reported directly to the school police inspector.

Table 3.16. Perpetrators of violence and discrimination in school by children's demographics and other measures

	Survey Sample N=4,207											
	Perpetrate psychological violence		Perpetrate physical violence		Perpetrate extortion		Perpetrate sexual abuse		Perpetrate cyber-bullying		Perpetrate discrimination	
	n	%	n	%	n	%	n	%	n	%	n	%
Sex												
Female	241	11.3%	173	8.1%	11	0.5%	39	1.8%	11	0.5%	83	3.9%
Male	346	16.7%	487	23.6%	17	0.7%	82	4.0%	31	1.5%	107	5.2%
Grade												
5 th grade	83	11.3%	84	11.4%	4	0.5%	22	3.0%	5	0.7%	33	4.5%
6 th grade	89	11.6%	115	15.0%	6	0.8%	23	3.0%	14	1.8%	40	5.2%
7 th grade	105	14.7%	122	17.0%	2	0.3%	17	2.4%	1	0.1%	44	6.1%
8 th grade	115	16.5%	110	15.8%	8	1.2%	18	2.6%	15	2.2%	34	4.9%
9 th grade	107	15.3%	133	19.1%	4	0.6%	21	3.0%	3	0.4%	23	3.3%
10 th grade	88	14.7%	96	16.1%	1	0.2%	20	3.3%	4	0.7%	16	2.7%
Urban/rural												
Urban	354	15.5%	393	17.2%	8	0.4%	59	2.6%	18	0.8%	114	5.0%
Rural	233	12.1%	267	13.9%	17	0.9%	62	3.2%	24	1.2%	76	4.0%
Domestic violence												
No	373	10.9%	454	13.3%	12	0.4%	72	2.1%	22	0.6%	108	3.2%
Yes	209	27.4%	200	26.2%	13	1.7%	46	6.0%	20	2.6%	78	10.2%
Parental attachment												
Low	80	23.5%	72	21.2%	7	2.1%	20	5.9%	9	2.6%	27	7.9%
High	505	13.1%	586	15.2%	17	0.4%	100	2.6%	32	0.8%	161	4.2%
School attachment												
Low	53	31.2%	60	35.3%	5	2.9%	14	8.2%	5	2.9%	16	9.4%
High	534	13.2%	600	14.9%	20	0.5%	107	2.7%	37	0.9%	174	4.3%
Anger												
Low	227	7.6%	311	10.4%	9	0.3%	51	1.7%	14	0.5%	69	2.3%
High	360	29.4%	349	28.5%	16	1.3%	70	5.7%	28	2.3%	121	9.9%
Physical aggression												
Low	215	7.3%	183	6.2%	9	0.3%	46	1.6%	12	0.4%	70	2.4%
High	372	29.7%	477	38.1%	16	1.3%	75	6.0%	30	2.4%	120	9.6%

“She [the teacher] railed against them and told them that if she saw it once again she would tell the school director or school inspector.” [328]

“He was told he would be taken to the school inspector, but he wasn’t he promised to never do it again.” [6]

“He was taken to the school principal. The police officers talked to him and the boy was registered with the police.” [285]

“They scolded the boy who had done that and he is under the school inspector’s control now. He was scolded by the teacher.” [42]

“I told my teacher about it and he called the parents of those children who had been beaten. They are now under the school inspector’s control” [42]

In some cases it seemed that a more formal response from teachers, school directors, school inspectors, and even school psychologists helped to affect children’s behaviors; however, not always. In some cases, the outcome was that children stopped perpetrating school violence. Other times perpetrators of school violence were expelled or transferred to another school.

“Usually after talking to the school director and the school inspector everyone stops fighting, makes peace, and everything is fine.” [306]

“Two pupils were registered by school supervisors and the other was talked to by the counselor and psychologist. And after that everything sort of calmed down.” [151]

“Later on teachers knew what happened and they were sent to the school director. Later those boys were expelled from the school.” [242]

“After the school director interfered and the parents came, the mockery stopped.” [280]

Other times such interventions by teachers and school directors had little impact on children’s behaviors and they continued to commit acts of violence against other children in school. As one child stated,

“He is scolded and teachers call his parent, but nevertheless he behaves the same way. His parents have not come to school. Teachers rail at him but it does not help.” [294]

Weapon carrying

Children were asked about weapon carrying on school property and outside of school. Table 3.17 reveals that only 3.9% of children surveyed reported carrying weapons on school property and/or outside of school; nevertheless, some children do carry weapons. In particular, 2.5% of children reported carrying a weapon on school property during the past year, and 3.0% carried a weapon outside of school during the past year. Also, 5.5% of children reported they were aware of other children in their school that carried a weapon on school property.

Table 3.17. Weapon carrying in and out of school

	Survey Sample N=4,207	
	n	%
In the past year, carried a weapon on school property or outside of school	163	3.9
Carried a weapon on school property	106	2.5%
Carried a weapon outside of school	127	3.0%
Aware of children in your school that carry a weapon on school property	233	5.5%

Children that carried a weapon on school property or outside of school during the past year were compared to children that did not carry a weapon in order to understand the differences between these two groups of children. Table 3.18 reveals the demographic differences between these two groups of children. While there were no significant differences between these two groups based upon grade or urban versus rural residence, there were differences based upon sex. Table 3.18 reveals that males (73.6%) were more likely to carry a weapon, compared to females (26.4%).

Table 3.19 also examines differences between children that carried weapons on school property or outside of school and those that did not carry a weapon. The data reveals that among children that carried a weapon during the past year, as many as 1 out of 3 (34.2%) reported they experienced domestic violence in their families. In fact, children that carried weapons were twice as likely to experience domestic violence at home (34.2%) and to have low parental attachment (13.5%), compared to children that did not carry a weapon (17.6% and 7.9% respectively).

Table 3.19 also reveals that 1 out of 2 children that carried weapons had high anger and high physical aggression tendencies. In fact, children that carried weapons were twice as likely to have high anger (54.6%) and high physical aggression (62.6%), compared to children that did not carry weapons (28.1% and 28.5% respectively).

Children that carried weapons were also twice as likely to have low school attachment (11.7%), compared to children that did not carry weapons (3.7%).

Table 3.18. Weapon carrying by children's demographics

	Survey Sample N=4,207			
	Carried a weapon on school property or outside of school		Did not carry a weapon	
Sex	n	%	n	%
Female	43	26.4%	2,097	51.9%
Male	120	73.6%	1,947	48.1%
Grade				
5th grade	23	14.1%	711	17.6%
6th grade	32	19.6%	734	18.2%
7th grade	24	14.7%	692	17.1%
8th grade	36	22.1%	659	16.3%
9th grade	24	14.7%	674	16.7%
10th grade	24	14.7%	574	14.2%
Urban/rural				
Urban	93	57.1%	2,192	54.2%
Rural	70	42.9%	1,852	45.8%

Table 3.19 also shows that 82.6% of children that carried weapons witnessed school violence and discrimination, 61.5% were victims of school violence

and discrimination, and 62.0% were perpetrators of school violence and discrimination. In fact, children that carried weapons were significantly more likely to witness and be victims of school violence, and two times more likely to be perpetrators of school violence, compared to children that did not carry weapons.

Children that carried weapons were also significantly more likely to experience violence and discrimination from school directors and teachers, compared to children that did not carry weapons. In fact, children that carried weapons were two times more likely to experience violence (46.0%) and three times more likely to experience discrimination from school directors and teachers, compared to children that did not carry weapons (22.8% and 5.7% respectively).

Finally, Table 3.19 reveals that children that carried weapons during the past year were five times more likely to have run away from home (13.5%) and two times more likely to have engaged in self-harming and suicidal behaviors (9.2%), compared to children that did not carry a weapon (2.3% and 3.4% respectively).

Interview data revealed that four children spoke about children bringing weapons to school, including knives, guns, and tear gas. Two of the children, in particular, spoke about other children that brought knives to school. As one child explained, *“Last year a classmate*

Table 3.19. Weapon carrying by other measures and exposure to school violence

	Survey Sample N=4,207			
	Carried a weapon on school property or outside of school		Did not carry a weapon	
	n	%	n	%
Experience domestic violence at home	55	34.2%	709	17.6%
Low parental attachment	22	13.5%	318	7.9%
Low school attachment	19	11.7%	151	3.7%
High anger	89	54.6%	1,136	28.1%
High physical aggression	102	62.6%	1,151	28.5%
Witness school violence and discrimination among children	133	82.6%	2,543	63.1%
Victim of school violence and discrimination by children	91	61.5%	1,789	45.9%
Perpetrator of school violence and discrimination	101	62.0%	915	22.6%
Experience violence from school directors and teachers	75	46.0%	924	22.8%
Experience discrimination from school directors and teachers	36	22.1%	229	5.7%
Ran away from home	22	13.5%	92	2.3%
Self-harming and suicidal behaviors	15	9.2%	138	3.4%

had knives with him” [256]. Another child added, “I saw how seniors fought and one of them had a knife, but he just brandished it without hurting anybody.” [149]

One child also spoke about children bringing guns to school and having guns in their community.

“Our main problem is our high school. Both girls and boys from high school they claim money. The elder students claim money from the younger ones, and even those who finished the school and left come back and claim money too. If you say something to them they shout and are ready to beat you. There are boys at school who smoke. Even there are boys who have guns with them. They are holding guns and threatening. Not long ago the teacher took away all guns, but even then some still have. It is dangerous to walk out at night; even parents don’t walk out at nights. Boys drink and threaten with guns.” [238]

Finally, another boy spoke about a child bringing tear gas to school and releasing it in school causing children in the school to suffer.

“Many times 10-11th grade boys started threatening that they will beat a girl from the lower grade. Once a boy bought a tear gas spray and the other boy sprayed it and many children suffered. Everyone had eyes aching and they coughed and were suffocating.” [152]

Peer responses to school violence

Children were asked how they typically respond to incidents of violence that they witness in school. Table 3.20 reveals that as many as 30.3% of children (nearly 1 out of 3) reported they “never” try to help a child at school that is being hurt or made fun of by another child or group of children. In addition, 51.1% of children (1 out of 2) reported they only “sometimes” try to help a child at school that is being hurt or made fun of by another child or group of children. Surprisingly, only 18.3% of children reported they “very often” help such children that are victims of school violence.

Children were also asked what they did the last time they saw a child at school being hurt or made fun of by another child or group of children. Table 3.20 reveals that as many as 20.0% of children (1 out of 5) reported they walked away and did not intervene, and 4.3% reported they stood and watched, but did not intervene. Surprisingly, 2.1% of children reported they joined in with the kids that were hurting/teasing the child, and 1.7% made a joke about it.

Table 3.20. Peer response to school violence

Survey Sample N=4,207		
	n	%
Tried to help a child at school that was being hurt/made fun of by another child(ren)		
Never	1,274	30.3%
Sometimes	2,148	51.1%
Very often	768	18.3%
What you did the last time you saw a child at school being hurt/made fun of by another child(ren)		
I walked away and did not intervene	849	20.2%
I stood and watched, but did not intervene	183	4.3%
I joined in with the kids that were hurting/teasing the child	87	2.1%
I made a joke about it	72	1.7%
I intervened and tried to help the child that was being hurt/teased	1,540	36.6%
I got an adult at school to help to stop it	1,464	34.8%
I talked to the child that was hurt/teased about how they felt	808	19.2%
Who you reported the incident to:		
I did not report the incident to anyone	1,361	32.4%
I told my friend or another student	879	20.9%
I told a teacher at school	1,103	26.2%
I told the school director/deputy director	383	9.1%
I told a school security guard/inspector	146	3.5%
I told my parents	470	11.2%
I told my brother/sister	267	6.3%

In comparison, only 36.6% of children (1 out of 3) reported they actually intervened and tried to help the child that was being hurt and/or teased. Moreover, only 34.8% of children (1 out of 3) reported they got an adult at school to help stop the violence. Only 19.2% of children actually talked to the child that was being hurt and/or teased about how they felt.

Children were also asked to whom they reported incidents of school violence that they witnessed. Table 3.20 reveals that as many as 32.4% (1 out of 3) of

children reported they did not report the incidents of violence to anyone. If they did report the incidents of violence to someone, as many as 20.9% of children told a friend or another student about the violence they witnessed, 11.2% told their parent(s), and 6.3% told their brother or sister (sibling). Surprisingly, only 26.2% (1 out of 4 children) told a teacher, 9.1% told the school director/deputy director, and 3.5% told a school security guard/inspector. These findings reveal that most children do not report incidents of school violence to school personnel or authorities.

In addition to Table 3.20, Table 3.21 reveals that among the 402 children interviewed, a large proportion of children that witnessed (36.6%, 1 out of 3) and experienced (22.9%, 1 out of 5) school violence did not report the school violence to anybody. As children explained in interviews they often do not tell anybody about the school violence they witness because they do not want to get involved for fear of retaliation from the perpetrators of school violence.

“I did not tell anybody; I do not need this. The less you know the better you sleep. I want to live.” [379]

“I never told this to anyone. They will not be punished and they may only be scolded, but then again you can be attacked.” [373]

Table 3.21. Peer response to school violence

	Interview Sample N=402			
	Witness		Victim	
	n	%	n	%
Not report	147	36.6%	92	22.9%
Told friends	54	13.4%	34	8.5%
Told parents	49	12.2%	61	15.2%
Told siblings	16	4.0%	18	4.5%
Told teachers	41	10.2%	28	7.0%
Told school inspector	4	1.0%	3	1.0%
Told school director	3	1.0%	2	0.5%
Teacher witnessed incident	16	4.0%	3	1.0%
Everybody knew/witnessed	31	7.7%	6	1.5%
Confront perpetrators	11	2.7%	6	1.5%

“No, I do not tell anyone. I am afraid and I just watch from the distance.” [321]

“I didn’t tell anybody. He didn’t tell anybody, because if you tell you will be beaten up.” [247]

“No, it is not welcomed among us and if I do classmates can turn against me. Telling somebody is a squealer and such rats are despised and are called for a ‘showdown.’” [164]

“I haven’t told to anyone; otherwise they will laugh and begin to scorn me. We are not accepted if we complain; it is considered to be a betrayal.” [164]

Child victims of school violence also revealed that they do not tell anybody about the violence they experience because they are afraid it will only make the situation worse for them.

“I tell nobody because it will be worse then.” [322]

“No, I did not give away anything. If we tell someone about this, nobody will talk to us.” [211]

“I didn’t tell anybody, I was afraid to tell.” [209]

“No, I have not told to anyone. I was warned that it could end up in a bad way.” [72]

Some child victims also revealed they were actually afraid to tell their parents about the fact that they were the victims of school violence because they feared their parents would go to school to address the problem with the school director or teacher and that would only make matters worse for them at school.

“I was afraid of telling anyone and was afraid that parents could come to school to settle that and after that I would surely suffer.” [130]

“I tell nobody. I don’t tell my mother as I am afraid there will be a mess about it. If I tell my mother will go to school and will shout at the boy who calls me names.” [241]

Some child victims revealed they feel very alone and do not have good relations with their parents or other children in school; thus, they did not tell anybody about the violence they were experiencing in school because they felt that nobody cared about them or that nobody would intervene on their behalf to

protect them. Often these children felt very isolated and alone.

“No, I don’t tell at home about what happens with me at school and my parents do not need to know what happens with me. I keep all my feelings inside and I don’t tell anybody.” [228]

“I tell to no one and my parents don’t care, and I have no friends at school. Well there are boys and I talk to them, but they are not friends. I tell nobody.” [90]

“No one knows. Nobody is interested in me. I am by myself.” [79]

“No, I didn’t tell anybody. I don’t want my relatives to think I am weak and I cannot protect myself. Even if I tell them they will not react on it. I don’t have a father and my mother and elder brother always drink.” [34]

A few children maintained there is code among children in the school that you do not tell anybody about the school violence, and that children settle these matters on their own.

“During showdowns no one interferes, neither friends nor strangers; it is not allowed.” [152]

“We try not to interfere teachers and adults in general in our affairs.” [279]

“Teachers are not told about this and pupils settle their problems by themselves.” [128]

Finally, some children gave the impression that everyone in school knows about the problems of school violence; however, no one is able to do anything about the school violence and in some cases children are encouraged by adults not to talk about these problems in school or in the community.

“No, I did not tell adults. I think that teachers know about this but they cannot do anything. They scold boys and they do it again.” [94]

“Everybody knows about it, even our parents know. Everybody knows each other in the village, but no one says anything.” [360]

“We discussed it only with classmates. The principal and teachers told us not to tell anybody and that we should not tell it outside the school. So, we did not tell anyone.” [316]

If children did tell anybody about the school violence they witnessed or experienced they were most likely to tell their parents, siblings, and/or friends. Still, however, the percentage of children that actually told either their parents, siblings, and/or friends about school violence were quite low as revealed in Table 3.21. Children that witnessed school violence spoke about telling their parents, in most cases their mother, about the violence they witnessed in school and their parent’s response which was typically to stay out of such situations.

“I told my mother about the fight. My mother said, ‘Stay away from fighting guys and do not interfere.’” [344]

“I told my mother and father; I always tell my parents about my problems. My parents told me ‘be careful’ in order not to get in such a situation.” [314]

“I told my mom and she said not to get mixed up with them. Mom teaches me not to get mixed up with such children.” [151]

“At home I tell almost everything that’s going on, but my parents’ reaction is mainly negative. They say that I should behave well and not quarrel with anyone and that is all.” [119]

Children that experienced school violence also spoke about telling their parents what happened to them; however, the advice given by parents varied significantly from telling the child to stay away from the perpetrators to actually encouraging the child to stand up to the perpetrators and defend themselves.

“I told this story to my mother. She is my best friend. My mother understood the situation and said that I must ignore her and not communicate with her.” [370]

“I told my parents and they told me not to be friends with that girl. They told me to be calm and not pay attention to her.” [368]

“Well, I tell my father or mother, but very rarely. My dad told me, ‘You need to protect yourself, but it’s better to restrain your temper and solve everything peacefully. And, if nothing happens, then use fists, but do not beat, but restrain their arm or leg, then your opponent will let you go by himself.’ [308]

In addition, child victims told how their parents went to the school to meet with the teacher and/or school director to address the school violence. One child victim even reported that his father threatened the child that had been victimizing him.

“I told to my parents and they came to school and talked to the school director, then the parents of this boy were invited and they together examined the case.” [392]

“I told to my mom and my mom told everything to my dad. Dad came to school and talked to that boy and the teacher. Now, he does not call me bad names anymore. My Dad told him that he would pull out his tongue if such things are repeated.” [217]

“I complained to my mother and brother. They supported me and my mother even came to the teacher and she promised to talk with the girls.” [65]

Finally, one child revealed that despite his mothers' advice and efforts to address the problem with the school director, the violence continued; therefore, his mother ultimately moved and transferred the child to another school.

“I told my mother. At first she told me not to pay attention to that, then she spoke with the school director, but it didn't change anything. That is why we moved here.” [9]

Children that witnessed and were victims of school violence also spoke about telling their brother or sister about the school violence. In most cases, children told their elder siblings; so if they had an older brother they told the older brother about the violence. Children revealed that older brothers were often more willing to confront the perpetrators of the violence and stop the violence. In the quotes below, child victims talk about how their older brother intervened and protected them from the perpetrators.

“I told to my brother. My brother said that he would gather his friends and solve the problem” [357]

“I told my brother. The first time my brother just warned them [the big boys], but as they didn't listen he hit them. After that nobody touched me.” [247]

“I told my elder brother. He found these guys and talked to them with his friends. Right after that they left me alone.” [231]

“I told it to my elder brother and no one else, I do not want to interfere. My brother told me if they touch me to tell him and he will handle that.” [331]

Some children told their sisters about the school violence; however, sisters were more likely to express empathy and offer advice on how to handle the problem. As one child stated, *“my sister talks to me and helps me.”* [366] Sisters were less likely than brothers to protect their siblings from school violence with physical aggression or the threat of physical aggression.

Table 3.21 also reveals that some children reported they told a teacher about the school violence they witnessed and/or experienced. Children were much more likely to tell their teachers than actually report the incident of school violence to the school director and/or the school inspector. Many of the children that reported they told their teachers explained that teachers typically responded and punished the perpetrators of school violence.

“In our class one boy was swearing at a girl. We told our teacher. The teacher was shouting at him and told him if it happens again she will send him to the school inspector.” [396]

“I told this once to the teacher and she took her [the victim] together with the girls who miscalled her to the school director and they handled this situation. She [the teacher] was outraged; she immediately took them to the school director.” [381]

“I told the teacher about this case. The teacher punished the perpetrators. This case was told to the whole school during the school assembly.” [380]

“I told it to a teacher and she railed against them and told them that if she saw it once again she would tell the principal or school inspector.” [328]

“I told the teacher about it. She started scolding them and telling them that this must not happen again.” [210]

“I told my teacher about it. He called the parents of those children who had beaten me. They are now under the school inspectors' control.” [42]

“I have told my teacher about it. I've told the school inspector about it and that boy is under control now. Teachers want to expel him.” [6]

Some children revealed that verbal reprimands from teachers and school directors were not enough to stop the perpetrators from committing future acts of violence. As the three quotes below reveal the perpetrators continued to commit acts of school violence after they were verbally reprimanded by teachers and school directors.

“I told it to the teacher. The teacher railed against him and he promised that he will not do this again, but he continues doing that. Teachers and the principal constantly rail against him and threatening him, but they do not punish him strictly.” [329]

“I complained to everybody at home and to the teacher and the principal. They called for her parents and swore at her, but no avail, as the adults turn away and she continues to attack me.” [63]

“Friends defended me and when I told to the teachers they said that he will be expelled from the school; however, he has not been expelled and he continues to offend.” [391]

Sometimes children felt that teachers did not address school violence because they were also afraid of the perpetrators.

“There are about 8 senior boys and one is the leader. They hold the whole school in their arms and everyone is afraid of them. Teachers do not do anything to them and parents don’t care. They can come to school drunk or leave during lessons.” [90]

In some cases children went the extra step and reported the school violence to the school police inspector. At least five children told how they were afraid to tell anybody about the school violence they were experienced, so “then they agreed with the boys from another class to write a claim to the school inspector and to leave it in the box of claims for him; and there explained the situation” [180]. This same child went to explain, “we thought that the school inspector would work with those boys, but he [the school inspector] behaves as if nothing has happened.” Similarly, two other children explained how they wrote anonymous letters to the school inspector; however, were disappointed that there was no response.

“Everybody knows about this group; teachers also, but nobody does anything about it. This group claims money. Teachers don’t do anything. I don’t know if

the school inspector knows about the group or doesn’t know. We all wrote complaints to the school inspector about it and left it on his desk, but nobody did anything about it.” [190]

“We just wrote a letter to the school inspector and left it in the box for complaints, but nobody did anything about it. No reaction.” [177]

Peer support

The survey was also designed to measure to what degree children feel they receive support from peers when they need it, such as when they are sad or upset.

Table 3.22 reveals that 38.4% of children (1 out of 3) reported that “very often” another child at school gives them help when they need it, and , 51.9% of children (1 out of 2) reported they “sometimes” get help from another child at school when they need it. Only 9.6% of children reported they “never” get help from another child at school when they need it.

Table 3.22. Peer-to-peer support

Survey Sample N=4,207		
	n	%
How often did another child at school give you help when you needed it?		
Never	402	9.6
Sometimes	2,182	51.9
Very often	1,617	38.4
How often did another child at school cheer you up when you were sad or upset		
Never	633	15.0
Sometimes	1,831	43.5
Very often	1,739	41.3
How often did another child at school let you know they care about you?		
Never	1,567	37.2
Sometimes	1,676	39.8
Very often	959	22.8

Table 3.22 also reveals that as many as 41.3% of children reported that “very often” another child at school cheers them up when they are sad or upset, and 43.5% of children reported “sometimes” another child at school cheers them up when they are sad or upset. In comparison, only 15.0% of children

reported, “never” does another child at school cheer them up when they are sad or upset.

Finally, Table 3.22 shows that very few children reported there is another child at school that lets them know they care about them. Instead, 37.2% of children (1 out of 3) reported, “never” has another child at school let them know they care about them. In comparison, 39.8% of children (1 out of 3) reported that “sometimes” another child at school lets them know they care about them. Only 22.8% of children (1 out of 5) reported there is another child at school that “very often” lets them know they really care about them.

School staff responses to school violence

Children were asked about the response of school staff – school directors and teachers – to incidents of school violence among children. Table 3.23 reveals that as many as 52.1% of children (1 out of 2) reported that school directors “never” stop situations where a child is being hurt or made fun of by another child or group of children. This may be because school directors often do not witness the school violence among children, and only 9.1% of children actually report incidents of school violence among children to the school director/deputy director, as revealed in Table 3.20. In comparison, 21.0% of children reported that “sometimes” school directors stop situations of school violence among children, and only 26.8% reported that school directors “very often” stop such violence.

Table 3.23. Adult response to school violence

Survey Sample N=4,207		
	n	%
How often does the school director stop situations where a child is being hurt/made fun of by another child?		
Never	2,192	52.1%
Sometimes	882	21.0%
Very often	1,126	26.8%
How often do teachers in your school stop situations where a child is being hurt/made fun of by another child?		
Never	1,932	45.9%
Sometimes	1,168	27.8%
Very often	1,102	26.25

Surprisingly, Table 3.23 also reveals that 45.9% of children reported that teachers in their school “never” stop situations where a child is being hurt or made fun of by another child or group of children. This finding is surprising, particularly when 26.2% of children reported that they report incidents of school violence to school teachers (see Table 3.20). Still, however, many incidents of school violence amongst children go unreported to teachers. In comparison, 27.8% of children reported that “sometimes” teachers stop situations of school violence among children, and only 26.2% reported that teachers “very often” stop situations of school violence.

Transfers and dropouts from school

Among the 402 children interviewed, 16.0% reported they knew of children that had been transferred to another school or dropped out of school because they committed an act of violence in school. Children were also asked if they knew what the child did that resulted in them being transferred to another school or dropping out of school. Analysis of the interview data revealed that while most children were transferred to another school or expelled from school because of school violence, including unruly and aggressive behaviors. The numerous quotes below reveal the range of unruly and aggressive behaviors that resulted in children being transferred to another school or expelled from school.

“There was one crazy boy and he could rush into fight and throw something at a pupil – a book, a stone, a compass – because of any little thing. When somebody looked at him the wrong way and did not allow him to copy a lesson. He could even cuss out a teacher and threatened them that he would kill them. Then he was transferred somewhere, probably to another school.” [327]

“In 4th grade my classmate was transferred to the other school for ill behavior. He nicknamed teachers and did not obey them.” [325]

“There was one boy he had ill behavior in the 5th grade. He was transferred to the other school. He fooled around and did not obey teachers and missed lessons.” [313]

“I saw a girl who was expelled from the school. The reason was that she was too light-minded and she did many bad things. Every time she was shouting and arguing and she did things that led her to being kicked out of the school.” [255]

"I saw boys from the high school fighting. They were beating each other. I don't know the reason. One's nose was bleeding. Later on teachers knew what happened and they were sent to a school principal. Later those boys were expelled from the school." [242]

"I have seen one. He was behaving very badly and he didn't let anybody live normally and he was touching everybody. Then he was expelled from the school." [236]

"There is one, he was going around school and picking on everyone and he could even kick. All teachers complained about his behavior and he was transferred to another school, but I don't know if he left himself or dropped out." [156]

"[There was a boy] from the senior class (9th grade), he was transferred to another school and missed many lessons. He talked back to teachers and was aggressive with his peers. He beat everyone and swore dirtily." [152]

"I know one boy was always starting fights and eventually was transferred to another school where the same kinds of pupils study." [151]

"I heard one girl was expelled and transferred to another school because she fought with somebody. But, I don't know exactly." [141]

"My friend was beaten by a senior and we tried to separate them, but we couldn't. He beat him strongly and my friend cried and couldn't do anything. We, with another boy ran to the police, but they told us to make an application at school. The parents of that boy ran to the school. He was called to the school inspector and a psychologist helped. The boy who fought was transferred to another school. The mother of the injured boy insisted on that." [71]

"A boy from a troubled family was transferred to a boarding school because our teachers couldn't cope with him." [11]

A few children revealed that children in their school were expelled for stealing and extorting money from other children.

"My classmate was expelled from the school last year for stealing." [395]

"The boy who was extorting money from other children was expelled." [295]

"Someone is always transferred in our school. I don't know why, but one girl was transferred because she was extorting money from other students." [157]

A few children also reported they knew of girls that were expelled from school because they became pregnant. Three children from different schools explained,

"There was a girl who got pregnant and was expelled from the school. It was last year." [252]

"There was a 15-year old girl expelled from school because she got pregnant. Teachers were scolding the girl and she was expelled from the school." [244]

"There was a girl in the 10th grade; she quit school because she was pregnant." [110]

One child even reported that a girl was transferred to their school from another school because she was raped in the village or school where she previously attended.

"One girl was transferred from another village, from another school. She told everyone that she was raped there and she left that place, now she lives in our boarding school in our village and goes to my school." [90]

A few children revealed that "problem children" were transferred to their school; however, when the "problem children" arrived they began to commit acts of school violence against the children in the school.

"Last year a boy from another school was transferred to our school. He's got tough friends, so pupils are afraid of him and follow his instructions. I heard that in his previous school he had problems with teachers." [115]

"Well, in our school many dropped out and transferred, some at their own will and some because of fights. We have a boy in my class he was transferred from another class. Now he picks on everyone and bothers everyone. Sometimes he can even hit." [308]

Children also transferred from one school to another school because they were the victims of school violence. As one child explained, "I saw a pupil who changed schools. He was tortured in our school and had no peace; that is why he couldn't stand it

and left the school” [257]. Similarly, a few children revealed they were the ones that transferred from another school to the one they were at the time of the interview. As these children explained, they had conflicts with children at the other schools, and it sounds like they were the victims of school violence at the other schools, versus the perpetrators of school violence.

“I transferred from another school. There I had such problems. . There was a showdown between girls. We fixed a time to meet, but those girls did not appear. Now I don’t have such problems as I go to another school. I was transferred to this school this year, and I like it in here, it is good here.” [159]

“When I came to this school everything changed. Everything is quiet here, I’ve got friends. It [the violence] occurred regularly starting from the 1st grade until the 6th grade, and until I was transferred here [to this school]. Previously, every day when I was sent there [to the other school] they would not leave me alone and punched me and beat me. Yes, I was beaten. By turns they beat and pushed me, and swore dirtily and insulted me. It was a crowd. They stood around me and beat me.” [159]

Finally, one child reported that it is their school “problem children” or so-called hooligans are transferred to; however, this child maintained that in this school the children behave properly.

I don’t know about such cases in our school; on the contrary, it’s our school where underachievers or hooligans are transferred into from other schools. But in our school they behave well and we try to get in contact with them.” [161]

Violence and discrimination of children by school directors and staff

In many schools around the world, school directors and staff often use various forms of psychological abuse and physical violence (or corporal punishment) to discipline and punish children in school. School directors and teachers can also discriminate against children because of their nationality, gender, appearance, socio-economic status, religion, and/or a disability. Thus, the surveyed was designed to determine to what extent children experience violence and discrimination from school directors and teachers.

Table 3.24. Violence and discrimination of children by school directors and staff

During the past year:	Survey Sample N=4,207	
	n	%
School directors use of violence and discrimination (all forms)	194	4.6%
School directors use of psychological abuse	121	2.9%
School directors use of physical violence	70	1.7%
School directors’ discrimination against children	83	2.0%
Teachers use of violence and discrimination (all forms)	1,007	23.9%
Teacher use of psychological abuse	675	16.0%
Teacher use of physical violence	542	12.9%
Teachers’ discrimination against children	1,574	5.5%

Table 3.24 reveals that prevalence of violence and discrimination experience by children from school directors and teachers. While only 4.6% of children reported that school directors used violence and/or discriminated against them in the past year; as many as 23.9% of children (1 out of 4) reported that teachers used violence and/or discriminated against them in the past year. More specifically, 16.0% of children reported school teachers used psychological violence, 12.9% reported teachers used physical violence, and 5.5% reported that teachers discriminated against them during the past year.

Table 3.25 provides more the specific acts of violence and discrimination that children experienced at the hands of teachers and school directors during the past year (see also Appendix Tables 9 and 10). In terms of psychological violence, 12.0% of children reported that teachers called them names or said mean things to hurt their feelings, and 1.9% reported that school directors did the same. In addition, 8.9% of children reported that teachers ridiculed, humiliated, or embarrassed them in front of their classmates, and 1.4% of children reported that school directors did the same. Only 1.9% of children reported that a teacher acted in a way that made them afraid that they might physically hurt them, and 1.2% of children reported a teacher locked them in a room/small place to punish them.

In terms of physical violence, 6.8% of children reported that teachers prevented them from using the toilet as a form of punishment, 4.4% reported teachers punished them by forcing them to stay in an uncomfortable position for a long time, 3.8% were spanked or slapped by their teachers, and 3.5% reported that teachers hit them with an object to punish them. Very few children reported that school directors used physical violence; however, 1.0% of children reported that school directors punished them by forcing them to stay in an uncomfortable position for a long time, .7% reported a school director hit them with an object, and .7% were spanked or slapped by the school director.

Finally, Table 3.25 reveals that in terms of discrimination, 2.4% of children reported that during the past year a teacher made hurtful comments or treated them bad because of a disability, 1.9% reported a teacher made hurtful comments or treated them bad because of their clothes or where they live, and 1.8% reported a teacher made hurtful comments or treated them bad because they were a girl. Very few children reported a school director made hurtful comments about them or treated them bad because of their nationality or skin color (0.8%), clothing or where they live (0.8%), and/or a disability (0.9%).

Children speak out about the use of corporal punishment in schools

Interviews with children were designed to ask children about school directors and teachers use of corporal punishment to discipline children. The focus was largely on the different types of corporal punishment school directors and teachers used. Among the 402 children interviewed, 27.0% (1 out of 4) reported that teachers used corporal punishment to discipline students. It is important to note that as many as 60.0% of children interviewed reported that teachers did not use corporal punishment to discipline children. Children were asked more specifically about the various types of corporal punishment that teacher used. Children revealed that in addition to hitting/beating, as many as 35.0% of children (1 out of 3) reported that teachers used verbal reprimands to discipline and punish children; sometimes the verbal reprimands could be in the form of harsh verbal abuse and threats.

Analysis of interview revealed that many children spoke about different types of corporal punishment and verbal reprimands that teachers used to discipline

and control students. The numerous quotes that follow reveal the various forms of corporal punishment that some teachers used in schools. Some of these quotes reveal that some teachers used different types of corporal punishment against boys and girls.

“Teachers beat pupils in our school. They can spat on the face and may hit with a line. Male teachers can hit with the fist or book. Then hit you if you fool around and do not obey them, talk during the lesson, and make noises. But male teachers do not hit girls, female teachers beat them, they spat on their face. It happens frequently. Last time it happened last week, the teacher hit my classmate. They consider this to be normal . . . The last time it happened to me was last week. The teacher threw a pen to my side and the pen hit me in the head. Sometimes they come up and hit us with the book. They throw pens and sometimes chalk; sometimes they come up and punch us in the face.” [360]

Yes, teacher beat us. Female teachers slap us on the face and male teachers also beat us. Recently I heard that one teacher had locked up a pupil, but I have not seen it myself.” [403]

“Usually teachers hit boys, they can hit with everything they have in their hands. One teacher ran a boy’s head through the blackboard and another hit with a pointer. They usually abuse us, do not let us go to the toilet, and beat us. Teachers say bad and rough and offensive words to children. They rail against those children who have not left after 9th grade.” [355]

“Yes, of course, physical punishment is used. They scold, they hit and they ran the head of one boy through the blackboard last year. They hit us with the pointer. No there are no other types and usually they just rail.” [354]

“Teachers beat us and if you do not obey or fool around, if you do not study well. Female teachers use rough words and male teachers slap on the face. They make us stay and slap on the face, hit with a line or book, and sometimes with a pen or chalk.” [353]

“They can just push your head with a finger and rail against you, ‘Why did you do that? Do not do this anymore. They just rail against us. Notify parents and invited them to school.” [351]

“If you do not sit quietly, they hit. Sometimes they hit. Teachers can pull ears and hit with a line. Sometimes

Table 3.25. Specific types of violence and discrimination of children by school teachers and school directors

During the past year:	Survey Sample N=4,207			
	Teachers		School directors	
	n	%	n	%
Psychological abuse				
Called you names or said mean things to hurt your feelings	504	12.0%	81	1.9%
Ridiculed, humiliated, or embarrassed you in front of your classmates	376	8.9%	58	1.4%
Acted in a way that made you afraid they might physically hurt you	79	1.9%	30	0.7%
Locked you in a room/small place to punish you	49	1.2%	20	0.5%
Physical violence				
Prevented you from using the toilet as a form of punishment	288	6.8%	---	---
Hit you with an object to punish you	148	3.5%	28	0.7%
Spanked or slapped you	158	3.8%	29	0.7%
Punished you by forcing you to stay in an uncomfortable position for a long Time	185	4.4%	41	1.0%
Discrimination				
Made hurtful comments/treated you bad because you are a girl	76	1.8%	---	---
Made hurtful comments/treated you bad because of your nationality or skin color	56	1.3%	35	0.8%
Made hurtful comments/treated you bad because of your clothing or where you live	79	1.9%	32	0.8%
Made hurtful comments/treated you bad because of your religion	39	0.9%	20	0.5%
Made hurtful comments/treated you bad because of a disability you have	102	2.4%	39	0.9%

they let girls go and hit boys. They take your hide and hit your head. Sometimes they make guys bring sticks and hit with sticks. They can throw chalk, pens, hit by a ball, kick or hit with a ring.” [349]

“They hit with their hand and hit with a book on head, with a ruler. There were times we were beaten by sticks and they used to close us all in a room and hit us. They hit us with rings on their fingers; whatever they have in their hands they use.” [255]

“They may hit with a book, hand, or ruler. They may pull our hair and push us.” [253]

We have such kinds of punishment. Sometimes they can hit us on the head and they do not let us go to the toilet. Generally, they rail against us.” [359]

“They rail against us and poke us in the head. Sometimes they can slap on the face.” [336]

“When children are too loud and getting on teachers’ nerves, then the teacher once threw chalk on that boy.” [366]

“They hit us and put us in the coroner and at that they make use lift one hand and/or one leg.” [346]

There was one case. There was a new teacher he was very strong in his discipline. He wanted us to understand everything, but we did not because the previous teacher was bad in his discipline. Once he could not stand it anymore and began to shake one boy by the jacket because he was angry.” [123]

“They hit us on the head with a book and ruler. They throw the chalk at us and make us stand still, and sometimes they don’t let us go to the toilet during classes.” [257]

“It happens very often. They hit us with a book, but mostly they scold. They don’t let us go to the toilet

during classes and make us stand still, and pinch us.” [256]

“When teachers get so angry they throw chalk or hit with books. Sometimes they may hit with hands.” [240]

“Teachers can push and jab, but mainly shout if they don’t like something. They push and pull by the shoulder, and kick. They mainly shout and push.” [90]

Some children revealed it is their physical educational teachers and their shop class teachers that are the ones that often harsh verbal abuse and corporal punishment.

“The director does not apply physical punishment, but the physical education teacher does. During the Olympics games he kicked the foot of one pupil a few times because this pupil stepped on the sport track; this pupil even began to limp.” [373]

“Nobody is beaten, but they may give a flick. Our shop class instructor always says that we are stupid, flock and other bad words. Also, our physical training teachers always shouts at us and says that we are stupid, brainless, and calls us bad names. This teacher always punishes us for some minor things. We were not wearing sporting form and started to walk on the tire half-buried around the sport ground and he made us stand still the whole class long. And when we wanted to play at the ground and climb the horizontal bars he made us crouch 100 times. And our legs were hurting and we could hardly walk.” [308]

“Teacher of physical training and labor can hit at the head or at the shoulder. In general, they cry or threaten that they will call for parents or that they will take us to the inspector. They can give a kick, if we do not obey.” [149]

“The physical education instructor can beat and shout at pupils. They slap against the back, push, and make press ups or run.” [110]

“A physical education teacher hits us with a ball when we fool around and don’t obey his command.” [17]

Only the teacher of physical training makes us walk goose-steps if we talk during the lesson or to run 10 times around the football field.” [270]

Children in one school revealed that the school director can use corporal punishment along with teachers. Some children reported the school director bumps up against children in the hallways on purpose. As three children from this one school explained,

“The school director can bump and the teacher can also pump and hit. They push hard against the back, bump, and hit.” [120]

“The school director is very quick-tempered and can bump you if when going along the corridor you are on the way. Teachers can slap on the back and push.” [119]

“Teachers can slap against the back and the Principal when goes along the corridor can bump. They hit, push, and pull hard.” [115]

Some children revealed that teachers did not use corporal punishment; however, they tended to use verbal reprimands, including harsh verbal abuse such as screaming, shouting, scolding, cussing, and railing against children.

“Sometimes teachers scream or hit on the table when the boys disrupt the order.” [390]

“They just scold or threaten to report them to the inspector.” [386]

They just rail against us and yell; sometimes they can threaten us that they will call our parents.” [330]

“They scald and yell, but do not beat. They can call parents.” [328]

“They can rail against us but they do not lay hands on us. They just use words.” [295]

Finally, as many as 20.0% of children (1 out of 5) reported that teachers used a wide range of other forms of punishment, and 16.0% used time-outs to discipline children (e.g., standing in the corner and sending out of the classroom). Several children spoke about the other forms of punishment and time-outs.

“If you offend somebody then you will be strictly punished by the teachers and they put mark “2” and they can bring you to the school director or to the inspector.” [380]

“If told 1-2 times and the kids doesn’t listen then he if forced to stay in the corner or sometimes kicked out from the class.” [362]

Finally, two children reported that teachers punish them by requiring them to perform different forms of labor.

“They make us run around the school for being late. We wash floors when we aren’t ready to lessons. Remove black stripes from the floor with blades. They put a book on the head of the pupil and the pupil has to sit straight in order not to drop the book from the head.” [264]

Reasons for corporal punishment

In interviews, children were also asked what sort of things children would do wrong to be punished with corporal punishment, and which children were most at-risk of being physically punished by teachers or school directors. Among the 402 children interviewed, as many as 55.0% of children reported that other children were punished because they did not obey or listen to teachers or were disrespectful of teachers and other students, 17.0% of children reported it was because of poor academic achievement of students, and eight children reported that children were physically punished because of their family status.

“Children that are unchecked, interfere with classes, are quarrelsome, and make negative comments to others. Also children that are underachievers and children with family problems and living in difficult conditions.” [168]

“Children that behaves ill at lessons and offends his peers and calls them bad names, mocks, and humiliates others. Children that are disorderly and have temper problems and problems with parents of children and aggressive children.” [163]

“Probably children that do something bad, steal something, beat someone, and quit school. Pupils from bad families with parents’ that are alcoholics, those registered by the office of children’s officer.” [152]

“If somebody fools around and makes noises and does not obey a teacher and do not prepare homework. Usually boys who fool around and do not prepare lessons and talk a lot or teachers do not like them.” [360]

“If they do not prepare for lessons and make noises and do not obey; then they beat us.” [353]

“If they don’t do homework, if they are loud, if they argue with teachers. If one doesn’t do homework or is spoiled.” [189]

“If some pupils behave bad and don’t listen to teachers and then teachers scold. They scold if you behave badly.” [175]

“Behaves ill at lessons, offends his peers, calls them bad names, mocks, and humiliates others. Disorder, temper problems, and problems with parents of children and aggressive children.” [163]

Among the eight children that reported children were physically punished because of their family status, one child explained, “Teachers do not treat us equally. They divide pupils depending on family connections and family status” [355]. Another child from the same school added, “Teachers divide pupils into rich, poor and relatives” [354]. In addition, a child from another school explained,

“I and several children are from the other village and we are brought to school every day. We noted that teachers treat us worse than their pupils. They put us lower marks and scold at us more than their pupils.” [94]

Teachers’ favoritism toward children

Table 3.26 reveals that as many as 35.5% of children (1 out of 3) also reported they have seen teachers show favoritism or treat some children better than others in their school during the past year. Thus, not all children feel they are treated equally by teachers.

Table 3.26. Teachers favoritism for students

During the past year:	Survey Sample N=4,207	
	n	%
Teachers show favoritism or treat some children better than others in your school	1,492	35.5%

Analysis was conducted to determine to whether there were demographic differences in terms of children’s experiences with violence and discrimination from school directors and teachers. Table 3.27 reveals that males (27.5%) were significantly more likely than females (20.1%) to report they experienced violence from school directors and teachers (i.e., psychological abuse and/or physical violence). There were no sex differences in terms of experiencing discrimination from school directors and teachers. In terms of grade, children in higher grades (7th to 10th grades) were significantly more likely to

experience violence from school directors and teachers, compared to children in lower grades (5th and 6th grades). This same pattern emerges in terms of discrimination from school directors and teachers; children in higher grades (8th to 10th grades) were significantly more likely to be discriminated against by school directors and teachers, than children in the lower grades (5th to 7th grades).

In terms of urban versus rural differences, Table 3.27 reveals that children in urban schools (25.6%) were more likely to experience violence from school directors and teachers, than children in rural schools (21.5%). But, there were not urban versus rural differences in children's experiences with discrimination from school directors and teachers.

Table 3.27. Experiences of violence and discrimination from school directors and teachers by children's demographics

	Survey Sample N=4,207			
	Violence from school directors and teachers		Discrimination from school directors and teachers	
	n	%	n	%
Sex				
Female	431	20.1%	130	6.1%
Male	568	27.5%	135	6.5%
Grade				
5th grade	130	17.7%	31	4.2%
6th grade	160	20.9%	47	6.1%
7th grade	173	24.2%	32	4.5%
8th grade	182	26.2%	50	7.2%
9th grade	190	27.2%	63	9.0%
10th grade	164	27.4%	42	7.0%
Urban/rural				
Urban	586	25.6%	148	6.5%
Rural	413	21.5%	117	6.1%

Analysis was also conducted to understand to what extent other measures such as children's experiences with domestic violence at home, and their attachment to parents and school, and anger and physical aggression tendencies explained their exposure to violence and discrimination from school directors and teachers. Table 3.28 reveals that children that experienced domestic violence in their families were two times more likely to experience violence (39.7%) and three times

more likely to experience discrimination (14.1%) from school directors and teachers, compared to children that reported they did not experience domestic violence in their families (20.1% and 4.5% respectively).

Also, children with low parental attachment were significantly more likely to experience violence (33.2%) and discrimination (14.7%) from school directors and teachers, compared to children with high parental attachment (22.9% and 5.5% respectively).

Table 3.28 also reveals that children with low school attachment were two times more likely to experience violence (50.0%) and three times more likely to experience discrimination (19.4%) from school directors and teachers, compared to children with high school attachment (22.6% and 5.7% respectively).

Table 3.28. Experiences of violence and discrimination by school directors and teachers by other measures

	Violence from school directors/ teachers		Discrimination by school directors/ teachers	
	n	%	n	%
Domestic violence				
No	690	20.1*	155	4.5*
Yes	303	39.7	108	14.1
Parental attachment				
Low	113	33.2*	50	14.7*
High	883	22.9	213	5.5
School attachment				
Low	85	50.0*	33	19.4*
High	914	22.6	232	5.7
Anger				
Low	523	17.5*	115	3.9*
High	476	38.9	150	12.2
Physical aggression				
Low	534	18.1*	130	4.4*
High	465	37.1	135	10.8

Also, children with high anger and high physical aggression were two times more likely to experience violence (38.9% and 37.1% respectively), compared to children with low anger and low physical aggression tendencies (17.5% and 18.1% respectively). In addition, children with high anger and high physical aggression (12.2% and 10.8% respectively) were at least two to three times more likely to

experience discrimination from school directors and teachers, compared to children with low anger and low physical aggression tendencies (3.9% and 4.4% respectively).

Finally, analysis was conducted to understand the relationship between children being witnesses, victims, and/or perpetrators of school violence and discrimination in school and their being the victims of violence and discrimination from school directors and teachers. Table 3.29 shows that children that witnessed violence and discrimination among children in school were nearly five times more like to experience violence (33.3%) and five times more likely to experience discrimination (9.0%) from school directors and teachers, compared to children that reported they did not witness violence and discrimination among children in the past year (6.7% and 1.4% respectively).

Table 3.29. Children's exposure to violence and discrimination among children and by school directors and teachers

	Violence from school directors/ teachers		Discrimination by school directors/ teachers	
	n	%	n	%
Witness school violence and discrimination among children				
No	101	6.7%	21	1.4%
Yes	892	33.3%	241	9.0%
Victims of school violence and discrimination from children				
No	239	11.0%	43	2.0%
Yes	704	37.4%	207	11.0%
Perpetrators of school violence and discrimination against children				
No	502	15.7%	108	3.4%
Yes	497	48.9%	157	15.5%
Carry a weapon on school property				
No	948	23.1%	238	5.8%
Yes	51	48.1%	27	25.5%

Surprisingly, children that were victims of school violence and discrimination from other children in school were three times more likely to experience violence (37.4%) and five times more likely to experience discrimination (11.0%) from school directors and teachers, compared to children that reported they were not victims of school violence and discrimination from other children in school (11.0% and 2.0% respectively).

This finding demonstrates that some school directors and teachers do not necessarily take the time to determine who is the victim versus the perpetrator in incidents of school violence, and simply punishes both or all children that were involved.

Table 3.29 also reveals that children that were perpetrators of school violence and discrimination against children were three times more likely to experience violence (48.9%) and four times more likely to experience discrimination (15.5%) from school directors and teachers, compared to children that were not perpetrators of school violence and discrimination against other children in school (15.7% and 3.4% respectively). It is important to note that perpetrators of school violence were slightly more likely to experience violence and discrimination from school directors and teachers than victims and/or witnesses of school violence and discrimination.

Finally, Table 3.28 reveals that children that carried a weapon on school property during the past year were two times more likely to experience violence (48.1%) and four times more likely to experience discrimination (25.5%) from school directors and teachers, compared to children that did not carry a weapon on school property during the past year (23.1% and 5.8% respectively).

School teachers take money from children and parents

Table 3.30. School directors and teachers take money from children and their parents

During the past year:	Teachers		School directors	
	n	%	n	%
Took money from you or your parents for your schooling or to improve the conditions of the classroom	1,247	29.6%	524	12.5%

Children were asked if school directors and teachers took money from them or their parents for their schooling or to improve the conditions of the classroom. Table 3.30 reveals that some children reported that school directors (12.5%) and teachers (29.6%, 1 out of 4) took money from children or their parents in the past year for their schooling or to improve the conditions of the classroom.

Sense of safety at school

Детей попросили оценить их чувство безопасности в школе. Несмотря на распространенность насилия и дискриминации в школах, Таблица 3.31 Children were asked to evaluate their sense of safety in school. Despite the prevalence of violence and discrimination in schools, Table 3.31 reveals that 50.6% of children (1 out of 2) reported they felt “very safe” at school, 39.0% felt “safe”, and 10.4% felt “unsafe” at school.

Table 3.31 also reveals that children felt safer in school than on their way to/from school. In particular, 47.0% of children felt “very safe” on their way to/from school, 41.0% felt “safe”, and 12.0% felt “unsafe” on their way to/from school.

When children were asked how often they missed school because they felt unsafe at school or on their way to/from school, 15.8% of children reported they “sometimes” missed school and 2.4% “often” missed school during the past year because they felt unsafe. Yet, the majority of children (81.9%) reported they “never” missed school during the past year because they felt unsafe at school or on their way to/from school.

There were no sex differences or urban versus rural differences in children’s sense of safety at school or on their way to/from school. However, Figure 3.7 reveals that children in lower grades (5th and 6th

grades) were significantly more likely to report they are “not safe” in school and on their way to/from school, compared to children in higher grades (7th to 10th grades). It is clear from this data that as children age and increase school grade, their sense of safety in school and on their way to/from school also increases (see also Appendix Table 11).

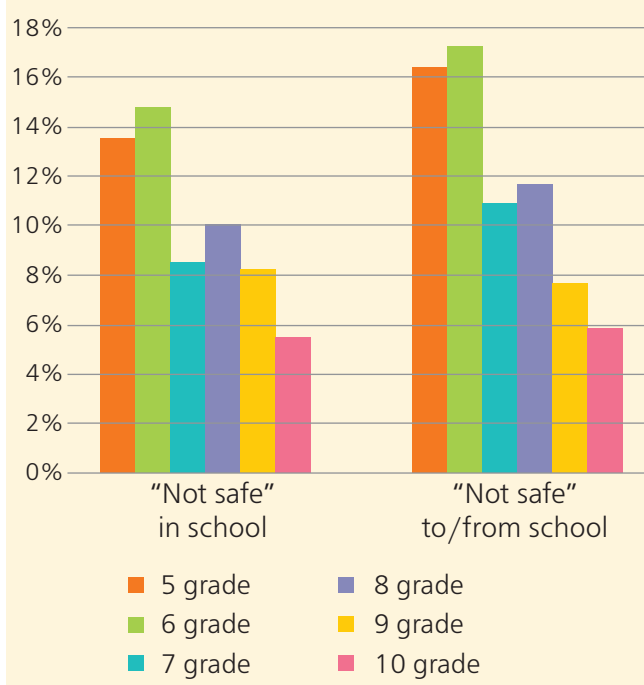
Table 3.31. Children’s sense of school safety

Survey Sample N=4,207		
	n	%
How safe do you feel at school?		
Very safe	2,130	50.6%
Safe	1,640	39.0%
Not safe	437	10.4%
How safe do you feel on your way to/from school?		
Very safe	1,979	47.0%
Safe	1,724	41.0%
Not safe	504	12.0%
During the past year, how often you missed school because you felt unsafe at school or on your way to/from school?		
Never	3,444	81.9%
Sometimes	664	15.8%
Very often	99	2.4%

Analysis was also conducted to understand the relationship between being a witness, victim, and perpetrator of school violence and children’s sense of safety at school and on the way to/from school. Findings revealed that children that were victims of school violence were more likely to feel unsafe at school (42.1%) and on the way to/from school (14.0%), compared to children that did not experience school violence and discrimination (36.7% and 10.6% respectively).

Analysis was also conducted to understand the relationship being a witness, victim, and perpetrator of school violence and whether children missed school because they felt unsafe. Surprisingly, data revealed that children that were witnesses (19.7%), victims (21.4%), and perpetrators (22.3%) of school violence were two times more likely to report they “sometimes” miss school because they felt unsafe at school or on their way to/from school, compared to children that were not witnesses (8.7%), victims (10.7%), or perpetrators (13.7%) of school violence and discrimination.

Figure 3.7. Sense of safety by grade



Children's well-being

Children were also asked to rate their life. Table 3.32 reveals that the majority of children reported their lives are "very good" (65.3%) or "good" (32.8%). Still, however, some children reported their lives are "bad" (1.4%) or "very bad" (0.4%).

Table 3.32. Children's life rating

Full Sample N = 4 207		
	n	%
How would you rate your life?		
Very good	2,749	65.3%
Good	1,381	32.8%
Bad	60	1.4%
Very bad	16	0.4%

Runaways

In an effort to understand children's engagement in risky behaviors, children were asked if they "ever" ran away from home. Table 3.33 reveals that of 4,207 children surveyed, 2.7% reported they had run away from home. Among the 114 children that ran away from home, 43.0% ran away once, 42.1% ran away two to three times, 4.4% ran away four to five times, 2.6% ran away six to seven times, and 7.9% ran away eight or more times.

Runaways were compared to non-runaways to understand the differences between these two groups. While there were no significant differences between runaways

and non-runaways based upon sex or grade, there were differences based upon urban versus rural residence. Figure 3.8 shows that children in urban schools (66.7%) were two times more likely to run away from home than children in rural schools (33.3%).

Table 3.33. Runaways

Full Sample N = 4 207		
	n	%
"Ever" ran away from home	114	2,7%
N = 114		
Number times ran away from home		
1 time	49	43.0%
2-3 times	48	42.1%
4-5 times	5	4.4%
6-7 times	3	2.6%
8 or more times	9	7.9%

Table 3.34 also reveals that runaways (50.9%) were nearly three times more likely to experience domestic violence in their families, compared to non-runaways (17.3%). In addition, runaways were two times more likely to have low parental attachment (19.3%) and three times more likely to have low school attachment (14.0%), compared to children that did not run away from home (7.8% and 3.8% respectively). Runaways were also two times more likely to have high anger (74.6%) and high physical aggression (64.9%) tendencies, compared to non-runaways (27.9% and 28.8% respectively).

Table 3.34 also reveals that runaways were significantly more likely to be exposed to violence and discrimination in school. In particular, runaways (97.3%) were significantly more likely to witness school violence and discrimination among children, compared to non-runaways (62.9%). Runaways (58.8%) were also significantly more likely to be victims of school violence and discrimination by other children, compared to non-runaways (45.5%). And, runaways (58.8%) were two times more likely to be perpetrators of school violence and discrimination than non-runaways (23.2%).

Finally, Table 3.34 reveals that runaways were nearly three times more likely to experience violence (63.2%) and four times more likely to experience discrimination (23.7%) from school directors and teachers, compared to non-runaways (22.6% and 5.8% respectively).

Figure 3.8.

Urban and rural differences of runaways and non-runaways

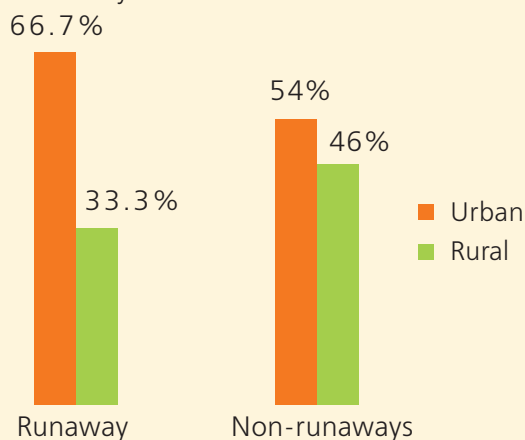


Table 3.34. Runaways compared to non-runaways by other measures and exposure to school violence

	Runaways		Non-runaways	
	n	%	n	%
Experience domestic violence at home	57	50.9%	707	17.3%
Low parental attachment	22	19.3%	318	7.8%
Low school attachment	16	14.0%	154	3.8%
High anger	85	74.6%	1,140	27.9%
High physical aggression	74	64.9%	1,179	28.8%
Witness school violence and discrimination among children	110	97.3%	2,566	62.9%
Victim of school violence and discrimination by children	90	81.8%	1,790	45.5%
Perpetrator of school violence and discrimination	67	58.8%	949	23.2%
Experience violence from school directors and teachers	72	63.2%	927	22.6%
Experience discrimination from school directors and teachers	27	23.7%	238	5.8%

This data reveals that children who run away from home are at high risk of experiencing violence in their families and home setting, as well as in the educational setting. For many children, running away from home is a survival or coping strategy to escape the violence, abuse, and neglect in their family and home setting; however, they are often treated by the child protection system not as victims, but as juvenile offenders.

Self-harming and suicidal behaviors

Another risky behavior that children may engage in is self-harming and suicidal behaviors. In recent years, increased attention has been given to the problem of suicide amongst children in Kazakhstan. In an effort to learn more about child suicides, the survey was designed to measure children's engagement in self-harming and suicidal behaviors.

Children were asked if they "ever" purposely hurt/injured themselves because they were unhappy or sad. Table 3.35 reveals that among the 4,207 children surveyed, 3.6% reported they "ever" purposely hurt/injured themselves, and 3.3% reported they purposely hurt/injured themselves during the past year.

Among the 153 children that reported they "ever" purposely hurt/injured themselves, 47.7% purposely hurt/injured themselves only one time, 37.9% hurt/injured themselves two to three times, 7.2% did so four to five times, 1.3% did so six to seven times, and 5.9% hurt/injured themselves eight or more times.

Finally, Table 3.35 shows that only 21.6% of children that "ever" purposely hurt/injured themselves actually told someone that they were going attempt suicide. Most children that engaged in self-harming and suicidal behaviors never tell anybody about their intentions (78.4%).

Table 3.35. Self-harming and suicidal behaviors

	Full Sample N = 4 207	
	n	%
"Ever" purposely hurt/injured yourself because you were unhappy or sad	153	3.6%
"In the past year" purposely hurt/injured yourself because you were unhappy or sad	138	3.3%
N = 153		
Number of times you purposely hurt/injured yourself		
1 time	73	47.7%
2-3 times	58	37.9%
4-5 times	11	7.2%
6-7 times	2	1.3%
8 or more times	9	5.9%
"Ever" told someone that you were going to purposely hurt/injure yourself	33	21.6%

Children that engaged in self-harming and suicidal behaviors were compared to children that did not, in an effort to understand the differences between these two groups. Table 3.36 reveals that in terms of demographic differences, children that engaged in self-harming and suicidal behaviors were two times more likely to be female (69.9%) than male (30.1%), and were more likely to be in higher grades than lower grades. In addition, children that engaged in

self-harming and suicidal behaviors were more likely to be in urban schools (67.3%) than rural schools (32.7%), compared to children that did not engage in self-harming and suicidal behaviors (53.8% and 46.2% respectively).

Table 3.37 reveals children that engaged in self-harming and suicidal behaviors (43.0%) were two times more likely to experience domestic violence in their families, than children that did not engage in self-harming and suicidal behaviors (17.3%). They were also significantly more likely to have low parental attachments (13.8%) and two times more likely to have low school attachment (9.2%), compared to children that did not engage in self-harming and suicidal behaviors (7.9% and 3.8% respectively).

Table 3.37 also reveals that children that engaged in self-harming and suicidal behaviors were nearly three times more likely to have high anger (71.9%) and nearly two times more likely to have high physical aggression (50.3%) tendencies, compared to children that did not engage in self-harming and suicidal behaviors (27.5 and 29.0% respectively).

Table 3.37 also reveals that children that engaged in self-harming and suicidal behaviors were significantly more likely to witness (93.4%) and be victims (83.1%) of school violence and discrimination from other children, compared to children that did not engage in self-harming and suicidal behaviors (62.7%

and 45.0% respectively). Children that engaged in self-harming and suicidal behaviors were also two times more likely to be perpetrators of school violence (46.4%), compared to children that did not engage in self-harming and suicidal behaviors (23.3%). And, they were nearly three times more likely to experience violence (61.4%) and five times more likely to experience discrimination (26.8%) from school directors and teachers, compared to children that did not engage in self-harming and suicidal behaviors (22.3% and 5.5% respectively).

Table 3.37. Self-harming and suicidal behaviors by other measures and exposure to school violence

	"Ever" engaged in self-harming and suicidal behaviors		Did not engage in self-harming and suicidal behaviors	
	n	%	n	%
Experience domestic violence at home	65	43.0%	699	17.3%
Low parental attachment	21	13.8%	319	7.9%
Low school attachment	14	9.2%	156	3.8%
High anger	110	71.9%	1,114	27.5%
High physical aggression	77	50.3%	1,175	29.0%
Witness school violence and discrimination among children	142	93.4%	2,533	62.7%
Victim of school violence and discrimination by children	133	83.1%	1,756	45.0%
Perpetrator of school violence and discrimination	71	46.4%	944	23.3%
Experience violence from school directors and teachers	94	61.4%	905	22.3%
Experience discrimination from school directors and teachers	41	26.8%	224	5.5%
Ran away from home	39	25.5%	75	1.9%

Table 3.36. Self-harming and suicidal behaviors by children's demographics

	"Ever" engaged in self-harming and suicidal behaviors		Did not engage in self-harming and suicidal behaviors	
	n	%	n	%
Sex				
Female	107	69.9%	2 032	50.1%
Male	46	30.1%	2 021	49.9%
Grade				
5 th grade	15	9.8%	719	17.7%
6 th grade	21	13.7%	745	18.4%
7 th grade	27	17.6%	689	17.0%
8 th grade	24	15.7%	671	16.6%
9 th grade	33	21.6%	665	16.4%
10 th grade	33	21.6%	564	13.9%
Urban/rural				
Urban	103	67.3%	2 182	53.8%
Rural	50	32.7%	1 871	46.2%

Finally, children that engaged in self-harming and suicidal behaviors (26.8%) were 14 times more likely to run away from home, compared to children that did not engage in self-harming and suicidal behaviors (1.9%)

Among the 402 children interviewed, six children spoke about child suicides that had occurred in their schools. Three of these children also reported the suicides were related to school violence. In two of the cases, the child that committed suicide was the victim of extortion (other children in school had been extorting money from the child that killed himself); thus, children reported the suicide was linked to the extortion.

“I have a friend who hung himself because of the extortion money. A couple of days ago I attended the funeral.” [377]

“One more case happened two years ago. Someone demanded money from a pupil of 8th or 9th grade. He could not find money and committed suicide. He hung himself.” [343]

In another case, a child reported that a girl in his/her school committed suicide because she was being mocked (psychological violence) by other children in school because she was very poor and lived alone with her mother.

“In the other school where I used to go, one girl from a poor family was mocked by classmates. She had a mother only and lived very poor, and that girl’s classmates were mocking her. Once they saw her mother in the street in tatters and started mocking her even worse. Even her close friend took the side of children and ceased friendship with that girl. That was 1.5 years ago. Everyone at school knew about this. The girl could not stand the mockery and hung herself at home. The children were scolded and made to apologize to the mother of that girl.” [109]

Challenges completing the survey

One of the final questions asked of children was whether it was difficult for them to be completely honest while answering the questions in the survey.

Table 3.38 reveals that 7.6% of children reported they had a difficult time being completely honest. These finding can be interpreted to mean that at least 7.6% underreported their experiences with violence and discrimination in school, including experiences with running away from home and engaging in self-harming and suicidal behaviors.

Table 3.38. Challenges completing the survey

	Full Sample N = 4 207	
	n	%
Difficult to be completely honest while answering questions in the survey	318	7,6%

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CHAPTER 4: TEACHERS' AND SPECIALIZED STAFF' EXPERIENCES WITH SCHOOL VIOLENCE





This chapter presents data and findings from the self-report surveys with teachers and specialized staff in state-run schools. This chapter includes demographic information on the teachers and specialized staff that were surveyed. It also includes data on teachers and specialized staff's perceptions of children and the school environment, including the nature and extent of various types of violence and discrimination that occur among children and their responses to such violence. This chapter also includes information about methods of discipline used by teachers and specialized staff, and their support for corporal punishment to discipline and control children in schools. Finally, this chapter includes findings about teachers' knowledge of policies to address school violence and training received related to violence against children and school violence.

The goal of this chapter is to present data and findings that school personnel and policy makers can use to improve their ability to understand and identify school violence and to develop school violence reduction initiatives and programs that will help to make schools safer places for children. The data and findings in this chapter can also help to inform trainings for school personnel that will help them with early identification and intervention in situations of school violence.

Teachers and specialized staff demographics

The self-report survey was administered to a total of 917 teachers and specialized staff in 40 schools in 4 regions/oblasts of Kazakhstan (the same schools in which children were surveyed and interviewed). Table 4.1 reveals the demographics for the full sample of 917 teachers and specialized staff. In terms of region, more teachers and specialized staff were surveyed in Regions 2, 3, and 4 because there were more schools in each of these regions, compared to Region 1 (see Table 2.1). Because there were more rural schools included in the sample, there was slightly more teachers and specialized staff surveyed in rural schools (53.4%) than urban schools (46.4%).

Table 4.1 also reveals that the majority of school staff surveyed were school teachers (81.6%); only 18.4% were specialized staff (e.g., school nurses, school psychologists, social pedagogue, and school inspectors/security guards). In addition, the majority of teachers and specialized staff were female (87.5%); only 12.5% were male. Teachers and specialized staff ranged in age from 20-64 years of age,

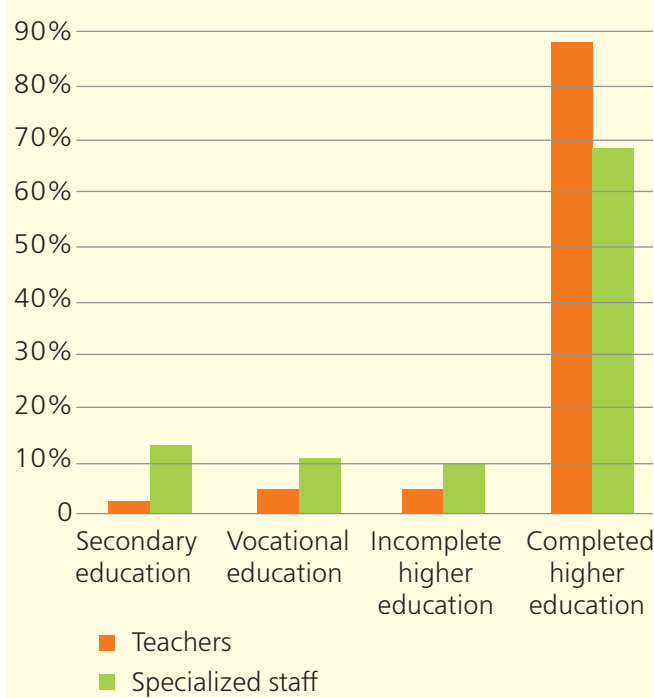
with an average age of 38 years. Age groups were created as part of the analysis, revealing there was a fairly equal representation of teachers and specialized staff in the age groups 20 to 29 years, 30 to 39 years, and 40 to 49 years. There were fewer teachers and specialized staff in the 50 to 59 years and 60 to 69 years age groups.

Table 4.1. Teachers and specialized staff demographics

	Full Sample N = 917	
	n	%
Oblast		
Region 1	102	11.1%
Region 2	352	38.4%
Region 3	229	25.0%
Region 4	234	25.5%
Urban/Rural		
Urban	426	46.4%
Rural	491	53.4%
School staff status		
School teacher	748	81.6%
Specialized staff	169	18.4%
Sex		
Female	802	87.5%
Male	115	12.5%
Age categories		
20-29 years	270	29.4%
30-39 years	230	25.0%
40-49 years	233	25.4%
50-59 years	166	18.1%
60-69 years	18	2.0%
No. years working in schools		
1-5 years	262	28.5%
6-10 years	159	17.3%
11-15 years	109	11.9%
16-20 years	125	13.6%
21-25 years	92	10.0%
26 or more years	170	18.5%
Highest level of education		
Secondary education	40	4.4%
Vocational education	48	5.2%
Incomplete higher education	49	5.3%
Completed higher education	780	85.1%

Figure 4.1.

Level of education of teachers and specialized staff



The number of years the sample of teachers and specialized staff had worked in schools ranged from 1 to 40 years, with an average of 14.3 years. Categories were created for the number of years teachers and specialized staff worked in schools, and Table 4.1 reveals that 28.5% worked in schools for at least 1 to 5 years, 17.3% worked in schools for 6 to 10 years, 11.9% for 11 to 15 years, 13.6% for 16 to 20 years, 10% from 21 to 25 years, and 18.5% for 26 or years or more. Among the teachers surveyed they taught children between the 1st and 11th grades; many teachers taught more than one grade.

In terms of level of education, Table 4.1 reveals that the majority of teachers and specialized staff had a completed higher education (85.1%). Nearly 4% to 5% of teachers and specialized staff had only a secondary education, vocational education, or incomplete higher education. Figure 4.1 reveals that teachers (88.9%) were significantly more likely to have a completed higher education than specialized staff (68.0%); whereas, specialized staff were more likely to have a secondary education, vocational education, or incomplete higher education.

Perceptions of children and schools

Teachers and specialized staff were asked about the main difficulties they encounter working in schools, including problems with children and lack of school resources and poor working conditions. Table 4.2 reveals that 55.3% of teachers and specialized staff identified problems with children in schools, including 40.2% identified problems with children's personalities. Some teachers and specialized staff also reported the problems include: children are not well behaved (15.8%), incidents of quarrelling and fighting between children (8.6%), children do not respect teachers or specialized staff (7.5%), and children are aggressive toward teachers and specialized staff (4.4%).

Table 4.2 also reveals that 30.8% of teachers and specialized staff reported they encounter problems with children's parents.

Finally, Table 4.2 shows that 42.5% of teachers and specialized staff identified problems with school resources and working condition. More specifically, 24.4% of teachers and specialized staff identified low pay as a problem in schools. In addition, 10.8% of teachers and specialized staff reported there are too many students in the classroom, and 8.1% reported a lack of resources and poor working conditions as

Table 4.2. Difficulties encountered by teachers and specialized staff in school

	Full Sample N = 917	
	n	%
Problems with children	508	55.3%
Problems with children's personalities	369	40.2%
Children are not well behaved	145	15.8%
Incidents of quarreling/fighting between children	79	8.6%
Children do not respect teachers or specialized staff	69	7.5%
Children are aggressive toward teachers and specialized staff	40	4.4%
Problems with children's parents	283	30.8%
School resources and working conditions	391	42.5%
Low pay	224	24.4%
Too many students in the classroom	99	10.8%
Lack of resources and poor working conditions	74	8.1%
School director does not support teachers or specialized staff	44	4.8%
Some school teachers are too harsh with children	35	3.8%
Lack of school teachers	34	3.7%
Poor conditions in the school	30	3.3%

Table 4.3. Experiences working in schools		
	Full Sample N = 917	
	n	%
Have had to ask children or their parents for additional funds to improve the school's conditions, such as to pay for classroom repairs or materials	277	24.7%
How often are pressured to grade students' higher to promote the school's general progress indicators?		
Never	670	72.9%
Sometimes	228	24.8%
Very often	19	2.1%
School rules are applied to all students in a fair way		
Yes	728	79.2%
No	82	8.9%

problems. Some teachers and specialized staff also reported that the school director does not support them (4.8%), some teachers are too harsh with children (3.8%), lack of school teachers (3.7%), and poor conditions in the school (3.3%).

There were no significant differences between teachers and specialized staff in their perceptions of the difficulties they encounter working in schools.

Table 4.3 reveals some additional questions that teachers and specialized staff were asked about their experiences working in schools. In particular, 24.7% of respondents (1 out of 4) reported they have had to ask children or their parents for additional funds to improve the school's conditions, such as to pay for classroom repairs or materials. In addition, 24.8% of teachers (1 out of 4) reported they are "sometimes" pressured to grade students' higher to promote the school's general progress indicators, and 2.1% of teachers reported they are pressured to do so "very often." Finally, teachers and specialized staff were also asked if school rules are applied to students in a fair way. While the majority of respondents reported yes (79.2%), some respondents reported no (8.9%).

Teachers were also asked a series of questions about their perceptions of children's experiences in the school. Table 4.4 reveals that although the majority of teachers and specialized staff believe children enjoy being at school and consider their school a good place to learn, 4% of teachers and specialized staff disagreed with these statements. In addition, the majority of teachers and specialized staff reported that extra help is available to all children in their school when they need it. Surprisingly, however, as many as 15.1% of teachers and specialized staff reported they do not believe that children tend to feel accepted by teachers in their school, and 17.9% believe children do not feel accepted by other students in their school.

Table 4.4. Perceptions of children in schools								
	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%
Children enjoy being at this school	478	52.0%	404	44.0%	15	1.6%	18	2.0%
Children consider this school a good place to learn	445	48.4%	430	46.8%	24	2.6%	16	1.7%
Extra help is available to all children in this school when they need it	522	56.8%	346	37.6%	33	3.6%	13	1.5%
Children tend to feel accepted by teachers in this school	330	35.9%	448	48.7%	109	11.9%	29	3.2%
Children tend to feel accepted by other students in this school	296	32.2%	455	49.5%	138	15.0%	27	2.9%

Teachers' witness violence and discrimination among children in school

Because the main focus of this assessment is on children's exposure to school violence and discrimination, teachers and specialized staff were asked to report whether they witnessed different types of violence and discrimination among children in their schools during the past year.

Table 4.5 reveals that among the 917 teachers and specialized staff surveyed, as many as 74.1% (3 out of 4) witnessed violence and discrimination among children in their schools during the past year. In terms of specific types of violence, 62.5% witnessed psychological violence among children, 52.4% (1 out of 2) witnessed physical violence, 32.1% witnessed discrimination among children, 9.5% witnessed sexual abuse among children, 7.8% witnessed cyber-bullying, and 7.1% witness children extorting money from other children.

There were few significant differences between teachers and specialized staff in terms of witnessing violence and discrimination among children in schools; however, school teachers (54.5%) were significantly more likely to witness physical violence among children in school, compared to specialized staff (43.2%). School teachers (7.9%) were also more likely to witness children extorting/taking money from other children, compared to specialized staff (2.6%). There were no differences between urban and rural schools.

When data in Table 4.5 is considered along with data in Table 3.12, it reveals that a large proportion of teachers and specialized staff, alongside children, witness violence and discrimination among children in school. Moreover, teachers and specialized were more likely to witness violence and discrimination, in general, and psychological violence, physical violence, and sexual abuse, more specifically. In comparison, children were more likely than teachers to witness discrimination among children.

Very often teachers and specialized staff witness more than one type of violence and discrimination among children in school. Figure 4.2 shows that among the 917 teachers and specialized staff surveyed, as many as 74.1% witness one or more of the six types of violence and discrimination identified in Table 4.5; only 25.7% did not witness any of the six

Table 4.5. Teachers and specialized staff witness violence and discrimination among children in school

During the past year:	Full Sample N = 917	
	n	%
Witness violence and discrimination among children (all forms)	681	74.1%
Witness psychological violence	574	62.5%
Witness physical violence	481	52.3%
Witness extortion of money	65	7.1%
Witness sexual abuse	87	9.5%
Witness cyber-bullying	72	7.8%
Witness discrimination	295	32.1%

types of violence and discrimination among children. Moreover, Figure 4.3 shows that a significant proportion of teachers and specialized staff witnessed more than one type of violence and discrimination among in school. In particular, while 21.8% witnessed only one type of violence and/or discrimination identified in Table 4.5, 23.3% witnessed two different types of violence and discrimination, 17.3% witnessed three different types, 8.4% witnessed four different types, 2.7% witnessed five different types, and 2.7% witnessed each of the six different types of violence and discrimination.

Figure 4.2.

Number of types of violence and discrimination among children witnessed

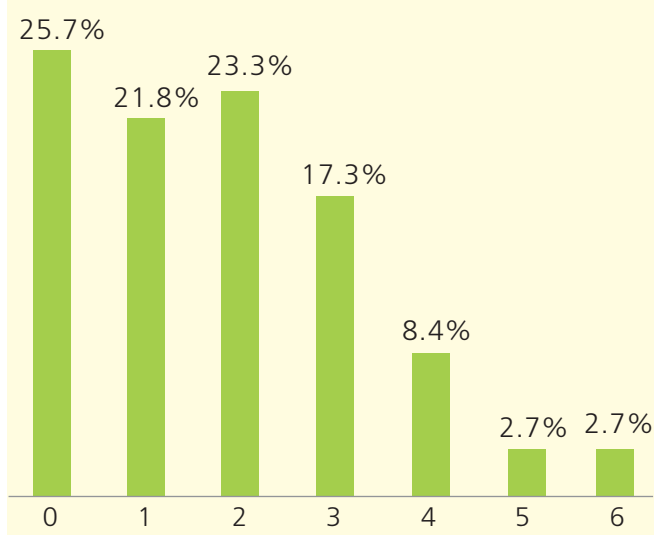


Table 4.6. Teachers and specialized staff witness violence and discrimination among children in school

In the past year, seen a child in your school:	Full Sample N = 917	
	n	%
Psychological violence		
Called names or made fun of by another child	518	56.4%
Damage or take away another child's things	166	18.1%
Threatened another child	208	22.6%
Physical violence		
Push, trip, shove, or kick another child	413	44.9%
Hit/beat another child	258	28.1%
Physically injure another child	196	21.3%
Threaten or attack another child with an object or weapon	17	1.8%
Economic abuse		
Extort/take money away from another child	65	7.1%
Sexual abuse		
Make sexual comments/jokes about another child	71	7.7%
Touch/grab another child's private/sexual body parts	24	2.6%
Cyber-bullying		
Use the internet or a cell phone to send SMS or pictures to threaten or embarrass another child	72	7.8%
Discrimination		
Treat bad/make fun of another child because of their nationality or skin color	92	10.0%
Treat bad/make fun of another child because of their clothing or where they live	200	21.8%
Treat bad/make fun of another child because of their religion	29	3.2%
Treat bad/make fun of another child because of their foreign origin	32	3.5%
Treat bad/make fun of another child because they have a disability	114	12.4%

Table 4.6 provides more details on the different types of violence and discrimination among children witnessed by teachers and specialized staff, as identified in Table 4.5 (see also Appendix Table 12). In terms of psychological violence, as many as 56.4% of teachers and specialized staff witnessed children being called names or made fun of by other children, 22.6% witnessed children being threatened by other children, and 18.1% witnessed children damaging or taking away another child's things during the past year.

In terms of physical violence, 44.9% of teachers and specialized staff witnessed children being pushed, tripped, shoved or kicked by other children, 28.1% witnessed children being hit/beat by other children, and 1.8% witnessed children being threatened or attacked with an object or weapon. In addition, as

many as 21.3% (1 out of 5) of teachers and specialized staff witnessed children being physically injured by other children in school during the past year. In terms of sexual abuse, Table 4.5 reveals that 7.7% of teachers and specialized staff witnessed children making sexual comments/jokes about other children, and 2.6% witnessed children touching/grabbing another child's private/sexual body parts.

Finally, Table 4.6 reveals that in the past year, 21.8% of teachers and specialized staff witnessed children treating bad/making fun of other children because of their clothing or where they live. Teachers and specialized staff also witnessed children treating bad/making fun of other children because they have a disability (12.4%) because of their nationality or skin color (10.0%), because of their foreign origin (3.5%), because of their religion (3.2%).

Teachers and specialized staff responses to school violence

Teachers and specialized staff were asked how they respond to incidents of school violence and discrimination among children. Table 4.7 reveals that as many as 26.6% (1 out of 4) of teachers and specialized staff reported they “never” try to help a child at school that is being hurt/made fun of by another child or group of children. Only 20.0% (1 out of 5) of teachers and specialized staff reported they “very often” respond to incidents of violence and discrimination among children. The majority of teachers and specialized staff (52.9%, 1 out of 2) reported they “sometimes” try to help a child that is being hurt/made fun of by other children. Further analysis revealed there were no significant differences between teachers and specialized staff in regard to how often they respond to school violence and discrimination among children.

Teachers and specialized staff were also asked to recall what they did the last time they saw a child at school being hurt/made fun of by other children. Table 4.7 reveals that as many as 44.6% of respondents reported they intervened and tried to help the child that was being hurt/made fun of, and 25.9% reported they disciplined/punished the children that were hurting/making fun of the child. In addition, 23.7% of teachers and specialized staff reported they talked to the child that was hurt/teased about

how they felt, and 35.9% reported they helped the child victim come up with ideas for how to handle the problem. It is concerning that some, although very few teachers and specialized staff reported they made a joke about the violence/discrimination (1.7%), walked away and did not intervene (1.6%) or just stood by and watched without intervening (0.7%)

Further analysis revealed no significant differences between school teachers and specialized staff in their response the last time they violence among children in school.

Teachers and specialized staff were asked, in general, to whom incidents of school violence should be reported. In addition, they were asked to whom they reported the last incident of school violence they witnessed. Table 4.8 reveals that while 76.9% of respondents maintain incidents of school violence should be reported to the school director/deputy director, only 22.1% reported the last incident of school violence they witnessed to the school director/deputy director. In addition, while 70.8% of teachers and specialized staff maintained incidents of school violence should be reported to school psychologists or social pedagogues, only 47.6% reported the last incident of school violence they witnessed to the school psychologist or social pedagogue. Table 4.8 also reveals 59.4% of teachers and specialized staff reported that incidents of school violence should be reported to children’s parents/guardians.

Table 4.7. Teachers and specialized staff responses to school violence among children

		Full Sample N = 4 207
	n	%
Tried to help a child at school that was being hurt/made fun of by another child or group of children		
Never	244	26.6%
Sometimes	486	52.9%
Very often	184	20.0%
What you did the last time you saw a child at school being hurt/made fun of by another child(ren)		
I walked away and did not intervene	15	1.6%
I stood and watched, but did not intervene	6	.7%
I made a joke about it	16	1.7%
I intervened and tried to help the child that was being hurt/made fun of	410	44.6%
I helped the child that was hurt/made fun of to come up with ideas for how to handle the problem	330	35.9%
I talked to the child that was hurt/teased about how they felt	218	23.7%
I disciplined/punished the child(ren) that were hurting/making fun of the child	238	25.9%

Table 4.8. Practices of reporting incidents of school violence among children

	To whom should be reported		Last incident witnessed	
	n	%	n	%
Who should incidents of school violence be reported to:				
No one	9	1.0%	96	10.4%
School director/deputy director	707	76.9%	203	22.1%
School psychologist or social pedagogue	651	70.8%	437	47.6%
Student's parents/guardian	546	59.4%	---	---
Teacher	312	33.9%	148	16.1%
School security guard/inspector	261	28.4%	112	12.2%
School nurse	232	25.2%	---	---
Local education department	70	7.6%	5	.5%
Other	38	4.1%	---	---

Fewer teacher and specialized staff maintained that incidents of school violence should be reported to teachers (33.9%), school security guards/inspectors (28.4%), and school nurses (25.2%). In fact, very few respondents reported the last incident of school violence they witnessed to teachers (16.1%) or school guards/inspectors (12.2%). Only 7.6% maintained incidents of school violence should be reported to the local education department, and even fewer respondents (.5%) actually reported the last incident of school violence they witnessed to the local educational department.

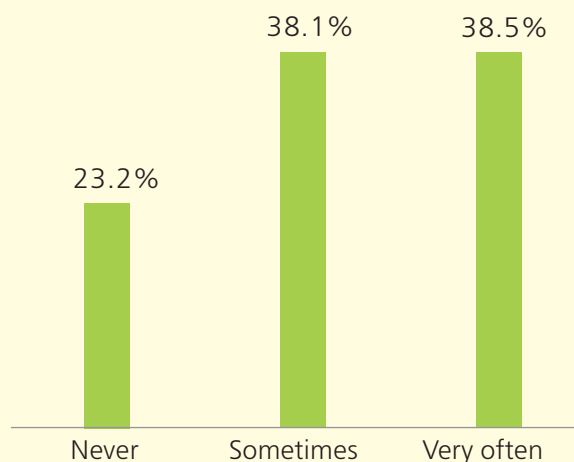
Finally, Table 4.8 reveals that while only 1.0% of teachers and specialized staff maintained incidents of school violence should not be reported, as many as 10.4% reported they did not report to anyone the last incident of school violence they witnessed.

Further analysis revealed few significant differences between teachers and specialized staff in terms of reporting incidents of school violence; however, teachers (61.0%) were significantly more likely to maintain that school violence should be reported to student's parents/guardians, than specialized staff (53.3%). In addition, female respondents (61.8%) were more likely to maintain that school violence should be reported to student's parents/guardians, than male respondents (43.5%). In terms of whom they reported the last incident of school violence that they witnessed to, school teachers (49.2%) were more likely to tell the school social pedagogue or school psychologist, compared to specialized staff (40.8%). School teachers (13.2%) were also more likely to tell school security guards/inspectors than specialized staff (7.7%).

Teachers and specialized staff were also asked to what degree they feel their school director stops situations of school violence among children. Figure 4.3 shows that 23.2% of respondents reported the school director "never" stops situations where a child is being hurt/made fun of by another child, and 38.1% reported they "sometimes" intervene and stop such incidents of school violence among children. Only 38.5% of respondents reported that school directors "very often" intervene and stop incidents of school violence among

Figure 4.3.

School directors' responses to school violence among children



How often school directors stop situations of school violence among children?

Table 4.9. Teachers and specialized staff response to child victims and perpetrator of school violence

	Full Sample N = 917	
	n	%
Response to child victims of school violence		
Make an effort to discuss with child victims of school violence the problems they are having at school	601	65.4%
Follow-up with or monitor child victims for continued problems with school violence	418	45.5%
Refer child victims of school violence to the social pedagogue or school psychologist	687	74.8%
Response to child perpetrators of school violence		
Make an effort to discuss with child perpetrators of school violence the problems they are having at school or in their home life	666	72.5%
Refer child perpetrators of school violence for outside intervention or support	344	37.4%

children. These findings may be grounded in the fact that school directors do not often witness incidents of school violence and few children (9.1%) and teachers or specialized staff (22.1%) actually report incidents of school violence among children to school directors (see Tables 3.20 and 4.8).

Teachers and specialized staff were asked about their response to child victims and perpetrators of school violence. Table 4.8 reveals that 65.4% of teachers and specialized staff actually made an effort to discuss with child victims of school violence the problems they are having at school, and 74.8% referred child victims to the social pedagogue or school psychologist. Only 45.5% of respondents actually followed up with or monitored child victims for continued problems with school violence.

Table 4.9 also reveals that 72.5% of teachers and specialized staff reported they make an effort to discuss with children that are perpetrators of school violence the problems they are having at school or in their home life; however, only 37.4% actually referred child perpetrators of school violence for outside intervention. Surprisingly, teachers and specialized staff were two times more likely to refer victims of school violence (74.8%) to a school psychologist or social pedagogue, than to refer perpetrators of school violence (37.4%).

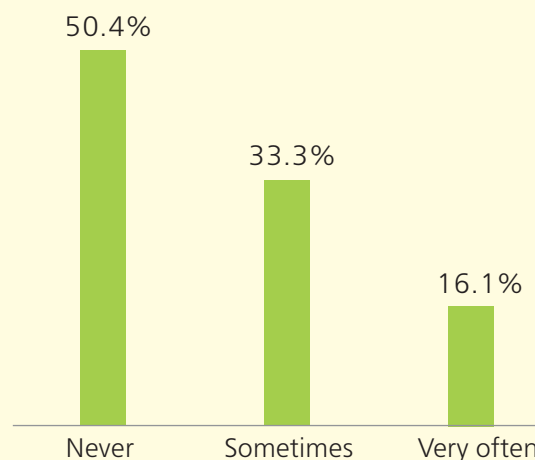
Further analysis revealed that female teachers and specialized staff (38.9%) were significantly more likely refer perpetrators of school violence for outside intervention or support, than did male respondents (27.8%).

Teachers and specialized staff were also asked how often perpetrators of school violence are actually

punished. Figure 4.4 reveals that as many as 50.4% (1 out of 2) of teachers and specialized staff reported that children that commit acts of school violence are “never” punished, and 33.3% (1 out of 3) reported they are “sometimes punished. Only 16.1% of respondents reported that children that commit acts of school violence are “very often” punished. The lack of response to school violence and lack of punishment of perpetrators of school violence most likely contributes to the occurrence and increase in violence among children in schools.

Figure 4.4.

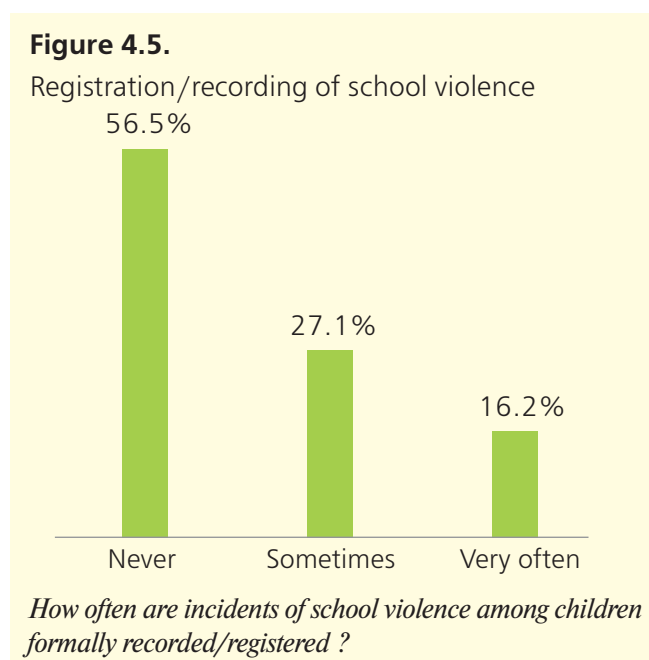
Punishment of children that commit acts of school violence



How often are children that commit acts of school violence punished?

Registration/recording of school violence

Teachers and specialized staff were also asked how often incidents of school violence among children are formally registered or recorded in their school. Surprisingly, Figure 4.6 shows the majority of respondents (56.5%, 1 out of 2) maintained that incidents of school violence among children are “never” formally recorded or registered. Only 27.1% of respondents reported that incidents of school violence among children are “sometimes” formally recorded or registered, and 16.2% reported they are “very often” formally recorded or registered.



School policies related to school violence

Teachers and specialized staff were asked if there were school policies related to school violence, including policies that mandate they report incidents of school violence that they encounter. Table 4.10 reveals that 63.5% of teachers and specialized staff reported their school has policies that are good at addressing school violence among children; however, 19.0% of respondents did not know if there was a school policy that addresses school violence.

Moreover, only 49.7% of teachers and specialized staff reported they are required by an official regulation/policy to report incidents of school violence that they encounter; again, 19.0% of respondents reported they do not know if there is an official

regulation/policy to report incidents of violence. There was no difference between teachers and specialized staff in terms of their awareness of school policies and/or regulations/policies for addressing and reporting incidents of school violence.

Table 4.10. School policies related to school violence

	Full Sample N = 917	
	n	%
School has policies that are good at addressing school violence among children	584	63.5% ¹
Required by an official regulation/policy to report incidents of school violence encountered	457	49.7% ¹
¹ 19.0% reported they “do not know”		

Discipline and discrimination of children in school by teachers and specialized staff

Worldwide children often experience violence and discrimination in schools from school directors and staff (teachers and specialized staff). Oftentimes, the methods that school directors and staff use to discipline and punish students include forms of psychological violence and physical violence. The survey was designed to learn from teachers and specialized staff about practices used in schools to discipline and punish children, including who is responsible for administering such punishments and the various types of punishment often used to discipline children.

Table 4.11. Individuals responsible for disciplining children in school

	n	%
Who is responsible for disciplining children at your school?		
Teachers	627	68.2%
School director/deputy director	111	12.1%
Others	179	19.5%

In terms of who is responsible for administering punishments and discipline, Table 4.11 reveals that 68.2% of teachers and specialized staff reported that teachers are responsible for disciplining children in school;

only 12.1% maintained school directors/deputy directors are responsible. Some respondents (19.5%) also reported that others, such as specialized staff, are responsible for disciplining children in their school.

The survey included a series of questions asking teachers and specialized staff about the various methods they used to discipline and punish children in their schools during the past year. Table 4.12 reveals that while 77.7% (3 out of 4) teachers and specialized staff reportedly use positive methods of discipline, as many as 22.4% (1 out of 5) of respondents reported using psychological and/or physical violence to discipline children, and/or discriminated against children during the past year. More specifically, 9.5% of respondents used psychological violence and 15.0% used physical violence to discipline children, and 4.1% discriminated against children.

Some teachers and specialized staff (5.2%) also reported using physical labor to discipline children (e.g., clean classrooms, toilets, garbage, and playground). Finally, 20.3% of teachers and specialized staff reported they send children to the school director for punishment.

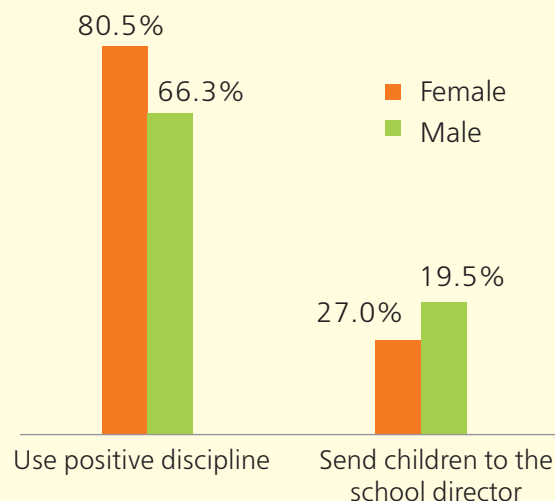
Table 4.12. Methods of discipline and discrimination of children by teachers and specialized staff

During the past year:	Full Sample N = 917	
	n	%
Use positive discipline	714	77.7%
Use physical labor to discipline	48	5.2%
Use violence and discrimination against children (all forms)	206	22.4%
Use psychological violence	87	9.5%
Use physical violence	138	15.0%
Discriminate against children	38	4.1%
Send children to the school director for punishment	187	20.3%

Table 4.13 provides more information on the different types of discipline and discrimination identified in Table 4.12 (see also Appendix Table 13). In terms of positive discipline, as many as 55.8% of respondents reported they approached school specialized staff to solve/discuss problems with children, 48.6% telephoned a child's parents or sent an unfavorable report home to his/her parents, 47.6% punished a child by giving them a "good talking to" in private, 26.9% punished a child by making them stay in at

Figure 4.7.

Sex differences in methods of disciplining children



break time or after school, and 11.1% sent the child out of the classroom.

In terms of using psychological violence to discipline children, 5.7% of respondents reported that during the past year they punished children by humiliating or embarrassing them in front of their classmates, 2.4% punished children by calling them names or ridiculing them and/or acting in a way that makes them think they might use physical force to punish them. Only 0.2% punished children by locking them in a room/small place.

Figure 4.8.

Differences between teachers and specialized staff in methods of disciplining children

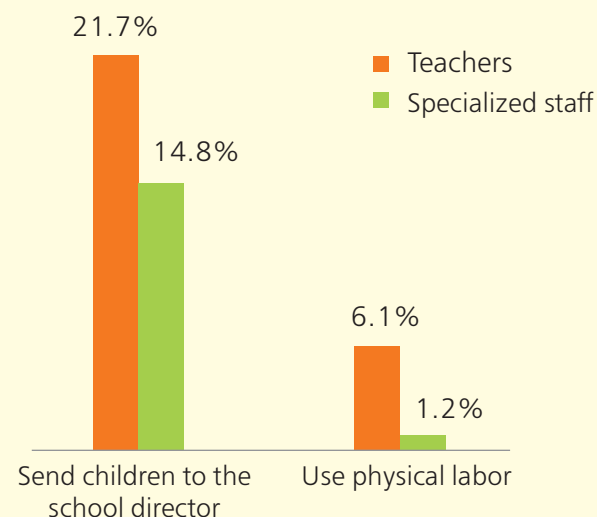


Table 4.13. Specific types of discipline and discrimination of children by teachers and specialized staff

In the past year, how often did you:	Full Sample N = 917	
	n	%
Позитивные меры дисциплинарного воздействия		
Punish a child by sending them out of the classroom	102	11.1%
Punish a child by giving them a “good talking to” in private	437	47.6%
Punish a child by making them stay in at break time or after school	247	26.9%
Telephone a child’s parents or send an unfavorable report home to his/her parents	447	48.6%
Approach school specialized staff to solve/discuss problems with children	513	55.8%
Discipline with psychological abuse		
Punish a child by calling them names or ridiculing them	22	2.4%
Punish a child by humiliating or embarrassing them in front of their classmates	52	5.7%
Act in a way that made a child think you might use physical force to punish them	22	2.4%
Punish a child by locking them in a room/small place	2	0.2%
Discipline with physical violence (corporal punishment)		
Punish a child by preventing them from using the toilet	93	10.1%
Punish a child by forcing them to stay in an uncomfortable position for a long time	53	5.8%
Punish a child by hitting them with a paddle, stick, belt or ruler	6	0.7%
Punish a child by spanking/slapping them with your hand	8	0.9%
Discipline with labor		
Punish a child with physical labor (clean classrooms, toilets, garbage, playground)	48	5.2%
Defer punishment to the school director		
Send a child to the school director’s office for punishment	187	20.3%
Discrimination against children		
Make negative comments about a child because of their nationality or skin color	4	0.4%
Make negative comments about a child because of their clothing or where they live	23	2.5%
Make negative comments about a child because of their religion	3	0.3%
Make negative comments about a child because of their foreign origin	0	0.0%
Make negative comments about a student with a disability	13	1.4%

In terms of physical violence, 10.1% of teachers and specialized staff punished children in the past year by preventing them from using the toilet, 5.8% forced children to stay in an uncomfortable position for a long time, 0.9% spanked/slapped children with their hand, and 0.7% hit children with a paddle, stick, belt or ruler.

Finally, Table 4.13 reveals that 2.5% of teachers and specialized staff reported that during the past year they made negative comments about a child because of their clothing or where they live, and 1.4% made negative comments about a student with a disability.

Analysis was conducted to determine to what extent there were demographic differences in terms of the methods of punishment and discrimination against children identified in Table 4.11. Demographic differences analyzed include sex differences, differences between school teachers and specialized staff, urban versus rural differences, age differences, and differences in the number of years working in schools. There were few sex differences in the way that teachers and specialized staff disciplined or discriminated against children in schools. The sex differences that emerged are revealed in Figure 4.7. Male teachers

and specialized staff (27.0%) were more likely to send children to the school director for punishment, compared to female teachers and specialized staff (19.5%). In comparison, female teachers and specialized staff (80.5%) were significantly more likely to use positive discipline than male teachers and specialized staff (66.3%).

There were also few differences between teachers and specialized staff in the way they disciplined or discriminated against children. However, teachers (21.7%) were significantly more likely to send children to the school director to be disciplined, compared to specialized staff (14.8%). In addition, teachers (6.1%) were five times more likely to use physical labor to punish and discipline children, compared to specialized staff (1.2%).

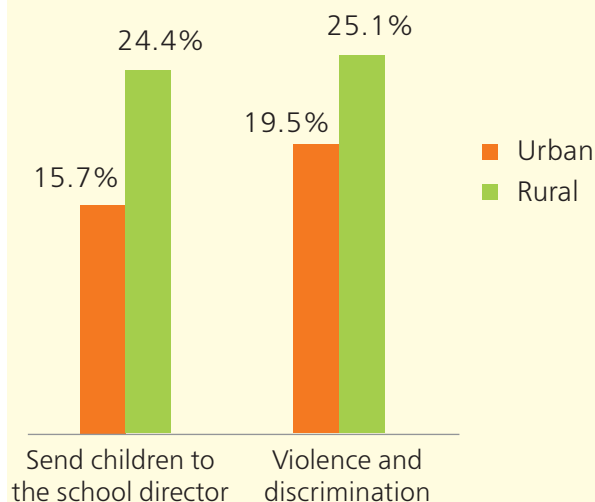
In terms of age differences, Figure 4.10 reveals that teachers and specialized staff in the age group 50 to 59 years were least likely to use violence to punish children or to discriminate against children, compared to teachers and specialized staff in each of the other age groups. In comparison, teachers and specialized staff in the younger age groups (20 to 29 years and 30 to 39 years) were significantly more likely to use physical violence to discipline children, compared to teachers and specialized staff in older age groups (40 to 49 years, 50 to 59 years, and 60 to 69 years). Finally, Figure 4.10 also reveals that teachers and specialized staff in the age group 60 to 69 years were significantly more likely to discriminate against children than teachers and specialized staff in each of the other age groups.

Figure 4.11 reveals there are age differences in terms of referring children to the school director for punishment. Teachers and specialized staff in the age group 60 to 69 years were significantly more likely to send children to the school director for punishment, compared to teachers and specialized staff in each of the other age groups.

Finally, Figure 4.12 reveals differences based upon the number of years working in schools and methods of disciplining children. In particular, teachers and specialized staff that had been working in schools for 15 years or less were significantly more likely to send children to the school director for punishment, compared to teachers and specialized staff that had worked in schools for 16 years or more. In addition, teachers and specialized staff that had been working in schools for 20 years or less were more likely to use physical violence to discipline children, compared to

Figure 4.9.

Urban and rural differences in methods of discipline and discrimination of children



teachers and specialized staff that had been working in schools for 21 years or more. Finally, teachers and specialized staff that had been working in schools for 11 to 15 years were more likely to use physical labor to punish children, compared to teachers and specialized staff in the other years worked categories.

Figure 4.10.

Age differences in methods of discipline and discrimination of children

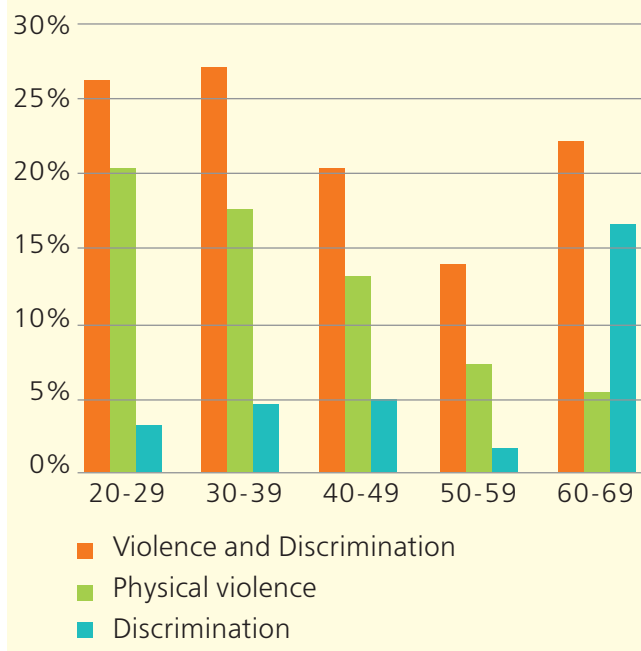
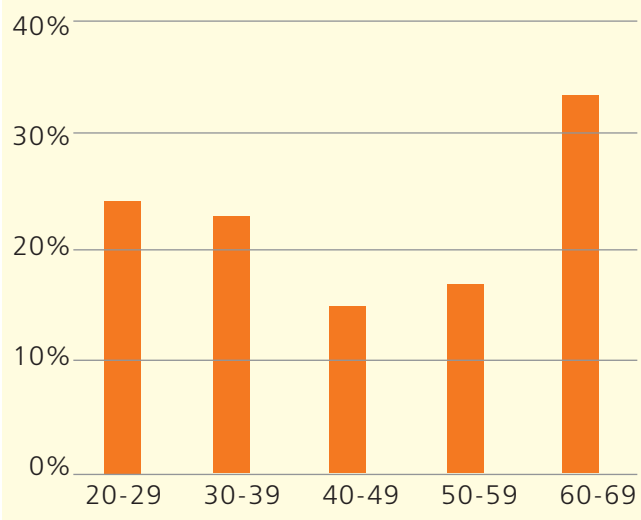


Figure 4.11.

Age differences in referring children to the school director for punishment



Analysis was also carried out to examine the relationship between each of the different methods of discipline used by teachers. Table 4.14 reveals that some teachers that reported using positive discipline in schools also used psychological violence (11.8%), physical violence (18.1%), and physical labor (6.7%) as methods of discipline on children. Some teachers that used positive discipline also reported discriminating against children (4.8%).

In comparison, nearly all of the teachers that used methods of psychological and physical violence to discipline children also reported using positive discipline. A significant proportion of teachers that used psychological violence also used physical violence (41.4%), and teachers that used physical violence also used psychological violence (26.1%). Teachers that used psychological violence and physical

violence also reported using physical labor to discipline children (20.7% and 10.1% respectively), and some discriminated against children (14.9% and 12.3% respectively).

Finally, Table 4.14 reveals that a significant proportion of teachers that discriminated against children also used psychological violence (34.2%) and physical violence (44.7%) to discipline children. In addition, 10.5% of teachers that discriminated against children also used physical labor to discipline children.

Figure 4.12.

Differences in number of years working in schools and methods of disciplining children

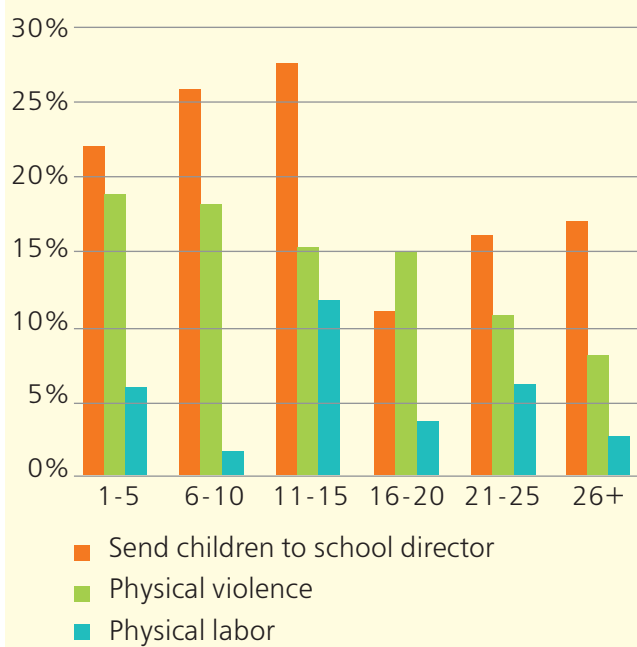


Table 4.14. Relationship between different methods of discipline and discrimination of children by teachers

	Positive discipline		Psychological violence		Physical violence		Physical labor		Discrimination of children	
	n	%	n	%	n	%	n	%	n	%
Positive discipline	---	---	84	11.8%	129	18.1%	48	6.7%	34	4.8%
Psychological violence	84	96.6%	---	---	36	41.4%	18	20.7%	13	14.9%
Physical violence	129	93.5%	36	26.1%	---	---	14	10.1%	17	12.3%
Physical labor	48	100.0%	18	37.5%	14	29.2%	---	---	4	8.3%
Discrimination of children	34	89.5%	13	34.2%	17	44.7%	4	10.5%	---	---

Transfers and dropouts from school

Table 4.15. School violence resulting in student transfers or dropout (in the past year)

	Full Sample N = 917	
	n	%
During the past year have any cases of school violence resulted in a child being transferred to another school or dropping out of school?		
No	768	83.8
Yes, child transferred to another school	23	2.5
Yes, child dropped out of school	3	0.3

Data was collected from teachers and specialized staff regarding their knowledge of whether any cases of school violence resulted in a child being transferred to another school or dropping out of school in the past year. Table 4.15 reveals that the majority of respondents (83.8%) reported they did not have any cases of school violence in the past year that resulted in a child being transferred to another school or dropping out of school. Only 2.5% of teachers and specialized staff reported that a child transferred to another school because of school violence, and 0.3% reported that a child dropped out of school during the past year because of school violence.

Witness violence and discrimination of children by teachers and specialized staff

Table 4.16. Witness violence and discrimination of children by teachers

During the past year:	Full Sample N = 917	
	N	%
Witness violence and discrimination by teachers	277	30.1%
Witness psychological violence by teachers	215	23.4%
Witness physical violence by teachers	117	12.7%
Witness discrimination by teachers	95	10.3%
Witness physical labor discipline by teachers	81	8.8%

Teachers and specialized staff were asked if they had witnessed violence and discrimination of children

by other teachers. Table 4.16 reveals that during the past year, 30.1% of respondents witnessed teachers using violence and/or discriminating against children. More specifically, 23.4% witnessed teachers being psychologically abusive to children, 12.7% witnessed teachers using physical violence to discipline children, and 10.3% witnessed teachers discriminating against children. In addition, 8.8% witnessed teachers using physical labor to discipline children.

Table 4.17 reveals the specific types of violence and discrimination teachers witnessed other teachers using on children during the past year. In terms of psychological violence, 16.2% witnessed teachers punishing children by calling them names or ridiculing them, 12.7% reported that teachers humiliated or embarrassed children, 5.3% reported teachers acted in a way that made a child think they might use physical force to punish them, and 1.5% saw teachers lock children in a room or small place to punish them.

In terms of physical violence, 11.2% of respondents reported they witnessed teachers punishing children by forcing them to stay in an uncomfortable position for a long time, 1.4% witnessed teachers hitting children with a paddle, stick, belt, or ruler, and 1.8% reported that teachers spanked or slapped children with their hands.

Finally, in terms of discrimination against children, Table 4.17 reveals that 7.1% of respondents reported they witnessed teachers treat bad/ make

Figure 4.13.

Support for corporal punishment by age group

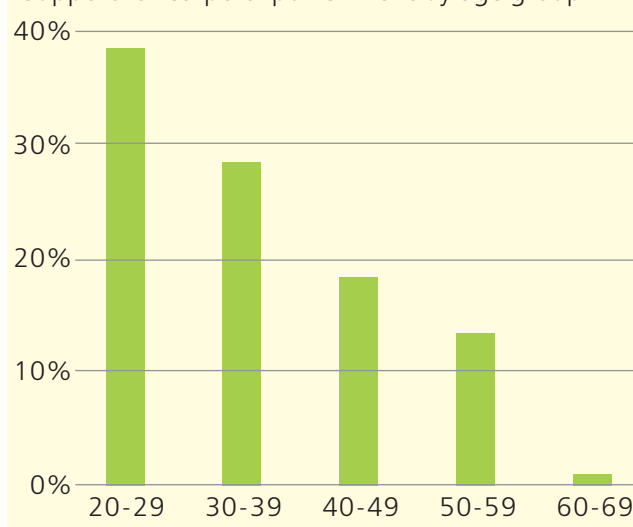
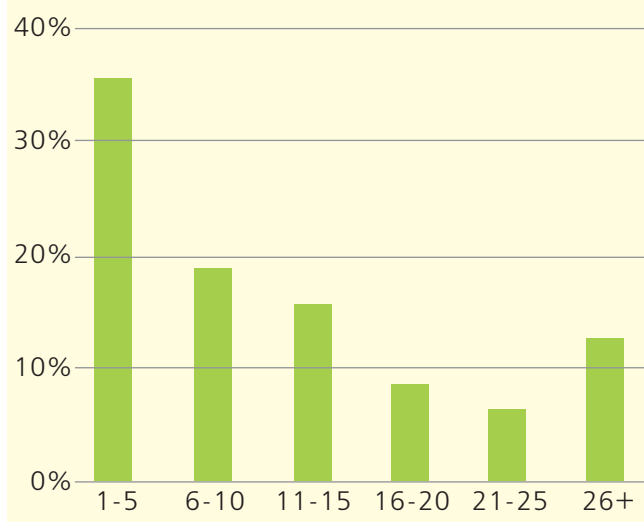


Figure 4.14.

Support for corporal punishment by number of years working in schools



negative comments about children because of their clothing or where they live, and 3.9% witnessed teachers treating children with disabilities bad or making negative comments about them. A few teachers and specialized staff also reported witnessing teachers treat bad/make negative comments about children because of their ethnicity or skin color (1.8%), their religion (1.5%), and their foreign origin (1.2%).

Support for corporal punishment

The survey was designed to measure support among teachers and specialized staff for the use of corporal punishment (physical violence) to discipline children. The survey measured personal support for corporal punishment, as well as perceived support from the school director for the use of corporal punishment in classrooms. Table 4.18 reveals that among the full sample of 917 teachers and specialized staff, 22.9% (1 out of 5) were supportive of using corporal punishment in schools to discipline and control children in the classroom.

Table 4.17. Witness specific types of violence and discrimination of children by teachers

In the past year, have seen:	Full Sample N = 917	
	n	%
Psychological violence		
Punish children by calling them names or ridiculing them	149	16.2%
Punish children by humiliating or embarrassing them	117	12.7%
Act in a way that makes children think they might use physical force to punish them	49	5.3%
Punish children by locking them in a room/small place	14	1.5%
Physical violence		
Punish children by forcing them to stay in an uncomfortable position for a long time	103	11.2%
Punish children by hitting them with a paddle, stick, belt or ruler	13	1.4%
Punish children by spanking/slapping them with their hands	17	1.8%
Physical labor		
Punish children with physical labor	81	8.8%
Discrimination of children		
Treat bad/make negative comments about children because of their ethnicity or skin Color	17	1.8%
Treat bad/make negative comments about children because of their clothing or where they live	65	7.1%
Treat bad/make negative comments about children because of their religion	14	1.5%
Treat bad/make negative comments about children because of their foreign origin	11	1.2%
Treat bad/make negative comments about children with a disability	36	3.9%

Table 4.18. Support for corporal punishment

	Full Sample N = 917	
	n	%
Support for corporal punishment	210	22.9%
Physical punishment is necessary to maintain discipline and control in the classroom	54	5.9%
Physical punishment is an effective way to prevent children from misbehaving	56	6.1%
Physical punishment teaches children to respect teachers	46	5.0%
Sometimes it is necessary to use physical punishment to discipline children	115	12.5%
A good teacher knows how to use physical punishment to discipline children	140	15.2%
School director prefers teachers that know how to use physical punishment to discipline Children	100	10.9%

More specifically, Table 4.18 reveals that 15.2% of respondents reported that a good teacher knows how to use physical punishment to discipline children, and 12.5% maintained sometimes it is necessary to use physical punishment to discipline children. In addition, some teachers and specialized staff reported that physical punishment is an effective way to prevent children from misbehaving (6.1%), necessary to maintain discipline and control in the classroom (5.9%), and teaches children to respect teachers (5.0%). Finally, 10.9% of teachers and specialized staff reported that the school director prefers teachers that know how to use physical punishment to discipline children.

Analysis was conducted to determine if there was a relationship between the demographics of teachers and specialized staff and their support for corporal punishment. While there were no sex differences, no urban versus rural differences, and no differences between teachers and specialized staff in support for corporal punishment, there were significant differences based upon the age of respondents and the number of years respondents had been working in schools. Figure 4.13 reveals that younger teachers and specialized staff (20 to 29 years and 30 to 39 years of age) were significantly more likely to support

the use of corporal punishment in schools compared to older teachers and specialized staff (40 years of age and older).

Figure 4.14 also reveals that teachers and specialized staff with fewer years working in schools (1 to 5 years) were significantly more likely to support the use of corporal punishment in schools, compared to teachers and specialized staff with more years working in schools.

Analysis was conducted to understand the relationship between support for corporal punishment and how they disciplined children in the classroom. . Table 4.19 reveals that teachers and specialized that were supportive of corporal punishment were three times more likely to use psychological violence (21.9%) and two times more likely to use physical violence (27.6%) to discipline children, compared to teachers and specialized staff that did not support corporal punishment (5.8% and 11.3% respectively). Also, teachers and specialized that were supportive of corporal punishment were two times more likely to discriminate against children (7.1%), compared to teacher and specialized staff that did not support corporal punishment (3.3%).

Table 4.19. Support for corporal punishment by other measures

	Support corporal punishment		Do not support corporal punishment	
	n	%	n	%
Use positive discipline	162	77.1%	552	78.2%
Use of violence and discrimination (all forms)	90	42.9%	116	16.4%
Psychological violence	46	21.9%	41	5.8%
Physical violence	58	27.6%	80	11.3%
Discriminate against children	15	7.1%	23	3.3%

Responses to corporal punishment by teachers

In an effort to understand the response to teachers' use of corporal punishment, teachers and specialized staff were asked, *"If you witness a child being hit/beat by a teacher or specialized staff, who should you report the incident to?"* Table 4.20 reveals that in the case of a child being hit/beat by a teacher or specialized staff, as many as 78.2% (3 out of 4) of respondents maintained the incident of corporal punishment should be reported to the school director/deputy director, and 43.3% maintained it should be reported to the school psychologist or social pedagogue. Some respondents also maintained the incident should be reported to another teacher (21.3%), the school security guard/inspector (16.1%), and school nurse (12.1%). In some of these cases, the reporting may not be grounded in a perception that the teacher or specialized staff did anything wrong in using corporal punishment, but that the child deserved the punishment and should be further punished by the school security guard/inspector, treated for injuries by the school nurse, or evaluated by the school psychologist or social pedagogue or social development problems.

Table 4.20. Responses to corporal punishment by teacher and specialized staff

If a child is hit/beat by a teacher or specialized staff, who should the incident be reported to?	Full Sample N = 917	
	n	%
No one	26	2.8%
School director/deputy director	719	78.2%
Teacher	196	21.3%
School nurse	118	12.8%
School psychologist or social pedagogue	398	43.3%
Local education department	110	12.0%
School security guard/inspector	148	16.1%
Other	29	3.2%

Policies to address teachers' use of corporal punishment

Teachers and specialized staff were asked if they were aware of any official regulations or policies that address teachers' use of corporal punishment in schools. Table 4.21 reveals that only 35.6% (1 out

of 3) of teachers and specialized staff were aware of an official regulation/policy that regulates how and when school personnel can discipline children, and 28.4% (1 out of 4) were aware of an official regulation/policy for disciplining school personnel who use physical punishment on children in school. Surprisingly, as many as 31.0% to 33.0% (1 out of 3) of respondents did not know about any official regulations or policies related to disciplining children and/or the use of corporal punishment in schools.

Table 4.21. School policies related to school violence

	Full Sample N = 917	
	n	%
There is an official regulation/policy that regulates how and when teachers and specialized staff can discipline children	327	35.6% ¹
There is an official regulation/policy for disciplining teachers and specialized staff who use physical punishment on children in school	261	28.4 ¹

¹ От 31% до 33% сообщили, что они «не знают»

Role of teachers in addressing school violence

Table 4.22. Role of teachers in addressing school violence

	Full Sample N = 917	
	n	%
Teachers can work with children to address school violence	699	76.1%
Teachers can work with parents to address school violence	769	83.7%
Teachers are responsible for protecting children's rights	872	94.9%
School directors, teachers, and specialized staff that use physical punishment on children should be disciplined	770	83.8%

The survey included a series of questions designed to measure perceptions as to the role of teachers in addressing school violence. Table 4.22 reveals that the majority of teachers and specialized staff held the belief that teachers' can work with children and parents to address school violence (76.1% and 83.7% respectively). In addition, 94.9% of teachers and specialized staff reported that teachers should be responsible for protecting children's rights.

Finally, Table 4.22 reveals that as many as 83.8% of respondents reported that school directors, teachers, and specialized staff should be disciplined for using physical punishment on children.

Training related to school violence

Table 4.23. School staff training on violence against children and school violence

	Full Sample N = 917	
	n	%
Violence against children	192	20.9
Gender-based violence	134	14.6
School violence	204	22.2
Legislation/policies related to school violence/violence against children	275	29.9
Identifying cases of school violence/violence against children	152	16.5
Interviewing child victims and witnesses of violence	148	16.1
Reporting cases of school violence/violence against children	213	23.2
Management and coordination of cases of school violence	142	15.5
Monitoring and follow-up in cases of school violence/violence against children	136	14.8
National system of response to school violence/violence against children	99	10.8

The survey was designed to gather information about the trainings that teachers and specialized staff may have received related to issues of violence against children and school violence. Table 4.23 reveals that few teachers and specialized staff had received

any sort of specialized training on violence against children (20.9%, 1 out of 5) or school violence (22.2%, 1 out of 5), and even fewer respondents were trained on gender-based violence (14.6%). The majority of respondents that had received some training on school violence or violence against children reported the focus was on legislation and policies related to school violence and violence against children (29.9%, 1 out of 4).

Very few teachers and specialized staff received training on identifying cases of school violence/violence against children (16.5%), interviewing child victims and witnesses of violence (16.1%), and reporting cases of school violence/violence against children (23.2%). In addition, very few respondents had been trained on management and coordination of cases of school violence (15.5%), monitoring and follow-up in cases of school violence and violence against children (14.8%), or the national system of response to school violence and violence against children (10.8%).

Challenges completing the survey

One of the final questions asked of teachers and specialized staff was whether it was difficult for them to be completely honest while answering the questions in the survey. Table 4.24 reveals that 13.8% of respondents reported they had a difficult time being completely honest. These finding can be interpreted to mean that at least 13.8% of teachers and specialized staff that completed the survey underreported their experiences with violence and discrimination against children in school, including their use of violence to discipline and punish children, them and/ their tendencies to discriminate against some children. They may have also underreported witnessing other teachers' use of violence against children and discrimination against children.

Table 4.24. Challenges completing the survey

	Full Sample N = 917	
	n	%
Difficult to be completely honest while answering questions in the survey	127	13.8%

CHAPTER 5:

SCHOOL DIRECTORS' EXPERIENCES WITH SCHOOL VIOLENCE





This chapter presents data and findings from the interviews with school directors of state-run schools. This chapter includes demographic data on the school directors that were interviewed and the schools for which they are responsible. This chapter also includes information about school director's perceptions of and experiences with school violence in their schools, including the nature and extent of violence and discrimination among children and teachers use of corporal punishment and discrimination against children in the classroom. Finally, this chapter includes information about school director's knowledge of policies and/or regulation to address school violence and training teachers have received related to violence against children.

The goal of this chapter is to present data and findings that school personnel and policy makers can use to improve their ability to understand and identify school violence and to develop school violence reduction initiatives and programs that will help to make schools safer places for children. The data and findings in this chapter can also help to inform trainings for school personnel that will help them with early identification and intervention in situations of school violence.

School directors' demographics

Interviews were conducted with a total of 40 school directors/deputy directors in 40 schools in four regions/oblasts of Kazakhstan (the same schools in which children and teachers and specialized staff were surveyed and interviewed). Table 5.1 reveals that among the sample of 40 directors, 10.0% were in Region 1, 35.0% in Region 2, 25.0% in Region 3, and 30.0% in Region 4. More school directors were interviewed in Regions 2, 3, and 4 because, as explained in previous chapters, there were more schools in each of these regions, compared to Region 1 (see Table 2.1). Because there were more rural schools included in the sample, more schools directors were interviewed in rural schools (55.0%) compared to urban schools (45.0%).

Table 5.1. School demographics

	Full Sample N = 40	
	n	%
Region		
Region 1	4	10.0%
Region 2	14	35.0%
Region 3	10	25.0%
Region 4	12	30.0%
Urban/Rural		
Urban	18	45.0%
Rural	22	55.0%
School language		
Kazakh language school	15	37.5%
Russian language school	9	22.5%
Mixed language school	16	40.0%
No. students in the school		
78-499	22	55.0%
500-999	11	27.5%
1,000-1,499	4	10.0%
≥ 1,500	3	7.5%
No. teachers in your school		
20-49	17	42.5%
50-99	17	42.5%
≥ 100	6	15.0%
No. specialized staff		
1-4	29	72.5%
5-9	6	15.0%
≥ 10	5	12.5%

Schools included in the assessment including Kazakh language schools, Russian language schools, and mixed language schools. Among the 40 school directors interviewed, 37.5% were responsible for Kazakh language schools, 22.5% worked in Russian language schools, and 40.0% in mixed language schools.

Table 5.1 also provides some demographic information about the schools included in the sample, based upon information obtained from the school directors. In terms of the size of schools included in this assessment, they ranged from having as few as 78 students to having as many as 2,065 students with an average of 622 students. Table 5.1 reveals that as many as 55.0% of schools included in this assessment had 78 to 499 students and 27.5% had 500 to 999 students. Fewer schools were very large with 1,000 to 1,499 students (10.0%), or 1,550 or more students (7.5%).

Table 5.1 also reveals that the number of teachers ranged from 20 to 155 teachers, with an average of 66 teachers. In particular, as many as 42.5% of schools included in this assessment had 20 to 49 teachers, 42.5% had 50 to 99 teachers, and only 15.0% had 100 or more teachers. In addition, the number of specialized staff ranged from 1 to 20, with an average of 4 specialized staff per school. The majority of schools in this assessment employed only 1 to 4 specialized staff (72.5%); 15.0% of schools had 5 to 9 specialized staff, and 12.5% had 10 or more specialized staff.

Table 5.2. School directors' demographics

	Full Sample N = 40	
	n	%
Sex		
Female	27	67.5%
Male	13	32.5%
No. years working as director of the school		
1-5 years	23	57.5%
6-10 years	8	20.0%
11-15 years	4	10.0%
16-20 years	1	2.5%
≥ 21 years	4	10.0%
Highest level of education		
Completed university education	40	100.0%

Table 5.2 provides demographic data about the school directors. The majority of schools directors were female (67.5%), compared to male (32.5%). School directors were asked how long they had been working as a director of the school. The number of years ranged from 1 to 35 years with an average of 8 years being a school director. More specifically, 57.5% of school director reported they had been a director of the school for only 1 to 5 years, 20.0% for 6 to 10 years, 10.0% for 11 to 15 years, 2.5% for 16 to 20 years, and 10.0% for 21 or more years. Finally, Table 5.2 reveals that all of the school directors had a completed university education.

School directors' understanding of school violence

The interview was designed to gather information from school directors as to their school's working definition of school violence and how that definition influences the forms of violence against children that they address in their school. Effort was also made to gather information about the specific types of violence and discrimination among children that occurred in their schools during the past year. Table 5.3 reveals that only 27.5% (1 out of 4) of school directors reported their school has a working definition of school violence that influences the forms of violence against children they address in their school.

Table 5.3. Definition of school violence

	Full Sample N = 40	
	n	%
School has a working definition of school violence that influences the forms of violence against children they address in their school	11	27.5%

Interview revealed that because schools did not have a working definition of school violence a significant proportion of school directors did not have a clear understanding of school violence. When school directors were asked to define school violence (or violence against children in schools), most school directors were unable to provide a concise definition. For instance, one school director explained, *"There is no definite term; we just say violence in school"* [30]. Similarly, another school director stated, *"We*

understand what violence is according to our headmaster's words; however, we do not have a specific definition of this . . . We have never had any cases involving violence towards children neither from adults nor from other kids." [2]

Other school directors defined school violence by identifying a wide range of acts that they would consider to be examples of school violence; however, they did not have a clear or agreed upon understanding of school violence and what types of acts would be considered school violence. For instance, one director explained that there are three types of violence, including *"between each other (bullying), between a pupil and a teacher, and between parents and children. There is no violence in our school; may be some percent between children, but only about 1 to 3 percent"* [25]. In comparison, another school director maintained there are two types of violence, *"moral and physical; physical violence is always harmful for health, while moral violence is closely related to humiliation and insult."* [1]

While most of the school directors attempted to define school violence by identifying specific acts that occur among children in school, there was significant variation in the acts they identified as revealed in the quotes below.

"Violence at school is when children from the high school claim money from the younger kids, threaten them, and force them to do something bad. It also includes bullying at school by students." [19]

"An act of violence is the violence against younger pupils, including forcing somebody to do something, an argument between girls, and extortion of money or threatening." [26]

"It is violence against children, when pupils threaten each other and use physical force against each other. It is also when children hurt somebody saying rude things or hurt by calling names." [29]

"Violence is when children have conflicts and they fight and abuse each other." [12]

Some school directors in their effort to define school violence maintained they have no cases of violence in their schools.

"In our school we did not have cases of violence against children, but in my opinion, violence against

children is offending someone, frightening someone or taking their things, such as money or clothes, causing physical harm, showing one's strength, and showing strength with some weapon like a knife or stick.” [31]

While most school directors defined school violence as that which occurs among children, a few school directors included in their definition of school violence acts of violence against children by teachers. As two school director explained,

“When teachers hurt the dignity of children, when teachers let loose with their fists and when they divide children into favorites and discriminate against children. It is also bullying at school and extorting money and beat somebody.” [21]

“This happens between teachers and pupils, when the pupils are late for class and they don't listen to what teachers say, and argue with teachers. It doesn't always happen because of social problems. Children also threaten each other. Violence is also when children force each other to do something by words or hands. Nowadays it is not allowed to force children in words or hands.” [18]

The quantitative data in Table 5.3 combined with the qualitative data presented in quotes provides strong evidence that school directors do not have a clear understanding of school violence, and the lack of understanding lends to the failure to identify and effectively respond to incidents of school violence, or to prevent the occurrence of school violence among children or against children by school teachers and specialized staff.

School violence and discrimination among children

In contrast to findings from surveys and interviews of children in Chapter 3 and surveys of teachers and specialized staff in Chapter 4, school directors were much more reluctant to report the occurrence of school violence in their schools during the past year. Table 5.4 reveals that only 50.0% of school directors reported problems of violence and/or discrimination among children in their school during the past year. More specifically, only 27.5% of school directors (1 out of 4) reported incidents of psychological violence among children, 17.5% reported incidents of physical violence among children, 12.5%

reported incidents of peer bullying, 7.5% reported incidents of sexual abuse, and 2.5% reported incidents of cyber-bullying. In addition, only 22.5% of school directors (1 out of 5) reported incidents of discrimination among children in their schools during the past year.

Table 5.4. Types of violence and discrimination among children in schools in the past year

In the past year, the following have occurred:	Full Sample N = 40	
	n	%
Violence and discrimination among children (all forms)	20	50.0%
Peer bullying among children	5	12.5%
Psychological abuse among children	11	27.5%
Physical violence among children	7	17.5%
Cyber-bullying among children	1	2.5%
Sexual abuse among children	3	7.5%
Discrimination among children	9	22.5%

Table 5.5 also reveals that only one school director reported that children brought weapons on to school property during the past year. This finding contradicts the findings Chapter 3 that revealed that 2.5% (n=106) of the 4,207 children surveyed reported carry a weapon on school during the past year. And 5.5% of children (n=233) were aware of children in their school that carried a weapon on school property.

Table 5.5. Weapons on school property

In the past year:	Full Sample N = 40	
	n	%
Children brought weapons on school property	1	2.5%

Although the majority of school directors were reluctant to admit there are problems of violence in their schools, among those school directors that did they spoke briefly about some of specific incidents they have dealt with during the past year. For instance, a few school directors spoke about problems with naming calling among children and their attempts to respond to such psychological violence among children.

“They [children] can insult each other based on their physical peculiarities or surnames. They can also call each other bad names due to some situation that had taken place before . . . It all starts with words, a pupil insults or curses another pupil, then they start fighting. When we get to know about such situation we immediately settle it, we try to find out what had caused the conflict and who initiated it.” [5]

“Sometimes it happens that pupils offend each other and call each other bad names, but teachers react quickly and conduct preventive talks with the purpose to avoid such behaviors. And at each lesson teachers tell them about how it is important to behave in a civilized manner.” [13]

On the other hand, some school directors recognized that children insult each other and call each other names, but they were reluctant to recognize this as a form of school violence. As one director maintained, “Children nickname each other for fun and play, but this is not insulting.” [28] Similarly, another school director stated, “I think it is common for children. They can insult each other. But personally I have never seen or heard any insult that could result in fighting.” [5]

Other school directors spoke about problems of physical violence among children that have occurred during the past year. In some cases it appears the physical violence was an outcome of repeated insults and name calling that had been occurring over-time (verbal bullying). In the following quotes, a few school directors talk about problems of physical violence among children that have occurred in their schools during the past year, and their response to these incidents.

“In 2011, we had two boys in the 9th grade that were fighting after school lessons. One boy hit another boy really bad in the jaw, and the injured boy had to have a surgical operation on his jaw. The boy that hit was an orphan. In the school we spoke to the boy that was the perpetrator of violence, but we didn’t report the incident to anyone. The father of the child victim filed a complaint with the higher authorities regarding the incident because he wanted financial compensation for the injuries and cost of the surgery, but because the child is an orphan the father was not able to get any compensation. The case was considered in the institution for minors, and according to their decision he was transferred to another school because he was problematic and aggressive. [38]

“There was a case when a student from our school fought with a student from another school. The student from the school brought a club, but it’s good that it happened near the school, so the inspector noticed the crowd and prevented the fight. With our student we informed his parents.” [23]

“Among children, the older pupils did bully the younger children; that was a year ago. Now there is nothing like that. The boy from the high school beat the younger boy, we called the parents, and then we solved the issue.” [18]

“We had a case when a boy who is a boxer fought with another pupil. Being a sportsman he had certain skills which he used while fighting. When we learned about it we called him and his coach for a talk. The boy has realized the situation and behaves well now.” [5]

A few school directors even revealed that some of the incidents of school violence have been directly related to discrimination based upon a child’s physical disabilities, socio-economic status, and/or status as an orphan. One school director explained that children with disabilities in their school had been mocked and ridiculed by other children. In one case, the sister of one of the disabled children actually got some of her friends to beat up the child that had been mocking and bullying her disabled brother.

“Calling names appears among the children in the school. We had an occasion that had happened during the holidays in 2010, but we discovered it in April 2011. A teacher took seniors and an 8th grader to the director because the seniors beat the 8th grader near the toilet room. It took us along time to clear up this case, but it appeared that a girl that had been studying here asked to beat this 8th grader because he offended her disabled brother. We called the parents of that girl immediately and informed them of the situation. It was found out that the offender was not one boy, but it was a group of boys that repeatedly ridiculed or mocked the disabled boy. We solved this situation and the children were taken for special care, as we wanted to provide the disabled boy with calm. The former master supported this, as did the psychologist and social pedagogue. We also had another situation involving a disabled boy that studied here, that was offended and beaten by children from another school. We investigated this incident.” [15]

Another school director recognized that children from different socio-economic backgrounds were fighting with each other in their school, and that some of this violence was being provoked by teachers that were discriminating against the poor and unprivileged children in the school.

“There were problems — pupils were fighting. Children are from different families with different socio-economic backgrounds and that was the reason for fights. Also, the issue is to win authority; that is fights appear when one pupil tries to show that he/she is better than the others. Teachers criticize and press children; they also outweigh pupils psychologically and can attack pupils psychologically. They can also hit pupils. There were also cases of dividing pupils into rich and poor, and discriminating against the poor children.” [11]

Finally, one school director spoke about problems with violence against children who were considered social orphans and were living in foster homes. These children were being mocked by the other children because of their “vulnerable status”.

“We had to admit children from other schools. Those children live in foster homes and some of them were dirty and untidy and other children would laugh at them. We had a talk with our children and their parents, and now the situation has changed. Children no longer laugh at others.” [5]

Violence and discrimination of children by teachers

School directors were also asked about the occurrence of violence and discrimination of children by teachers that occurred in their schools during the past year. Table 5.6 reveals that only 15.0% of school directors reported they had teachers that used of violence and/or discrimination (all forms) against children in the past year. More specifically, only 8.5% of school directors reported they had teachers that used psychological violence against children in the past year, and 5.0% reported that teachers used physical violence or corporal punishment on children during the past year. Finally, only 5.0% of school director reported they had incidents teachers discriminating against children in the past year.

Although very few school directors admitted to problems of violence and discrimination of children by teachers, the few that did spoke about some of the

problems they had in their schools with teachers and specialized staff committing acts of psychological and physical violence against children. Some school directors explained that those teachers and specialized staff that were responsible for committing acts of violence against children had either changed their behaviors after being reprimanded, resigned, or had been dismissed.

Table 5.6. Types of violence and discrimination of children by teachers

In the past year, the following have occurred:	Full Sample N = 40	
	n	%
Violence and discrimination of children by teachers (all forms)	6	15.0%
Psychological violence of children by teachers	3	8.5%
Physical violence (corporal punishment) of children by teachers	2	5.0%
Discrimination of children by teachers	2	5.0%

“We had a case when a teacher insulted children and shouted at them. We had a talk with this teacher and his actions were criticized; since then on we haven’t had any more problems.” [5]

“In the beginning, when the school just opened, there were physical punishments on part of the physical training teacher, but at the end of the academic year this teacher found another job and resigned.” [40]

“The case occurred on the part of the teacher. In the process of training, the teacher hit the child on his hands. The teacher was dismissed from the post of home room teacher.” [38]

It is important to remember, however, that findings from Chapter 3 revealed that 23.9% of the 4,207 children surveyed reported experiencing violence and discrimination from teacher during the past year, and 4.6% of children reported experiencing violence and discrimination from school directors during the past year. In addition, Chapter 4 revealed that 22.4% of 917 teachers and specialized staff reported using methods of psychological and/or physical violence against children in school, and/or discrimination against children during the past year.

Registration/recording of school violence

The interview was designed to find out if school directors are mandated by any regulations or policies to record cases of school violence. Table 5.7 reveals that 55.0% of school directors (1 out of 2) reported they are required by regulation to record cases of school violence encountered; yet, 7.5% of school directors did not know if they were required by regulation.

When they were asked if they could tell what regulation mandates that they record cases of school violence that they encounter in their schools, only 35.0% (1 out of 3) reported they could do so, and 5.0% did not know. School directors were unclear as to which regulation mandates that they record cases of school violence and identified some 11 different regulations.

Table 5.7. Policies on registration/recording of school violence

	Full Sample N = 40	
	n	%
Required by regulation to record cases of school violence encountered	22	55.0%
Don't know	3	7.5%
Can you tell what regulation mandates that you record cases of school violence that you encounter in your school	14	35.0%
Don't know	2	5.0%

Schools directors were asked about practices of registering/recording of incidents of school violence in their schools. Despite the fact that Table 5.7 reveals that 55.0% of school directors reported they are required by regulation to record cases of school violence encountered, Table 5.8 reveals that only 32.5% of school directors reported that information about cases of school violence encountered in their schools is formally recorded in their school. Moreover, only two directors (5.0%) reported that they can actually provide the number of cases of violence against children that their school formally recorded in the past year (2011-2012). One school director reported two incidents and the other reported three incidents of school violence were formally recorded in their school in the past year.

Table 5.8. Registration/recording of school violence

	Full Sample N = 40	
	n	%
Information about cases of school violence that are encountered is formally recorded in your school	13	32.5%
Can tell the number of cases of school violence your school formally recorded in the past year (2011-2012)	2	5.0%

While only 32.5% of school directors reported that information about cases of school violence encountered in their schools is formally recorded in their schools, interview data revealed that even fewer school directors spoke about the types of school violence they record and who records these cases within their schools. As several school directors explained,

"We register the fights and the verbal skirmishes between the students. The social pedagogues register all information and they try as much as possible to reconcile the children." [38]

"Any information related to children is registered; fights, stealing, and even racketeering. But our children are well-bred and that is why we register only small tricks because there is no other one at our school." [25]

"We register interpersonal conflicts. There was a case when a child from our school turned out to be a victim, another child was squeezing money from him. We prepare protocols and social pedagogues register the case." [17]

"We register when a child offends other children and any violence towards children." [13]

"If a child is included into a risk group a personal file is opened for the pupil; it contains all data including health status, housing conditions, progress, and psychological observations. The child is observed in the future." [11]

"We registered some children in our school and at prosecutor's office, but it was 2 to 3 years ago. There weren't any cases last year." [25]

Reporting school violence

School directors were also asked about policies and practices related to reporting incidents of school violence. Table 5.9 reveals that 52.5% of school directors (1 out of 2) reported their school has specific guidelines or protocols that must be followed as it related to reporting cases of school violence encountered by school personnel. In addition, as many as 70.0% of school directors reported a formal system exists that dictates and guides the response of school directors and teachers to incidents of school violence. One school director explained their formal system of response,

“Such system exists. We inform parents, then a class teacher, a psychologist and a social pedagogue. After that we call the regional department of education and, if necessary, emergency services, the police and the hospital.” [2]

Some school directors also reported that their formal system of response to school violence includes one or more of the following: a parent teachers association; a prevention council that works with children, parents, and teachers to address children’s problems; and weekly information and education seminars on legal education and child rights for children.

Table 5.9. Policies on reporting cases of school violence

	Full Sample N = 40	
	n	%
Schools have specific guidelines/protocols that must be followed as it relates to reporting cases of school violence	21	52.5%
Formal system exists that dictates/guides the response of school directors and teachers to school violence	28	70.0%

School directors were asked about actual practices of reporting incidents of school violence. Table 5.10 reveals that as many as 72.5% of school directors maintained they report incidents of school violence; 7.5% of school directors did not know if they report incidents of school violence. When asked to whom they report incidents of school violence, the majority of school directors reported they deal with problems of school violence with children’s parents (85.0%). As one school director explained,

“There has been established a disciplinary system. If children cross the line we will notify their parents, and parents shall act there and then cooperate with the school.” [36]

The majority of school directors maintained they address problems of school violence within the school, with the support of school teachers and specialized staff. In particular, 82.5% of school directors maintain they report incidents of school violence to children’s teachers and/or to the social pedagogue or school psychologist, and 80.0% of school directors reported the incident to the school nurse. As some school directors explained,

“First of all we try to solve the problem within the school and apply all our forces and abilities. We have worked out a system a long time ago. We cooperate and work as a team.” [33]

“First of all we report to parents. Since we have not had serious incidents it does not go further than talking with the parents, and together with parents we decide this problem in school” [30]

“We try to work with children and to reconcile them. There is a conflict commission in the school consisting of a leader among the students (school president), teacher, and the oldest teacher. There are also functional responsibilities on part of the State.” [38]

A significant proportion of school directors maintained that every effort will be made to address the problem of school violence within the school; however, in severe or extreme cases of school violence and “if necessary they will report incidents of school violence to authorized state bodies.” [37] As three school directors explained,

“We always try to solve problems independently but if any help is required we go to hospital, regional department of education or the police.” [5]

“If anything like this occurs in the school will react immediately by trying to solve the problem. We will call parents to inform them of what happened; then we will talk to a social pedagogue and a psychologist who will join forces to solve the problem. In extreme case we will call the police.” [6]

“We inform parents and then ask for outside services if we cannot solve the problem in the school. We register such cases in our school. If it doesn’t help we inform the inspector on minor affairs. [21]

In particular, school directors maintained they would report incident of school violence among children to the local education department (72.5%), police (67.5%), and government child protection agencies (65.0%). Most school directors that reported incidents of school violence to the police were referring to the school police inspector that works in the schools. As one directors explained, *“If there is a school inspector at school he/she will care of the internal problems of the school.”* [19]

Table 5.10. Reporting school violence

	Full Sample N = 40	
	N	%
Report incidents of school violence encountered	29	72.5%
Report to:		
School nurse	32	80.0% ^a
Social pedagogue or school psychologist	33	82.5% ^a
Children’s teacher	33	82.5% ^a
Children’s parent/caregiver	34	85.0% ^a
Local education department	29	72.5% ^b
Government child protection agencies	26	65.0% ^c
Police	27	67.5% ^a
Prosecutor’s Office	11	27.5% ^b
Courts	4	10.0% ^b
Hotline	13	32.5% ^a
NGO working on children’s issues and child rights	8	20.0% ^c
Can tell the number of cases of school reported to other organizations/agencies in the past year (2011-2012)	32	80.0%

a 7% of school directors reported they “do not know”

b 10% of school directors reported they “do not know”

c 15% of school directors reported they “do not know”

A few school directors spoke about reporting incidents of school violence to state bodies outside of their school.

“First of all we apply to the psychologist, then to the educational department and the Regional Department of Internal Affairs. Everything depends on gravity of the violation according to the standing rules.” [29].

“We report the problem to the education department immediately and cooperate with them, and then to the department of internal affairs.” [15]

“We inform the regional department of education. If we need a doctor’s help, we go to the hospital. And, of course we can always use the help of the police inspector.” [5]

Two school directors also explained, *“We need to fill out the form concerning facts of school violence and the legal education report and submit that to the Board of Education.”* [301] Another school director added, *“the social pedagogue submits monthly reports to the Board of Education.”* [38]

Very few school directors maintained they report incident of school violence to a hotline (32.5%), the prosecutor’s office (27.5%), NGOs working on children issues (20.0%), and/or to the courts (10.0%).

Finally, Table 5.10 reveals that as many as 80.0% of school directors reported they can tell the number of cases of violence reported to other organizations/agencies in the past year (2011-2012); however, only three school directors (7.5%) reported that they had reported only one incident of school violence to another organization/agency during the past year.

Referring children of school violence for outside support/intervention

The interview was designed to find out if school directors are mandated by any legislation or regulation to coordinate with other agencies in cases of school violence. Table 5.11 reveals that 80.0% of school directors reported they are required by legislation or regulation to coordinate with other agencies in cases of school violence.

When school directors were asked if they could tell what legislation or regulation mandates that they coordinate with other agencies in cases of school violence, 72.5% reported they could do so. However, school directors were unclear as to which legislation/regulation mandates that they coordinate with other agencies and identified some 30 different regulations.

Table 5.12 reveals that 85.0% of school directors felt there were sufficient services and qualified professionals available to work with victims of school violence. When asked which organizations/agencies they coordinate with on cases of school violence, 72.5% reported they coordinate with medical institutions,

67.5% coordinate with police, 62.5% coordinate with child protection agencies, and 60.0% coordinate with social workers. Only 20.0% of school directors reported they coordinate with courts and NGOs.

Table 5.11. Policies on coordination with other agencies on school violence

	Full Sample N = 40	
	n	%
Coordination with other agencies in cases of school violence is required by legislation/regulations	32	80.0%
Can you tell what legislation/regulation stipulates that your school coordinates with other agencies on cases of school violence	29	72.5%

Some school directors (15.0%) did recognize that there are not sufficient services and qualified professionals available to work with children, and interview data revealed the services or qualified professionals that were missing or lacking in their schools and/or communities. A few school directors reported they need a social pedagogue in their schools and they need qualified school psychologists to support children. Two school directors reported,

“We would like to have a childcare inspector and an inspector from the police at our school. We also need a speech pathologist, because there are children with speech defects.” [5]

“We need qualified psychologists and the number of social pedagogues must be increased. The number of psychologists and social educators per 1,000 children is insufficient. The number of qualified specialized staff must be increased.” [39]

Some school directors recognized that they have social pedagogues and psychologists in their schools, but they want them to do more work with children.

“The social pedagogue should allocate more time for work with children; the same applies to the psychologist. In this school the psychologist works well with the whole class, but it is necessary to carry out more one-on-one interviews.” [40]

One school director also reported that they would like the school police inspector to be in the school more often and to work more with children.

“It is necessary to improve the work of the school inspector because he has flexible hours and he is not subordinated to the school. We want the school inspector to carry out preventive work and pay more attention to the kids.” [38]

At the same time, although parents are not an outside agency, some school directors maintained it would be “good to involve parents more so that they could participate in children’s lives more. Many parents don’t care what their child does and where he is.” [6] Another school director added,

“We, as well as children, need help and attention from their parents. It is often hard to get in touch with parents because they think that if they send their child to school it’s the school that should take care of the child. They don’t want to take any actions themselves, and what is worst is they don’t think it is necessary. Meetings should be organized with parents or a special service should be established for work with parents. In addition to this, it is essential that school inspectors know psychology because they cannot communicate well with children; they shout at them or even threaten them.” [5]

Schools directors were also asked about practices of referring children and their parents to other agencies in cases of school violence. Despite the fact that Table 5.11 reveals that 80.0% of school directors reported they are required by legislation or regulation to coordinate with other agencies in cases of school violence, Table 5.13 reveals that only 42.5% of school directors actually refer children and their parents to other organizations/agencies for outside support or intervention.

Table 5.12. Coordination with other agencies on school violence

	Full Sample N = 40	
	n	%
There are sufficient services and qualified professionals available to work with child victims of school violence	34	85.0%
Coordinate with:		
Medical institutions	29	72.5%
Social workers	24	60.0%
Child protection agencies	25	62.5%
Police	27	67.5%
Courts	8	20.0%
NGOs	8	20.0%

Table 5.13. Referral of children in school violence cases for outside support/intervention

	Full Sample N = 40	
	n	%
Refer children and their parents to other organizations/agencies for outside support or intervention	17	42.5%
Refer to:		
Medical institutions	30	75.0%
Social workers	24	60.0%
Psychologists	25	62.5%
Local education department	22	55.0%
Government child protection agency	26	65.0%
Police	21	52.5%
Court system	4	10.0%
Hotline	14	35.0%
NGO's working on children's issues and child rights	5	12.5%
Can you tell how many children and their parents in cases of school violence were referred for outside support and intervention in the past year (2011-2012)	5	12.5%

When asked who they refer them to, 75.0% of school directors identified medical institutions, 65.0% identified government child protection agencies, 62.5% identified psychologists, 60.0% identified social workers, 55.0% identified the local education department, and 52.5% identified police. Fewer school directors identified hotlines (35.0%), NGO's working on children's issues and child rights (12.5%), and/or the court systems (10.0%).

School directors were also asked if they could tell how many children and their parents had been referred for outside support or intervention in the past year (2011-2012); however, only 12.5% of school directors said they could provide that data. Among those that provided data on the number of referrals for outside support and intervention, 12.5% of school directors reported that one case was referred during the past year, and one school director reported that two cases were referred in the past year.

School directors were also asked if they follow-up with children that were referred for outside support/intervention following incidents of school violence. Table

5.14 shows that only 52.5% of school directors (1 out of 2) reported they follow-up with a child after they were referred for outside support/intervention to monitor the status of the child's well-being and check for continue violence. However, during the interviews, few school directors actually explained how they follow-up with children after they were referred for outside support/intervention. Most often school directors referred to monitoring children from vulnerable and high-risk families; however, not really following up with children that were victims of school violence. Yet, some school directors did report that school psychologists work with children and follow-up with vulnerable and at-risk children in their schools.

Table 5.14. Follow-up with children referred for outside support/intervention

	Full Sample N = 40	
	N	%
Follow-up with children after they were referred for outside support/intervention to monitor the status of the child's well-being and check for continued violence	21	52.5%

Transfers and dropouts from school

School directors were asked if in the past year cases of school violence resulted in a child being transferred to another school or dropping out of school. Table 5.15 reveals that the majority of school directors (92.5%) reported they did not have any cases of school violence in the past year that resulted in a child being transferred to another school or dropping out of school. Only 7.5% of school directors reported that a child transferred to another school because of school violence. No school directors reported that children had dropped out of school in the past year because of school violence.

Although only three directors admitted that cases of school violence resulted in children being transferred to another school during the past year, four school directors actually spoke about children been transferred out of their school and to another school.

"The child was transferred by the Commission [because he got in a physical fight on school property and broke another child's jaw], but not at his own wish." [38]

Table 5.15. School violence resulting in student transfers or dropout in the past year

	Full Sample N = 40	
	n	%
During the past year have any cases of school violence resulted in a child being transferred to another school or dropping out of school?		
No	37	92.5
Yes, child transferred to another school	3	7.5
Yes, child dropped out of school	0	0.0

“One student came to us from the city, because he could not study in the city. Other students did not leave him alone so his parents decided to transfer him to us.” [36]

“Yes, we transfer children to remedial schools if they have no progress in their studies, and we do it starting from the primary school to help children in advance.” [17]

“The inspector has one male pupil on his list, but this pupil has transferred to the evening school.” [24]

It is important to note that while only three school directors reported that a child transferred to another school during the past year because of school

violence, 23 teachers and specialized staff from 15 of the 40 schools reported that a child transferred to another school during the past year because of school violence (see Chapter 4). In addition, while no school directors reported that a child dropped out of school during the past year because of school violence, 3 teachers from 3 of the 40 schools reported that a child dropped out of school during the past year because of school violence (see Chapter 4).

Training related to school violence

The survey was designed to gather information about the trainings that school directors and their staff may have received related to issues of school violence and violence against children. Table 5.16 reveals that as many as 80.0% of school directors reported that they and their staff had received training on child rights and child protection; however, only 25.0% of school directors reported that these trainings were actually required. They also reported that the child rights training often ranged in length from only 1 hour to 8 hours, in some cases, and the child protection training typically ranged from 1 to 4 hours.

Table 5.16 also reveals that as many as 75.0% of school directors reported that they and their staff received training on violence against children, and 52.5% reported receiving training on gender-based

Table 5.16. Training related to child rights, violence against children, and school violence

	Training received		Training required	
	n	%	n	%
Child rights/Convention on the Rights of the Child	32	80.0%	10	25.0%
Child protection	32	80.0%	10	25.0%
Violence against children	30	75.0%	10	25.0%
Gender-based violence	21	52.5%	7	17.5%
School violence and peer bullying	22	55.0%	5	12.5%
Legislation and state policies related to violence against children	22	55.0%	7	17.5%
National system of response to violence against children	15	37.5%	6	15.0%
Identifying cases of violence against children	20	50.0%	7	17.5%
Investigating cases of violence against children	13	32.5%	3	7.5%
Interviewing child victims and witnesses of violence	10	25.0%	2	5.0%
Reporting cases of violence against children	20	50.0%	7	17.5%
Referring cases of violence against children	16	40.0%	6	15.0%
Coordination of cases of violence against children	18	45.0%	5	12.5%
Monitoring and follow-up in cases of violence against children	19	47.5%	5	12.5%

violence. While 25.0% of school directors reported the training on violence against children was required, only 17.5% reported the training on gender-based violence was required. In addition, the training on violence against children ranged in length from 1 to 4 hours, and the gender-based violence training ranged in length from 1 to 2 hours.

School director were asked more specifically about trainings on school violence and peer bullying. Surprisingly, only 52.5% of school directors reported that they and their staff had received training on school violence and peer bullying, and only 12.5% of school directors reported this training was required. Moreover, it was only 1 to 2 hour in length.

Table 5.16 also reveals that 55.0% of school directors reported that they and their staff had received training on legislation and state policies related to violence against children; however, only 17.5% of school directors reported this training was required. In addition, 37.5% of school directors reported that they and their staff had been trained on the national system of response to violence against children; however, only 15.0% of school directors reported this training was required. School directors reported that these trainings were only 1 to 3 hours in length.

Table 5.16 also reveals that only 50.0% of school directors reported they and their staff had received training on identifying cases of violence against children, and 17.5% reported it was required. Even fewer school directors reported they and their staff had received training on investigating cases of violence against children (32.5%) and interviewing child victims and witnesses of violence (25.0%). However, very few school directors reported these two trainings were required (7.5% and 5.0% respectively), and these training reportedly ranged in length from 1 to 3 hours.

Finally, Table 5.16 reveals that 50.0% of school directors reported they and their staff received training on reporting cases of violence against children, 40.0% received training on referring cases of violence against children, 45.0% were trained on coordination of cases of violence against children, and 47.5% were trained on monitoring and follow-up in cases of violence against children. Few school directors (12% to 17%) reported that these trainings were required, and they ranged in length from 1 to 3 hours.

Knowledge of reforms to the child protection system's response to school violence

Finally, school directors were asked if they were aware of any reforms to the child protection system that have recently taken place and improved the way that schools identify and intervene in situations of school violence. Table 5.17 reveals that only 45.0% of school directors reported they were aware of such reforms to the child protection system. It is important to note that 12.5% of school directors reported they simply did not know about such reforms.

Table 5.17. Knowledge of reforms to the child protection system to address school violence

	Full Sample N = 40	
	n	%
Aware reforms to the child protection system that have recently taken place and improved the way schools identify and intervene in cases of school violence	18	45.0%

One of the most common reforms that school directors were aware of was that some schools recently installed video cameras, while other school directors reported they want video cameras installed in their schools. From their perspective video cameras would help them to monitor children's behavior and help in the process of identifying incidents of school violence and protecting school property. As one school director explained,

"Video monitoring was installed two weeks prior the Uniform National Testing. It is a good way of protecting children and preventing different situations." [15]

A few school directors reported they have established written school rules regarding children's behaviors, dress, rights, and liabilities. They maintain these school rules are posted publicly for all students to see, and some school directors maintain all children in their school are required to know the school rules.

"There are school rules. They hang near the hall-door. All pupils know it. They have learned them by heart. That is, there is written what students shall not do. These rules are common for all, school uniform. Because school uniform is very important, all pupils shall be equal." [35]

CHAPTER 6:

RECOMMENDATIONS



The following recommendations are guided by the human rights obligations of the Government of Kazakhstan under the UN Convention on the Rights of the Child (CRC) and grounded in the UN World Report on Violence Against Children. The CRC recognizes that children have a right to education and requires that children be protected against “all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse” (article 19), and from “cruel, inhuman or degrading treatment or punishment” (article 37). In keeping, the governments should take all appropriate measures to ensure that “school discipline is administered in a manner consistent with the child’s human dignity and in conformity with the present Convention” (article 28). It is also crucial that all schools are designed to respect each child’s rights to non-discrimination, freedom of expression, and protection from exposure to bullying and other forms of violence by other students and by school staff. The Committee on the Rights of the Child maintains that failure to protect children from such forms of violence and discrimination can deny children the right to an education (1).

Findings from this study reveal that violence in schools is a serious problem in Kazakhstan. Among the 4,207 children surveyed, as many as 66% (2 out of 3) children were exposed to school violence and discrimination (i.e., psychological violence, physical violence, extortion, sexual abuse, cyber-bullying, and discrimination) during the past year. More specifically, 63% of children witnessed violence and discrimination among children, 44% were victims of violence and discrimination among children, and 24% were perpetrators of violence and discrimination against other children in school during the past year. In terms of physical violence among children, nearly 53% of children (1 out of 2) were exposed to physical violence in schools during the past year; 47% of children witnessed physical violence, 21% were victims of physical violence, and 15% were perpetrators of physical violence in school (see Chapter 3).

A significant proportion of teachers and specialized staff also reported witnessing violence and discrimination among children. In fact, as many as 74% (3 out of 4) of teachers and specialized staff witnessed violence and discrimination among children in their schools during the past year. In terms of specific types of violence, 62% witnessed psychological violence among children, 52% witnessed physical violence, 32% witnessed discrimination among children, 9% witnessed sexual abuse among children, nearly 8% witnessed cyber-bullying, and 7% witnessed children extorting money from other children.

Findings from this study revealed that children also experienced violence from school directors, teachers, and specialized staff. In particular, nearly 24% of children (nearly 1 out of 4) reported that teachers used violence and/or discrimination against them. More specifically, 16% of children reported school teachers used psychological violence against them, 13% reported teachers used physical violence against them, and 5% reported that teachers discriminated against them during the past year (see Chapter 3).

In addition, as many as 22% (1 out of 5) of teachers and specialized staff reported using psychological violence and/or physical violence to discipline children, and/or discriminated against children in the past year. More specifically, 9% of school staff used psychological violence and 15% used physical violence to discipline children, and 4% discriminated against children. Some teachers and specialized staff (5%) also used physical labor to discipline children (e.g., clean classrooms, toilets, garbage, and playground). Finally, 20% of teachers and specialized

staff reported they send children to the school director for punishment, and nearly 5% of children reported that school directors used violence and/or discrimination against them in the past year.

Survey and interview data with children revealed that as many as 32% to 33% of children that witnessed school violence among children did not tell anybody about the incident, and 23% of children that were victims of school violence did not tell anybody about the incident they experienced. Interview data revealed that in many schools there is a culture that children remain silent about problems of violence in schools. Children remain silent because they fear the perpetrators of school violence (i.e., bullies) will retaliate against them for speaking out. Some children that were victims of school violence were afraid that if they told someone the violence against them could become worse and more severe. If children told anybody it was most often parents, siblings, and friends; children were less inclined to report incidents of school violence to school directors, teachers, or staff.

The recommendations that follow can serve as a guide for developing a comprehensive national action plan for the prevention and reduction of violence and discrimination in schools in Kazakhstan. It is the intended that these recommendations can support the governmental bodies, educational authorities, school directors and teachers, and students and parts to create nonviolent schools.

LEGISLATIVE ACTION

Chapters 4 and 5 reveal that only 50% of school teachers and specialized staff and 55% of school directors reported they are required by official regulation/policy to register or record incidents of school violence (19% of teachers and specialized staff and 7% of school director did not know if they were required by regulation). In addition, only 52% of school directors reported that their school has specific guidelines or protocols that must be followed as it relates to reporting cases of school violence. Very few school directors were able to identify which official policy or regulation mandates that they record or report cases of violence against children.

Chapter 4 also reveals that only 36% of teachers and specialized staff were aware of any official regulations/policies that address teachers' use of corporal punishment in schools, and 28.4% of teachers and specialized staff were aware of an official

regulation/policy for disciplining school personnel who use physical punishment on children in school. Surprisingly, as many as 31% to 33% of teachers and specialized staffs did not know about any official regulations or policies related to disciplining children in schools and/or the use of corporal punishment in schools.

To ensure that children have access to violent-free learning environments, where the rights of all children are respected and promoted, this requires a clear legal framework and a range of policies and regulations that prohibit all forms of violence against children in schools, including violence and bullying among children, and school staff's use of corporal punishment and other forms of cruel and degrading punishment to discipline and control children. It also requires mandatory reporting of violence in schools, both violence among children and school staff's use of violence against children.

Recommendation 1: Ensure legislation exists that prohibits all forms of violence and discrimination against children in schools, including corporal punishment and others forms of cruel and degrading punishment

The UN World Report on Violence Against Children notes that laws on criminal assault are seldom interpreted as prohibiting physical chastisement or corporal punishment, and all other forms of cruel or degrading punishment of children in educational settings. In fact, findings from this study reveal that legislation to effectively address violence against children in schools either does not exist or may exist, but is not effectively implemented or applied. These findings demonstrate that there needs to be a careful analysis of legislation that regulates the protection and care of children in schools and that governs school directors, teachers, and specialized staff's conduct and treatment of children in schools, and criminalizes all forms of violence against children, including physical chastisement or corporal punishment, along with all other forms of cruel and degrading punishment of children in schools.

There also needs to be a careful analysis of legislation that regulates the response to violence against children in schools. Based upon findings from this analysis, legislation may need to be established or modified and/or existing legislation identified and monitored for implementation that prohibits all forms of violence against children and corporal punishment, as well as establishes a formal code of conduct for school directors, teachers, and specialized

staff that specifies reasons for and processes of disciplining and dismissing of school directors, teachers, and specialized staff found to either commit and/or ignore incidents of violence against children in schools (either among children or by school teachers and staff). It is important that such legislation be consistent with the CRC and other human rights instruments.

These findings demonstrate that the Government of Kazakhstan needs to implement not only legislation, but also mechanisms that ensure effective and consistent implementation of legislation that addresses violence against children in schools, and more broadly the protection and care of children in schools. For legal reform to be effective and achieve the intended goal, training will be needed for all school directors, teachers and specialized staff that work in schools and have contact with children, as well as all those involved in child protection systems (e.g., child protection officials/civil servants, social workers, police, prosecuting authorities, and court staff and judges).

The aim should be to stop school directors, teachers, and specialized staff from using corporal punishment and other cruel and degrading punishment against children. The focus should be on ensuring the use of non-violent teaching and learning strategies and disciplinary measures in schools. Educational authorities must ensure that teaching and learning strategies and disciplinary measures are used that are not based on fear, threat, humiliation, or use of physical force (2).

It is also important that the Government of Kazakhstan work in collaboration with international organizations and local nongovernmental organizations (NGOs) to develop mechanisms to ensure systematic and consistent monitoring of the implementation of legislation and regulations that address school violence.

Recommendation 2: Mandatory reporting of incidents of violence against children in schools

Effective legislation should include mandatory registration, recording, and reporting of incidents of school violence. It is important that any legislation and policies related to mandatory reporting provide a clear definition of reportable cases, sanctions for failure to report, and protection from civil, criminal, and administrative proceedings for all who report in good faith incidents of violence in schools.

Effective complaint procedures should also include the establishment of independent bodies (outside of schools) that are responsible for dealing with complaints and provide the complaining child and/or school teacher/staff with protection from negative reactions from other children and staff in schools. These independent bodies could operate at the regional or local levels. It is also important that the National Human Rights Centre (Ombudsman) and the Committee on the Rights of the Child be involved in the complaint process.

In addition, there should be mandatory investigation by competent bodies of reported incidents of school violence.

PREVENTION AND INTERVENTION

International research demonstrates that violence in schools can be prevented and reduced. The key, however, is to ensure national legislation and regulations are coupled with school violence reduction programmes that include educational authorities, school directors, teachers, specialized staff, and children and parents.

International literature reveals a large and growing body of research that has documented a wide range of effective (and ineffective) programmatic and strategic initiatives to prevent and respond to school violence (3, 4, 5). Box 6.1 highlights several programmatic and strategic initiatives that are often part of school violence reduction programmes; however, the key to success of any school violence reduction programme is making sure that it is grounded in the local context and is site-appropriate. In other words, it takes into consideration the type of educational facility, the desired purpose and content of the programme, and the targeted population (e.g., general children, deviant children, and children with limited abilities). Research has proven that simply “exporting” a school violence prevention programme from one country to another or from one educational facility to another is “not” an effective practice (6).

Recommendation 3: Develop and implement a model school violence reduction programme

The Government of Kazakhstan should cooperate with UNICEF to design, test, and document a comprehensive school violence reduction programme that positively affects the school environment. This programme should be pilot tested across a variety

of educational institutions (e.g., general education schools, schools for children with deviant behavior, and correctional schools for children with limited abilities) in one region/oblast of Kazakhstan. The Ministry of Education and Science of the Republic of Kazakhstan (MoES) and the national universities and schools are key stakeholders and should be collaborators in the development and implementation of such a comprehensive school violence reduction programme.

It is important that development and implementation of a model school violence reduction programme should be based upon findings from this assessment of violence in schools, and grounded in international literature that has documented the effectiveness (and ineffectiveness) of a wide range of programmatic and strategic initiatives to prevent and respond to school violence.

Recommendation 4: Prioritize attention to gender differences in school violence, and the sexual and gender-based violence of girls in schools

Chapter 4 reveals that there are some gender differences – differences between boys and girls – in their exposure to school violence. In particular, males were significantly more likely than girls to witness physical violence, extortion, and sexual abuse; whereas, girls were more likely to witness discrimination. In terms of victimization, girls were more likely than boys to be victims of psychological violence and discrimination in school; whereas, boys were more likely to be victims of physical violence. Interview data also revealed that girls were more likely to experience unwanted sexual abuse and harassment from boys in schools. Finally, in terms of perpetrating school violence, boys were significantly more likely than girls to perpetrate psychological violence, physical violence, sexual abuse, cyber-bullying, and discrimination in schools.

It is important that the Government of Kazakhstan understand and acknowledge gender differences in school violence and its impact on both boys and girls as witnesses, victims, and perpetrators of school violence. It is also important that they understand the unique forms of school violence experienced by girls in school, particularly sexual abuse and harassment and gender-based violence and discrimination, and the negative effects it has on girls’ ability to learn and to feel safe at school.. Initiatives must be developed in schools to stop gender discrimination and sexual and gender-based violence against girls in schools.

Recommendation 5: Give special attention to vulnerable children and understand their risks of experiencing violence in schools

Chapter 4 revealed that vulnerable children, including children from poor families, families with problems of domestic/family violence, children exposed to child abuse and neglect, children without parental care, and children with physical disabilities and learning development delays are at increased risk of school violence, including violence from other children and violence from school teachers. In some cases, vulnerable children are also at increased risk of perpetrating school violence. Vulnerable children exposed to school violence can also be at increased risk of self-harming and suicidal behaviors.

Given these findings it is important that the Government of Kazakhstan and educational authorities implement specific strategies to ensure that the special needs of vulnerable children are addressed

and that discrimination against vulnerable children is stopped. School directors, teachers, and specialized staff must understand the problems of vulnerable children and their increased risk of being the victims and perpetrators of school violence.

Recommendation 6: School director, teacher, and specialized staff training and accountability

Chapter 4 reveals that only 21% to 22% of teachers and specialized staff reported being trained on issues of violence against children and/or school violence, and only 14% were trained on gender-based violence. Moreover, only 30% of teachers and specialized staff were trained on legislation and policies related to school violence and violence against children, 16% on identifying violence against children and interviewing child victims and witnesses of violence, and 23% on reporting cases of violence in schools. In addition, very fewer teachers and specialized staff were trained on management and coordination of

Box 6.1. School Violence Reduction Programmatic and Strategic Initiatives

Security apparatus and policies are common and include closed campus policies, use of security guards or police officers, surveillance cameras and metal detectors, locked doors, and dress codes (few of these methods have been evaluated and whether such devices actually reduce levels of violence remains untested).

Peer-led programmes involve students in the establishment and/or operation of the violence prevention programmes and strategies, including peer mediation programmes and peer counseling programmes (according to international research neither of these have been shown programmes have been proven effective), and student problem-solving approaches in which engage students in developing, implementing, and assessing programmes and strategies based upon their identification of, and perspectives on school problems (this approach shows some promise);

Psycho-social and psycho-educational programmes is one of the most frequently adopted violence reduction programmes that focuses on providing counseling, teaching, coaching, and training to promote individual behaviors and enhance student's interpersonal and conflict resolution skills (international research results are mixed in terms of the effectiveness of these programmes and strategies).

Integrated selected and indicated programmes target students who exhibit known risk factors and aggressive or violent behaviors and are more intensive than universal programmes and require involvement of non-school sectors of the child's life. Such programmes address the needs of students who engage in behaviors from verbal aggression to serious violence.

Threat assessment and crisis response strategies focus on identifying and responding to students who are experiencing emotional difficulties, undertaking a systematic threat assessment when a student poses a risk of violence, and managing violence-related crises and their aftermath.

Discipline policies and rules are one of the most common strategies that schools use to prevent bullying, violence, and harassment. Effective school rules and policies have been identified and consistent application of rules and sanctions for aggressive behaviors and violent acts or incidents are recognized, as well as the benefits of offering incentives for desirable behaviors.

School climate-oriented programmes focus on systematic change through building capacity of students and adults' attitudes, beliefs, and feelings about the school and codes of behaviour and resolving interpersonal conflict.

cases of school violence (15%), monitoring and follow-up in cases of school violence (14%), or the national system of response to school violence and violence against children.

Given the nature and extent of violence in schools as documented in this study (including violence among children and school directors, teachers and specialized staff use of violence against children) it is crucial that the Government of Kazakhstan ensure that school directors, teachers, and specialized staff be qualified and fit to work with children and youth. School directors, teachers, and specialized staff should be carefully selected, undergo criminal record background checks, receive appropriate training and necessary supervision, be fully qualified, and receive adequate wages related to their professional status.

All school directors, teachers, and specialized staff that work in schools must be well-trained in:

- Legislation and regulations related to child rights, child protection and care, and violence against children
- Code of conduct for school directors, teachers, and specialized staff
- Regulations for discipline and dismissal of school directors, teachers, and specialized staff
- Registration, recording, and reporting of incidents of violence in schools
- Forms of violence against children and its impact on children and school climate
- Children with special needs and vulnerable populations
- Running away and self-harm among children
- Non-violent teaching, learning, discipline, and communication
- Violence prevention in schools
- Whistle blowing

Training, however, is not enough; it is important that school directors, teachers, and specialized staff be regularly supervised and supported in the use of non-violence and respectful classroom management strategies. School directors, teachers, and specialized staff must also be held accountable for their actions, including disciplined and/or dismissed for inappropriate conduct and interactions with children.

Recommendation 7: Monitoring of violence in schools

The risk for injury and damage to a child's physical and mental health, social and psychological

well-being and development, and academic achievement increases with the frequency and severity of violence in schools. Therefore, it is extremely important that incidents of violence and bullying in schools be identified as soon as possible, and that appropriate intervention be provided to bring an end to the violence. It is also important that incidents of children running away and engaging in self-harm/suicide be monitored and investigated because as this study revealed, children that run away and engage in self-harming behaviors were significantly more likely to report family problems and exposure to violence in schools (see Chapter 3). Thus, running away and self-harming and suicidal behaviors serve as important warning signs for problems in children's lives, both in the family and home, as well as in the school and educational setting.

Recommendation 8: Ensure effective complaint, investigation, and enforcement mechanisms

Chapters 3 and 4 reveal that a significant proportion of children and school staff were unwilling to officially report problems of violence in schools; as a result, few incidents of school violence came to the attention of the school directors or were registered, recorded, or reported (see Chapter 5). When incidents of school violence did come to the attention of school directors, teachers, and specialized staff a response was often lacking. In many schools, school directors, teachers, and specialized staff applied quick-fix solutions or dealt with the problem superficially with verbal reprimands. Some school directors would transfer or expel perpetrators of school violence, rather than attempt to understand and change their behavior, which only transferred the problem to another school and to the wider community.

In keeping with recommendations outlined in the UN World Report on Violence Against Children, children in schools should have simple, accessible and safe opportunities to report incidents of school violence without risk of reprisal or fear of retribution. Children and their parents should be encouraged to report incidents of school violence in a confidential manner. In addition, it is important that parents are informed about incidents of violence involving their children.

It is important that when school directors and staff identify or receive reports of school violence that they be required by law to report such incidents to authorities, or should be expected to do so irrespective



of legal obligation. To be effective, reporting must be matched with effective investigation. It is crucial that all complaints of school violence be investigated thoroughly and promptly, safeguarding ‘whistle-blowers’ from reprisals and retribution.

It is also important that effective sanctions be made against perpetrators of school violence. In cases of school directors, teachers and specialized staff using violence against children, the Government should adopt and apply a continuum of appropriate criminal, civil, administrative, and professional proceedings and sanctions against individuals who are responsible for violence against children in schools. School violence will never be fully eliminated as long as child and adult perpetrators of such violence believe they can get away with it.

Recommendation 9: Ensure response and support mechanisms to child victims of school violence

Schools are one of the primary settings where children spend most of their time getting an education and socializing with others. At the same time, for many children the school can serve as an important point of entry for children to be identified that need support from the child protection system. School directors, teachers, and specialized staff can and

should play an important role in identifying vulnerable children and children in need of intervention by the child protection system, and they should serve as a link between the child and child protection system.

In addition, children affected by violence must receive appropriate care and support. Children who have been subjected to violence should receive appropriate medical and mental health care. Appropriate interventions can include educational and psychosocial support or psychotherapy. Special attention should be given to restoring children’s confidence in relationships with other children and adults as an important part of the healing process.

Recommendation 10: Develop awareness raising prevention and anti-violence campaigns for school staff, children and parents

In cooperation with relevant international and non-governmental organizations, the Government of Kazakhstan should develop and conduct awareness raising prevention and anti-violence campaigns for school directors, teachers, specialized staff, and children and parents. Such campaigns should inform on the negative consequences and costs of school violence and peer bullying. Developing anti-violence

and anti-bullying campaigns is also important, particularly campaigns that encourage school directors, teachers, specialized staff, and children to identify peer bullying behaviors, report peer bullying, and understand the negative impacts of bullying on their peers and the school climate.

In schools, curriculum, textbooks, and teaching methods should be developed that promote:

- Education on child rights, violence against children, the negative consequences and costs of violence against children, and alternative ways to correct and discipline children.
- Interactive and role playing education designed to teach children methods of non-violent communication and discipline, and to have an increased understanding of non-violent communication and conflict resolution with the goal of create non-violent and safe school environments.
- Education on how to register, record, and report incidents of school violence. Also, how children can have access to monitoring and reporting agencies, including the National Human Rights Centre (Ombudsman) and protections for children that report incidents of school violence.
- Social and life skills education for children with a focus on promoting healthy alternatives to risky behaviors through activities that are designed to teach children to develop the necessary skills to resist social/peer pressure to engage in violent and bullying behaviors and risky behaviors; increase their knowledge of the immediate consequences of alcohol and substance abuse; help students to develop greater self-esteem and self-confidence; enable students to effectively cope with anxiety; enhance behavior skills to live a healthy lifestyle.

Public health experience shows that awareness raising campaigns may have little effect by themselves; they must be accompanied by focused outreach and policy changes.

DATA COLLECTION

This assessment was one of the first systematic efforts made to collect reliable data on the nature and extent of violence in schools in Kazakhstan. The findings from this assessment can and should be used for purposes of policy and programme development; after all, policies and programmes are always improved when based upon reliable data.

Recommendation 11: Improve data collection on all forms of violence in schools

It is important to strengthen data collection efforts related to all forms of school violence. It would be especially beneficial if such data is disaggregated by type of school and region, as well as children's sex, age, and grade.

ADVOCACY

Recommendation 12: Promote a public dialogue about school violence

One of the cornerstones of any strategic response to violence against children, including school violence, is to break the silence on the subject matter. A dialogue about issues of violence in schools needs to take place in political and public spaces where effective solutions can be adequately discussed and implemented. Without a public dialogue, involving key government officials and other stakeholders, it will be difficult to reduce violence in schools.

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APPENDICES

Appendix Table 1. Parental attachment measures

Parental attachment	Never		Sometimes		Very often	
	n	%	n	%	n	%
My parents are persons that I can count on to provide emotional support when I feel troubled	91	2.2%	957	2.7%	3,156	75.0%
My parents support my goals and interests	76	1.8%	1,209	28.7%	2,920	69.4%
My parents understand my problems and concerns	137	3.3%	1,153	27.4%	2,911	69.2%
My parents have no idea what I am feeling or thinking	1,923	45.7%	1,663	39.5%	615	14.6%
My parents are too busy to help me	2,053	48.8%	1,811	43.0%	340	8.1%
My parents ignore what I have to say	2,842	67.6%	948	22.5%	415	9.9%
My parents are disappointed in me	2,947	70.0%	1,041	24.7%	213	5.1%

Appendix Table 2. Anger and physical aggression measures

	Not like me		Somewhat like me		Very much like me	
	n	%	n	%	n	%
Anger						
I have become so made that I have broken things	3,485	82.8%	578	13.7%	144	3.4%
At times, I feel like a bomb ready to explode	3,026	71.9%	970	23.1%	211	5.0%
I am a calm person	703	16.7%	1,543	36.7%	1,961	46.6%
I have trouble controlling my temper	3,170	75.4%	843	20.0%	194	4.6%
I let my anger show when I do not get what I want	2,923	69.5%	1,051	25.0%	233	5.5%
Physical aggression						
I may hit someone if they provoke me	2,563	60.9%	1,329	31.6%	315	7.5%
At times, I cannot control the urge to hit someone	3,302	78.5%	760	18.1%	145	3.4%
If somebody hits me, I hit back	1,356	32.2%	1,726	41.0%	1,125	26.7%
I have threatened people I know	4,021	95.6%	155	3.7%	31	0.7%
I get into fights more than most people	3,883	92.3%	262	6.2%	62	1.5%

Appendix Table 3. Effect of anger on physical aggression

Anger	Low Physical Aggression		High Physical Aggression	
	n	%	n	%
Low	2,372	79.5%	610	20.5%
High	582	47.5%	643	52.5%

Appendix Table 4. Witness violence and discrimination among children in school						
In the past year, how often have you seen a child in your school:	Never		Sometimes		Very often	
	n	%	n	%	n	%
Psychological abuse						
Called names or made fun of by another child	2,331	55.4%	1,552	36.9%	324	7.7%
Damage or take away another child's things	3,566	84.8%	550	13.1%	91	2.2%
Threatened another child	3,282	78.0%	820	19.5%	104	2.5%
Physical violence						
Push, trip, shove, or kick another child	2,532	60.2%	1,419	33.7%	254	6.0%
Hit/beat another child	3,028	72.0%	1,043	24.8%	133	3.2%
Physically injure another child	3,658	87.0%	493	11.7%	53	1.3%
Threaten or attack another child with an object or weapon	4,048	96.2%	141	3.45	18	0.4%
Economic abuse						
Extort/take money away from another child	3,848	91.5%	331	7.9%	27	0.6%
Sexual abuse						
Touch/grab another child's private/sexual body parts	3,895	92.6%	275	6.5%	37	0.9%
Discrimination						
Treat bad/make fun of another child because of their nationality or skin color	3,427	81.5%	679	16.1%	101	2.4%
Treat bad/make fun of another child because of their clothing or where they live	3,470	82.5%	653	15.5%	84	2.0%
Treat bad/make fun of another child because of their religion	3,983	94.7%	193	4.6%	28	0.7%
Treat bad/make fun of another child because they have a disability	3,314	78.8%	792	18.8%	98	2.3%

Appendix Table 5. Victim of violence and discrimination from other children in school						
During the past year, how often did a child at school:	Never		Sometimes		Very often	
	n	%	n	%	n	%
Psychological abuse						
Make fun of you, call you names, or say mean things to hurt your feelings	3,145	74.8%	942	22.4%	115	2.7%
Threaten you	3,942	93.7%	232	5.5%	31	0.7%
Damage or take something of yours	3,960	94.1%	218	5.2%	27	0.6%
Say lies about you to make other children not like you	3,101	73.7%	976	23.2%	128	3.0%
Physical violence						
Push, trip, shoved, or kicked you	3,639	86.5%	510	12.1%	57	1.4%
Hit/beat you	3,823	90.9%	348	8.3%	33	0.8%
Physically injure you	3,793	90.2%	382	9.1%	26	0.6%
Threaten or attack you with an object or weapon	4,147	98.6%	52	1.2%	7	0.2%
Economic abuse						
Extort/take money from you	4124	98.0%	64	1.5%	17	0.4%
Sexual abuse						
Make sexual comments/jokes about your body	3,998	95.0%	180	4.3%	25	0.6%
Touch, pinch, or grab a part of your body in a way that made you feel uncomfortable	3,973	94.4%	205	4.9%	24	0.6%
Cyber-bullying						
Use the internet or cell phone to send SMS or pictures to threaten or embarrass you	4,107	97.6%	82	1.9%	17	0.4%
Discrimination						
Make hurtful comments about you because you are a girl	3,758	89.4%	277	6.6%	30	0.7%
Treat you bad/make hurtful comments about you because of your nationality or skin color	3,975	94.5%	209	5.0%	21	0.5%
Treat you bad/make hurtful comments about you because of your clothing or where you live	4,047	96.2%	137	3.3%	21	0.5%
Treat you bad/make hurtful comments about you because of your religion	4,129	98.1%	66	1.6%	10	0.2%
Treat you bad/make hurtful comments about you because of a disability you have	3,956	94.0%	224	5.3%	24	0.6%

Appendix Table 6. Perpetrator of violence and discrimination against other children in school						
During the past year, how often have you:	Never		Sometimes		Very often	
	n	%	n	%	n	%
Psychological abuse						
Teased or made fun of another child at school	3,785	90.0%	407	9.7%	15	0.4%
Threatened to hurt another child at school	4,013	95.4%	175	4.2%	19	0.5%
Damaged or took something from another child at school	4,160	98.9%	41	1.0%	6	0.1%
Spread rumors about another child at school	4,075	96.9%	117	2.8%	15	0.4%
Physical violence						
Pushed, tripped, shoved, or kicked by another child at school	3,945	93.8%	248	5.9%	14	0.3%
Hit/beat another child at school	3,664	87.1%	504	12.0%	39	0.9%
Physically injured another child at school	4,114	97.8%	79	1.9%	14	0.3%
Threatened or attacked another child at school with an object or weapon	4,181	99.4%	21	0.5%	5	0.1%
Economic abuse						
Extorted/took money away from another child at school	4,182	99.4%	19	0.5%	6	0.1%
Sexual abuse						
Made sexual comments/jokes about another child at school	4,112	97.7%	82	1.9%	13	0.3%
Teased another child at school by touching/grabbing their private/sexual body parts	4,150	98.6%	44	1.0%	13	0.3%
Cyber-bullying						
Used the internet or cell phone to send SMS or pictures to threaten or embarrass another child	4,165	99.0%	38	0.9%	4	0.1%
Discrimination						
Made fun of another child at school because of their ethnicity or skin color	4,137	98.3%	63	1.5%	7	0.2%
Made fun of another child at school because of their clothing or where they live	4,135	98.3%	64	1.5%	8	0.2%
Made fun of another child at school because of their religion	4,163	99.0%	33	0.8%	11	0.3%
Made fun of another child at school because they have a disability	4,112	97.7%	90	2.1%	5	0.1%

Appendix Table 7. Weapons carrying by demographics and exposure to school violence				
	Carry weapon on school property		Carry weapon outside of school	
Witness school violence and discrimination				
No	22	1.5%	21	1.4%
Yes	83	3.1%	104	3.9%
Victim of school violence and discrimination				
No	38	1.8%	43	2.0%
Yes	59	3.1%	71	3.8%
Perpetrate school violence and discrimination				
No	46	1.4%	48	1.5%
Yes	60	5.9%	79	7.8%

Appendix Table 8. Weapon carrying by demographics				
	Carry weapon on school property		Carry weapon outside of school	
	n	%	n	%
Sex				
Female	30	1.4%	35	1.6%
Male	76	3.7%	92	4.5%
Grade				
5th grade	13	1.8%	19	2.6%
6th grade	27	3.5%	23	3.0%
7th grade	16	2.2%	17	2.4%
8th grade	25	3.6%	28	4.0%
9th grade	14	2.0%	17	2.6%
10th grade	11	1.8%	22	3.7%
Urban/rural				
Urban	61	2.7%	68	3.0%
Rural	45	2.3%	59	3.1%

Appendix Table 9. Violence and discrimination by teachers

During the past year:	Never		Sometimes		Very often	
	n	%	n	%	n	%
Psychological abuse						
Teacher called you names or said mean things to hurt your feelings	3,703	88.0%	440	10.5%	64	1.5%
Teacher ridiculed, humiliated, or embarrassed you in front of your classmates	3,831	91.1%	341	8.1%	35	0.8%
Teacher acted in a way that made you afraid they might physically hurt you	4,128	98.1%	66	1.6%	13	0.3%
Teacher locked you in a room/small place to punish you	4,158	98.8%	40	1.0%	9	0.2%
Physical violence						
Teacher prevented you from using the toilet as a form of punishment	3,919	93.2%	251	6.0%	37	0.9%
Teacher hit you with an object to punish you	4,059	96.5%	127	3.0%	21	0.5%
Teacher spanked or slapped you	4,049	96.2%	138	3.3%	20	0.5%
Teacher punished you by forcing you to stay in an uncomfortable position for a long time	4,022	95.6%	157	3.7%	28	0.7%
Discrimination						
Teacher made hurtful comments/treated you bad because you are a girl	4,131	98.2%	69	1.6%	7	0.2%
Teacher made hurtful comments/treated you bad because of your nationality or skin color	4,151	98.7%	51	1.2%	5	0.1%
Teacher made hurtful comments/treated you bad because of your clothing or where you live	4,128	98.1%	66	1.6%	13	0.3%
Teacher made hurtful comments/treated you bad because of your religion	4,168	99.1%	33	0.8%	6	0.1%
Teacher made hurtful comments/treated you bad because of a disability you have	4,105	97.6%	96	2.3%	6	0.1%
Teachers show favoritism or treat some children better than others in your school	2,715	64.5%	1,131	26.9%	361	8.6%

Appendix Table 10. Violence and discrimination by school directors

During the past year:	Never		Sometimes		Very often	
	n	%	n	%	n	%
Psychological abuse						
School director called you names or said mean things to hurt your feelings	4,126	98.1%	72	1.7%	9	0.2%
School director ridiculed, humiliated, or embarrassed you in front of your classmates	4,149	98.6%	53	1.3%	5	0.1%
School director acted in a way that made you afraid they might physically hurt you	4,177	99.3%	22	0.5%	8	0.2%
School director locked you in a room/small place to punish you	4,187	99.5%	16	0.4%	4	0.1%
Physical violence						
School director hit you with an object to punish you	4,179	99.3%	23	0.5%	5	0.1%
School director spanked or slapped you	4,178	99.3%	24	0.6%	5	0.1%
School director punished you by forcing you to stay in an uncomfortable position for a long time	4,166	99.0%	36	0.9%	5	0.1%
Discrimination						
School director made hurtful comments/treated you bad because of your nationality or skin color	4,172	99.2%	33	0.8%	2	0.1%
School director made hurtful comments/treated you bad because of your clothing or where you live	4,175	99.2%	29	0.7%	3	0.1%
School director made hurtful comments/treated you bad because of your religion	4,187	99.5%	16	0.4%	4	1%
School director made hurtful comments/treated you bad because of a disability you have	4,168	99.1%	31	0.7%	8	0.2%

Appendix Table 11. Sense of safety in and to/from school by grade

Grade	Sense of safety in school				Sense of safety to/from school			
	Safe		Not Safe		Safe		Not Safe	
	n	%	n	%	n	%	n	%
5th grade	633	86.2%	101	13.8%	613	83.5%	121	16.5%
6th grade	653	85.1%	113	14.8%	633	82.6%	133	17.4%
7th grade	654	91.3%	62	8.7%	637	89.0%	79	11.0%
8th grade	625	89.9%	70	10.1%	613	88.2%	82	11.8%
9th grade	640	91.7%	58	8.3%	644	92.3%	54	7.7%
10th grade	565	94.5%	33	5.5%	563	94.1%	35	5.9%

Appendix Table 12. Teachers and specialized staff witness violence and discrimination among children in school

In the past year, how often have you seen a child in your school:	Never		Sometimes		Very often	
	n	%	n	%	n	%
Psychological abuse						
Called names or made fun of by another child	399	43.4%	489	53.2%	29	3.2%
Damage or take away another child's things	751	81.7%	162	17.6%	4	0.4%
Threatened another child	709	77.1%	204	22.2%	4	0.4%
Physical violence						
Push, trip, shove, or kick another child	504	54.8%	390	42.4%	23	2.5%
Hit/beat another child	659	71.7%	248	27.0%	10	1.1%
Physically injure another child	721	78.5%	194	21.1%	2	0.2%
Threaten or attack another child with an object or weapon	900	97.9%	16	1.7%	1	0.1%
Economic abuse						
Extort/take money away from another child	852	92.7%	62	6.7%	3	.3%
Sexual abuse						
Make sexual comments/jokes about another child	846	92.1%	71	7.7%	0	0.0%
Touch/grab another child's private/sexual body parts	893	97.2%	23	2.5%	1	0.1%
Cyber-bullying						
Use the internet or a cell phone to send SMS or pictures to threaten or embarrass another child	845	91.9%	67	7.3%	5	0.5%
Discrimination						
Treat bad/make fun of another child because of their nationality or skin color	825	89.8%	88	9.6%	4	0.4%
Treat bad/make fun of another child because of their clothing or where they live	717	78.0%	193	21.0%	7	0.8%
Treat bad/make fun of another child because of their religion	888	96.6%	28	3.0%	1	0.1%
Treat bad/make fun of another child because of their foreign origin	885	96.3%	28	3.0%	4	0.4%
Treat bad/make fun of another child because they have a disability	803	87.4%	109	11.9%	5	0.5%

Appendix Table 13. Specific types of discipline and discrimination used by teachers and specialized staff

In the past year, how often did you:	Never		Sometimes		Very often	
	n	%	n	%	n	%
Positive discipline						
Punish a child by sending them out of the classroom	815	88.7%	101	11.0%	1	0.1%
Punish a child by giving them a “good talking to” in private	480	52.2%	402	43.7%	35	3.8%
Punish a child by making them stay in at break time or after school	670	72.9%	243	26.4%	4	0.4%
Telephone a child’s parents or send an unfavorable report home to his/her parents	470	51.1%	429	46.7%	18	2.0%
Approach school specialized staff to solve/discuss problems with students	404	44.0%	477	51.9%	36	3.9%
Psychological violence						
Punish a child by calling them names or ridiculing them	895	97.5%	18	2.0%	4	0.4%
Punish a child by humiliating or embarrassing them in front of their classmates	865	94.1%	50	5.4%	2	0.2%
Act in a way that made a child think you might use physical force to punish them	895	97.4%	21	2.3%	1	0.1%
Punish a child by locking them in a room/small place	915	99.6%	2	0.2%	0	0.0%
Physical violence						
Punish a child by preventing them from using the toilet	824	89.7%	89	9.7%	4	0.4%
Punish a child by forcing them to stay in an uncomfortable position for a long time	864	94.0%	51	5.5%	2	0.2%
Punish a child by hitting them with a paddle, stick, belt or ruler?	911	99.1%	5	0.5%	1	0.1%
Punish a child by spanking/slapping them with your hand	909	98.9%	8	0.9%	0	0.0%
Physical labor						
Punish a child with physical labor (clean classrooms, toilets, garbage, playground)	869	94.6%	48	5.2%	0	0.0%
Defer punishment to the school director						
Send a child to the school director’s office for punishment	730	79.4%	184	20.0%	3	0.3%
Discrimination of children						
Make negative comments about a child because of their nationality or skin color	913	99.3%	2	0.2%	2	0.2%
Make negative comments about a child because of their clothing or where they live	894	97.3%	22	2.4%	1	0.1%
Make negative comments about a child because of their religion	914	99.5%	3	0.3%	0	0.0%
Make negative comments about a child because of their foreign origin	917	99.8%	0	0.0%	0	0.0%
Make negative comments about a student with a disability	904	98.4%	13	0.14%	0	0.0%

Appendix Table 13. Specific types of discipline and discrimination used by teachers and specialized staff

In the past year, how often see another teacher:	Never		Sometimes		Very often	
	n	%	n	%	n	%
Punish a child by calling them names or ridiculing them	768	83.6	144	15.7	5	0.5
Punish a child by forcing them to stay in an uncomfortable position for a long time	814	88.6	100	10.9	3	0.3
Punish a child by humiliating or embarrassing them	800	87.1	114	12.4	3	0.3
Act in a way that made a child think they might use physical force to punish them	868	94.5	47	5.1	2	0.2
Punish a child by locking them in a room/small place	903	98.3	14	1.5	0	0.0
Punish a child with physical labor	836	91.0	77	8.4	4	0.4
Punish a child by hitting them with a paddle, stick, belt or ruler	904	98.4	12	1.3	1	0.1
Punish a child by spanking/slapping them with their hands	900	97.9	17	1.8	0	0.0
Treat bad/make negative comments about a child because of their ethnicity or skin color	900	97.9	17	1.8	0	0.0
Treat bad/make negative comments about a child because of their clothing or where they live	852	92.7	61	6.6	4	0.4
Treat bad/make negative comments about a child because of their religion	903	98.3	13	1.4	1	0.1
Treat bad/make negative comments about a child because of their foreign origin	906	98.6	9	1.0	2	0.2
Treat bad/make negative comments about a child with a disability	881	95.9	35	3.8	1	0.1

COMMENTS BY GOVERNMENT AGENCIES

Comments by the Ministry of Education and Science of the Republic of Kazakhstan

The National Human Rights Center
Re: Letter № 01/111-И dated 22 December 2012

The Ministry of Education and Science of Kazakhstan has reviewed the study “Assessment of violence against children in schools of Kazakhstan” prepared by UNICEF international expert Ms. Robin Haarr and informs of the following.

The recommendations presented in this report will be considered when developing complex measures for the prevention of violence and abuse against children.

Meanwhile, currently certain work is being done to prevent violence against children and adolescents.

In regions are implemented approved action plans on prevention of violence and abuse against minors.

In order to increase the level of legal culture and awareness among children and their parents in the field of education and child protection, the following seminars are conducted in the regions: “Parents’ legal literacy – a guarantee of children’s rights protection”, “You and your rights”, information campaigns “Childhood without violence and death”, and “12 days against the worst forms of child labor”.

Also, activities of public authorities for the prevention of violence and abuse against children were reviewed at the XI meeting of the Inter-sectoral commission under the Government of Kazakhstan. Its recommendations were sent to local government authorities for implementation and taking actions.

Under the Committee for Child Rights Protection operates a Council of NGOs. One of its seven areas is to prevent violence against children, human trafficking and exploitation of child labor.

On the Committee’s website and on the internet resources of the local departments for child rights protection there is a section titled “Childhood without violence and death”.

In addition, in 2012, at the request of the Committee for Child Rights Protection under the Ministry of Education and Science of Kazakhstan, the Sange Research Center developed a manual on creating supportive family relationships for children, parents and teachers.

In general, we believe that the study will result in producing the most effective measures to protect children from violence and will become the foundation for the development of an action plan on prevention of violence and abuse.

Vice-Minister

S. Shayakhmetov

Prepared by Zh. Alzhanova, 74-20-49

Comments by the Department for Pre-school and Secondary Education under the Ministry of Education and Science of the Republic of Kazakhstan

The National Human Rights Center
Re: Letter № 01/234-И dated 29 January 2013

The Department for pre-school and secondary education informs of the following regarding the study “An assessment of violence against children in schools of Kazakhstan” conducted by the Centre and UNICEF.

The materials provided by UNICEF on assessment of violence against children in schools in Kazakhstan were reviewed and analyzed.

To summarize, during the conducted study data on the extent of violence against children in schools were collected and analyzed, and recommendations on violence reduction in educational institutions were provided.

At the same time, the presented material is overloaded with explanations of how the study was conducted, and the excessive details make the issue of school violence difficult to understand.

Upon the conducted studies in state-run institutions (2010) and on the assessment of children’s vulnerabilities to risky behaviors, sexual exploitation and trafficking (2011), heads of educational institutions noted the impropriety (incorrectness) of a whole range of questions addressed to Kazakhstani pupils.

In this regard, when conducting studies it is paramount to preliminary test surveys taking into account the national context and traditions of students.

Overall, having read the recommendations, we plan, jointly with the regional education departments and education departments of Astana and Almaty cities, to work out recommendations on studying the monitoring of violence in general secondary schools, and to organize trainings for principals and teachers on legislation on violence in schools.

Moreover, with the involvement of pedagogical personnel, children and their parents we also plan to intensify outreach campaigns in educational settings on prevention of all forms of violence in schools (conferences, campaigns, round tables, discussions, and debates).

For this purpose, it is envisaged to expand public discussion on school violence and to oblige educational authorities to inform about all facts of school violence against children.

Director

Zh. Zhontayeva

Prepared by K. Zhakhin, 74-22-95

In countries around the world, children spend a significant amount of time in schools. Both parents and children expect schools to be safe and nurturing environments that support and promote children's education and development. Unfortunately, however, many children around the world are exposed to violence and discrimination in schools which has been proven to negatively impact their school attendance, ability to learn, and academic performance. School violence has also resulted in children prematurely dropping out before graduation. Ultimately, children exposed to school violence can be denied their rights, including the right to education.

