

STUDY ON
VIOLENCE
AGAINST CHILDREN
IN AND AROUND EDUCATIONAL SETTINGS
TIMOR-LESTE





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List of Abbreviations and Acronyms

CFS	Child Friendly Schools
CFW	Child and Family Welfare
CPO	Child Protection Officer
CPN	Child Protection Networks
CRC	Convention on the Rights of the Child
DNDS	National Directorate of Social Development
FGD	Focus Group Discussion
MoE	Ministry of Education
MSS	Ministry of Social Solidarity
M&E	Monitoring and Evaluation
NGO	Non-Governmental Organisations
NQSSF	National Quality School Standards Framework
SPSS	Statistical Package for the Social Sciences
UN	United Nations
UNICEF	United Nations Children's Fund
VPU	Vulnerable Persons Units (police)

Executive Summary

Introduction

In 2015, UNICEF, in partnership with the Ministry of Education and the Commission for the Rights of the Child in Timor Leste, commissioned a comprehensive, mixed-methods research study to provide representative, explanatory and up-to-date information concerning the prevalence, nature, contexts and impact of violence against children in and around educational settings.

The aim of the research was to support the development of detailed recommendations for preventing and responding to violence against children, and for creating safer, gender-equitable learning environments for children in school.

The study was designed and carried out by Coram Children's Legal Centre, in collaboration with local partner Belun.

Research design

The study involved mixed methods, to enable the collection of data that was in-depth and explanatory, as well as comprehensive and representative, and to triangulate results to improve their validity.

For the quantitative element of the research two structured surveys were administered: one for students and one for teachers in schools. For the qualitative element of the research a series of semi-structured interviews and focus group discussions were carried out with students, parents, teachers and key stakeholders and duty bearers in the child protection system.

The research was conducted in urban, peri-urban and rural sites across 5 administrative municipalities¹: Ainaro, Covalima, Dili, Ermera, Viqueque, and the Special Administrative Region of Oecusse Ambeno². In each municipality 5 schools were selected including: 1 pre-secondary public school, 1 pre-secondary private school, 1 pre-secondary child friendly school (CFS) school³, 1 secondary private school and 1 secondary public school.

Students and teachers were randomly sampled from each school for participation in the survey. A total of 1,405 students were surveyed, including 705 girls and 700 boys. Another 279 teachers participated in the survey, including 114 female teachers and 150 male teachers (15 teachers did not specify their sex).

¹ The government of Timor-Leste has made some changes to the terms applied to the different administrative divisions in the country. Municipality was previously called as "district."

² Law No.º3/2014, promulgated in June 2014, calls for the creation of the Special Administrative Region of Oe-Cusse Ambeno and establishes the Special Economic Zone for Social Market Economy (ZEESM).

³ CFS-designated schools in fact only include primary schools, not pre-secondary schools. However, pre-secondary schools are attached to primary schools, are based in the same structures and the same staff teach at both.

A further 350 students, including 187 girls and 163 boys were purposively selected for participation in focus group discussions, as were 103 parents, 35 teachers, 9 police officers, 5 child protection officers, 5 social animators, 6 school inspectors, 9 community chiefs and 14 civil society actors participated in semi-structured interviews.

The study sample focused on selected municipalities and region (Ainaro, Covalima, Dili, Ermera, Viqueque municipalities, and the Special Administrative Region of Oecusse Ambeno). Hence, the results only represent the students and teachers sampled for this study that responded to the questionnaire, and not represent whole country.

Research findings

Safety

Children in the research generally felt positively about their experiences at school; and spoke of being both happy and secure.

Children did have some concerns about their safety at school, which primarily revolved around hazards associated with the school structure and environment. There was an association found between children's feelings of safety at school, and the 'household poverty score': meaning that children from wealthier backgrounds tended to feel safer at school than those from poorer backgrounds.

The majority of children claimed to be more concerned about their safety 'on the way to school', rather than at school itself. Concerns about safety on the way to school appear to be particularly pronounced for girls.

Physical violence perpetrated by teachers

Physical violence perpetrated by teachers against students appears to be a prevalent form of violence against children in schools, and there appears to be widespread impunity for teachers who perpetrate violence against children, despite the MoE Zero Tolerance for violence against children directive.

The research showed 75% of boys and 67% of girls reported that they had experienced physical violence by a teacher at school in the last 12 months, including being hit (with hand or object), slapped, kicked, pinched or pulled by a teacher.

Experiences of physical violence perpetrated by teachers were associated with age, with younger children more likely to report being subject to violent punishment than older children, and were associated with the number of students in the classroom, with students from larger classrooms more likely to experience physical violence from their teacher than students in smaller classrooms. This finding is especially important given that 68% of participants in the survey were learning or teaching in classes of more than 35 students.⁴

⁴ Indicator 94 of the MoE's draft National Quality Schools Standards Framework ('NQSSF') requires the schools to have enough teachers to ensure class sizes of no more than 35 students

Violence by teachers against children in school is largely perpetrated in the context of discipline and punishment; however, teachers also may lash out at students out of anger and frustration, particularly if they feel insecure about their teaching skills and knowledge of their subject.

Hitting, slapping or pinching children at school, if perpetrated for reason of discipline, is generally not considered to be injurious to children. In fact it is typically regarded as a protective measure; necessary for children's moral and educational development and parents are generally supportive of violent disciplinary practices at schools. Severe hitting of a child which leads to serious injury or bleeding may be regarded as less acceptable; however, it is unlikely that it will trigger a child protection response or referral, or cause any disciplinary action to be taken against the teacher.

Whilst teachers appear to be aware of the MoE 2008 'Zero Tolerance' directive prohibiting violence against children in schools it does not appear to have changed their attitudes that physical punishment is beneficial and necessary. It may have made them less likely to acknowledge that physical punishment occurs, however. Teachers and head teachers included in the research appeared to have a tendency to deny or understate the use and extent of physical violence perpetrated by teachers against children in schools.

Emotional violence perpetrated by teachers

According to the report, emotional violence against children perpetrated by teachers appears to be more prevalent than physical violence. Majority of children - 80% of boys and 75% of girls - in the survey reported experiencing some form of emotional violence by a teacher at school, including: being subject to 'bad words' or personal insults (such as being called 'stupid' or subject to insults directed at their family), threats of violence, and being subject to humiliating and degrading punishments at school.

Similar to physical violence, emotional abuse perpetrated by teachers may be utilised as a form of discipline. Instead of committing physical violence, teachers may shout at children or threaten them with hitting as a way of attempting to manage and control their classrooms.

Emotional abuse, however, may also be a consequence of social prejudice and discrimination. The research indicates that children from poorer backgrounds are more likely to be subject to verbal abuse from teachers at school, included being subject to 'bad words', being told that they are stupid by teachers, and suffering insulting comments from teachers about their family.

Bullying: violence perpetrated by other children

More than half of children - 69% of boys and 61% of girls - reported experiences of bullying by other children at school. Of the total respondents, 58% said that they had experienced name calling and being 'made to feel really bad on purpose' by other students. A quarter (25%) of children said that they had been physically hurt by another student in school in a way that made them feel sad, frightened or left a physical mark on their body, 23% said that they had been threatened with violence, or had food or money stolen from them by another students, and 26% said that they had been a victim of gang violence.

Although not included as a question on the survey, there were also accounts in the qualitative data of cyber bullying and abuse, perpetrated through the use of mobile phones, internet and social media.

The data indicates that violence amongst children is driven by multiple types of discrimination. Boys were more likely to be subject to bullying at school than girls, and children from poorer backgrounds were more likely to be subject to violence than those from wealthier backgrounds. Participants explained that children who come to school in dishevelled uniforms are likely to be targeted for bullying by other children. There were also accounts in the qualitative data of children being victim to physical violence due to their (perceived) association with sorcery, or because they failed to conform to dominant expectations about gender.

Sexual violence

Reported experiences of sexual violence were low compared to other types of violence against children, although evidence from the qualitative research indicates that experiences of sexual violence at school may be more prevalent than the survey data suggests. Almost 1 in 10 girls (9.7%) reported experiencing sexual violence at school, as did 7% of boys. Sexual comments made by teachers, sexual touching by teachers, and sexual harassment by other students were the most common forms of sexual violence experienced by children in school. Eight girls reported being raped at school. (No boys reported being raped at school). These came from interviews with specialised services such as police, or child protection staff, rather than children, parents or teachers, suggesting that cases of rape – at least those that are reported – may be relatively unusual. Three percent of respondents also reported that they knew of a case where a teacher at school had offered a student in the school favours or money in exchange for sex.

An association was found in the survey data between girl's experiences of sexual harassment at school and the 'household poverty score'; girls who reported being harassed by their teachers came from poorer households than those who did not. In qualitative interviews and focus group discussions participants often drew links between poverty and sexual exploitation of girls: participants explained that children may be compelled into sexual relationships with adults due to 'poor economic conditions' at home.

A considerably high proportion of respondents in the survey demonstrated harmful and discriminatory attitudes concerning sexual violence; clearly influenced by stereotypes about gender. 88% of all participants identified at least one 'cause' of rape which they attributed to the actions of the victim rather than the perpetrator; 60% of teachers and 32% of children agreed with the statement 'a girl who has been raped is a disgrace to her family'; and 69% of respondents agreed that a girl who has a relationship with a teacher should be immediately expelled. In general respondents demonstrated a lack of understanding of issues of power and consent in relation to sexual violence and abuse.

The culture of shame and 'victim-blaming' surrounding cases of sexual abuse creates significant barriers to reporting. Only 1 child said that they had formally reported being sexually abused at school, and the majority of children who reported to have been sexually abused said that they had told 'no-one' at all about what had happened to them. The main reason children gave for why they didn't report cases of sexual abuse was that they felt ashamed, and this was particularly the case for girls.

In cases where sexual violence is reported, it is apparent that informal or 'restorative' resolutions are prioritised over a criminal justice response; including arranging for the marriage of the victim to the

perpetrator, or the payment of compensation by the perpetrator to the victim's family. Where cases of sexual abuse of children are formally reported the child is liable to be institutionalised in a 'shelter'.

Child Friendly Schools

The survey data suggests that physical and emotional violence perpetrated by teachers against children in the context of discipline is reduced in pre-secondary schools attached to CFS primary schools supported by UNICEF, compared to other pre-secondary schools.⁵ The odds of experiencing physical violence perpetrated by a teacher decreases by about 40% for children attending a child friendly school; and their odds of experiencing emotional violence decreases by about 50%, even when controlling for the size of the classroom.

Addressing violence: the role of schools

Teachers and head teachers are considered to be a child's 'parents' at school, and are entrusted with the responsibility of identifying and responding to violence against children that occurs on school property.

However, they do not appear to consider themselves to have any role and competency for addressing cases of violence that occur outside of school property; either on the way to school, or in cases where they suspect a child is being abused at home. Teachers in the survey were asked what they would do in the case that they suspected a child in their class was being abused at home, the majority said that they would do 'nothing' at all.

When schools do take action to respond to violence against children, priority is placed on resolving the situation through mediation and other restorative means, in line with traditional and cultural methods. Incidents of violence, including that committed against children by adults, are perceived primarily in terms of a dispute between two parties, which needs to be resolved and reconciled.

Aside from mediation and compensation, schools appear to have very few strategies for handling cases of violence against children that take place on school property. Schools rarely refer cases of violence against children to the police or the Child Protection Officer (CPO); in severe cases (where a child is raped, or badly injured) a teacher may be transferred to another school, or in the case that the perpetrator is a child, they may be expelled.

Whilst restorative justice mechanisms, including mediation practices, can be highly effective as a method for responding to conflict and crime, there are dangers associated with these processes in cases where there is a significant imbalance of power between the perpetrator of a crime and their victim: the perpetrator may use the mediation process as a means to reassert power and control over the child, as well as to

⁵ It is important to note, that CFS-designated schools in fact only include primary schools (Grades 1-6), not pre-secondary schools. Therefore, comparisons here should be treated with some caution. However, given that pre-secondary schools are attached to primary schools, and the same staff teach in both, it may be that training provided to teachers had a 'spill-over' effect on their treatment of children in pre-secondary grades, as well as those in primary level grades.

avoid criminal responsibility and sanctions for their actions, and the process may be directed towards the 'closure' or 'settlement' of a case, as opposed to the 'best interests' of the child victim.

Impact of violence

The research indicates that children who are exposed to violence suffer from fear, anxiety, insecurity and feelings of isolation. Where violence occurs on school property, or on the way to school, children are less likely to attend school and perform well in class.

Experiences of violence were associated with a range of negative health outcomes, including poor physical health, depression, anxiety, low self-esteem, self-harm and suicidal ideation. Children who experienced violence at school were also more likely to report that they regularly drink alcohol or smoke cigarettes. The strongest associations between experiences of violence and negative health outcomes were observed in relation to experiences of sexual violence, and experiences of peer-to-peer bullying.

Violence against children in schools is both affected by, and in turn affects, a wider 'culture of violence' in families and communities: particularly as children grow up to internalise and normalise their experiences of violence. It is difficult, therefore, to address the problems of violence against children at schools in isolation. Schools have a vital role to play in the development of a comprehensive child protection system, which has the capacity to respond to violence, abuse, neglect and exploitation of children in all settings, and engages different actors and agencies in ending violence against children at multiple levels.

Recommendations

On the basis of outcomes from this research, the following actions are recommended for implementation by government and development partners in Timor-Leste.

1. Raising public awareness on rights, the use and the impact of violence against children
2. Amending existing legislation to strengthen the legal provisions that safeguard children from abuse and violence
3. Developing and implementing a National Education Policy on Child Protection, which establishes clear obligations on Educational Officials at National and Sub-national levels to prevent, identify and respond to child protection concerns.
4. Addressing corporal punishment in schools by:
 - a) Formalizing and implementing a legal provision prohibiting the use of corporal punishment in schools
 - b) Ensuring full implementation of existing MOE policies which gives a clear directive to teachers to refrain from using various forms of physical or psychological punishment.

- c) Establishing a pre-service training for pre-school and basic education teachers to include principles on child rights, positive discipline and the importance of creating a nurturing, safe and child-friendly environment in schools. Ensuring that the current in-service teacher training also reflect these.
 - d) Mandating school inspectors with a specific role of monitoring teacher discipline practices, and mentoring teachers in applying non-violent methods of classroom management.
 - e) Developing and implementing multi-sector, large scale programmes and campaigns promoting non-violent discipline in all settings.
 - f) Include positive discipline techniques in the national basic education teacher training program as part of the rollout of the new curriculum which reflects the Eskola Foun/ CFS principles.
5. Developing curriculum resources to address harmful gender stereotypes
 6. Further research on the prevalence, nature and context and causes of online abuse of children
 7. Institutionalizing measures to promote the safety of children on the way and from school
 8. Promoting partnerships to improve child protection in education settings by engaging Parent-Teacher Association, child protection professionals at the local level, etc.
 9. Setting up systems and programmes to support children who have been subject to violence and abuse.

ABOUT THE RESEARCH



1. Introduction

“Children do not lose their human rights by virtue of passing through the school gates and education must be provided in a way that respects the inherent dignity of the child... Education must also be provided in a way that respects the strict limits on discipline reflected in Article 28(2) and promotes non-violence in school.”
[United Nations Convention on the Rights of the Child]⁶

Violence against children occurs on a substantial scale in every country around the world. This violence takes a multitude of forms, which are often “deeply rooted in cultural, economic and social practices.”⁷ In the Asia-Pacific region, studies have shown that children are exposed to many forms of violence in all spheres of their lives, including in school.⁸

Children frequently suffer violence from teachers as a measure of disciplining children for misbehaviour, poor academic performance, or for reasons outside the child’s control, such as a parent’s failure to pay school fees on time.⁹ Violence may take the form of physical violence, but can also include emotional and sexual violence. Violence, particularly physical violence, may be institutionalised in a school and used as a means of classroom management, instilling fear in children. Children are not only at risk from adults in the school, but can also suffer significant levels of violence from other children, especially in the form of bullying.

Forms of violence experienced by children violate their basic rights as individuals, and have an extremely negative impact on their wellbeing and development. Research has consistently demonstrated that children exposed to violence are likely to have poorer physical and mental health outcomes, and this can also have a negative impact on society more generally by disrupting children’s physical, emotional, social, cognitive and intellectual development. As stated in the United Nations *World Report on Violence against Children*, violence undermines children’s “ability to learn and grow into adults who can create sound families and communities.”¹⁰

States have an obligation under the Convention on the Rights of the Child to protect children 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). Further, the Special Representative to the Secretary-General on Violence against Children has called upon States to ensure “children’s legal protection from violence in education settings, which must be achieved through an unambiguous legal prohibition of all forms of violence.”¹¹

⁶ Pinheiro, P. (2006), p. 114.

⁷ Pinheiro, P. (2006). *Report of the independent expert for the United Nations study on violence against children: Violence against children in the home and family*, introduction.

⁸ UNICEF EAPRO, (2012). *Child Maltreatment – Prevalence, Incidence and Consequences in East Asia and Pacific. A systematic review of research. See also Hamilton, Legal Protection from Violence in the ASEAN States*, UNICEF 2014.

⁹ UNICEF, 2006, *World Report on Violence against Children*, p. 117.

¹⁰ Pinheiro, P. (2006), preface.

¹¹ United Nations General Assembly, Human Rights Council, *Annual Report of the Special Representative to the Secretary-General on Violence against Children*, para. 33(e). See also Office of the Special Rapporteur on Violence against Children, 2012, *Report on Tackling Violence in Schools*.

1.1 Context and rationale for the study

Evidence indicates that violence against children in and around educational settings is a significant concern in Timor-Leste, as with other countries around the world.

During the 70th session of the Committee on the Rights of the Child held in Geneva in September 2015, the State of Timor-Leste received its Concluding Observations from the Committee in relation to the submission of its combined second and third periodic reports. In these observations the Committee raised a number of concerns in relation to violence against children and made recommendations for action. In particular, the Committee expressed concern about the widespread acceptance of corporal punishment as a way to discipline children, and the prevalence of sexual violence, abuse and neglect of children. The Committee also noted its concern about the lack of data on the prevalence of violence against children in all settings.¹²

In recent years the Ministry of Education (MoE) and other government ministries have taken a number of active steps to prevent and address violence against children, especially in schools. In April 2015, the MoE issued Guidelines on Technical and Teaching and Learning Methodology for the First and Second Basic Education Cycles calling on teachers to refrain from using various forms of physical or psychological punishment, adopt positive disciplinary techniques, and create an environment to promote learning, health and freedom from violence.¹³ In addition, since 2009 the MOE, supported by technical and financial assistance from UNICEF, has been implementing the *Eskola Foun* – or ‘New Schools’ – programme. *Eskola Foun* aims to establish schools based on UNICEF’s ‘Child-Friendly Schools’ (CFS) approach, which include principles of child-centeredness; inclusiveness; and democratic participation.

A key feature of the *Eskola Foun* has been the development of a training package for teachers on how to implement the above-mentioned principles in practice, including a short guide on using positive discipline techniques¹⁴ and a guide to managing behaviour in the classroom in a way that ‘guarantees the physical and psychological safety of students and teachers.’¹⁵ All basic schools received a one-off training to this effect in 2013, however, schools under the *Eskola Foun* program have been receiving on-going support from UNICEF; these schools are designated Child Friendly Schools (CFS schools) in the context of this research study.

Further, the MoE, with UNICEF’s support, is in the process of finalising a National Quality School Standards Framework (NQSSF) for basic education that would set out the core minimum standards for *Eskola Foun*, and provide the basis for developing MoE accreditation standards for basic schools in the country.¹⁶

¹² Specifically relating to violence in schools, the CRC Committee has expressed concern that corporal punishment is “is widely accepted in society as a way to discipline children and remains lawful in schools” (as well as in the home and in residential institutions), noting that there is also a lack of data on the number of incidents of corporal punishment in all settings. The Committee has also expressed concern about sexual harassment and violence in schools, early pregnancy among adolescent girls and stigmatization and exclusion faced by such girls upon returning to school; Committee on the Rights of the Child, Concluding Observations: Timor-Leste, CRC/C/TLS/CO/2-3, 30 October 2015, paras 32 and 54(d); the Committee on the Elimination of Discrimination against Women also expressed alarm at the high numbers of girls who suffer sexual abuse and harassment (including by teachers) at and on the way to school, and that pregnant girls are suspended from school and find it difficult to resume their studies, UN Committee on the Elimination of Discrimination against Women, Concluding Observations in respect of Timor-Leste, CEDAW/C/TLS/CO/1, 7 August 2009

¹³ Guidelines on Technical and Teaching and Learning Methodology for the First and Second Basic Education Cycles, para 24.3

¹⁴ *Eskola Foun* Training, Annex 5

¹⁵ *Eskola Foun* Training, Annex 6

¹⁶ Ministry of Education, written communication provided to Coram International on 14 December 2015

These initiatives have taken place against a backdrop of broader reforms to the child protection system in Timor-Leste: including the Ministry of Social Solidarity's (MSS) Child and Family Welfare Policy (CFW Policy) of November 2012, approved by Minister of MSS in 2016, and the development of a new law on Child Protection. Further, a Child Rights Code has also been drafted with the aim of strengthening the legal framework for children's rights, including the child protection system.¹⁷

It is in this context that UNICEF decided to commission a comprehensive, mixed-methods research study on the prevalence, nature and impact of violence against children in and around education settings. Evidence from the research will support the development of detailed recommendations for preventing and responding to violence against children, and for creating safer, and gender-equitable learning environments for children in school.

The study was designed and carried out by Coram Children's Legal Centre, in collaboration with local partner Belun.¹⁸

1.2 Purpose and objectives

This research provides evidence on violence against children in and around education settings in 5 administrative municipalities (Ainaro, Covalima, Dili, Ermera, and Viqueque) and the Special Administrative Region of Oecusse Ambeno, and provides detailed recommendations for the MoE at national and sub-national levels to develop and implement comprehensive programmes that are directed at creating a safe and gender-equitable learning environment for children. In particular, the study has the following objectives:

1. To strengthen understanding of the context and causes of violence against children in and around educational settings in Timor-Leste;
2. To strengthen understanding of the nature and impact of violence against children in and around educational settings on students' physical, psychological and emotional well-being, and more broadly on communities and society;
3. To collect and analyse data on the prevalence, frequency and intensity of violence against children in and around educational settings;
4. To review and map existing child protection systems, procedures and processes in educational settings, including those of Government stakeholders and civil society, and the legal and policy frameworks, human resources, codes of conduct and capacity-building, response and referral systems, prevention systems, information management systems, and coordination and collaboration mechanisms and practices;

¹⁷ For the purposes of this Report, we have reviewed an English translation of the draft Child Right's Code dated 29 July 2011 provided by UNICEF Timor-Leste to Coram International on 3 March 2015

¹⁸ <http://belun.tl/en/belun/about/>

5. To analyse findings to identify formal and informal linkages, good practices, challenges, and opportunities, and propose recommendations for strengthening child protection in educational settings, including appropriate communication strategies and policy responses; and
6. To propose a monitoring and evaluation (M&E) framework capable of monitoring progress in the achievement of results and collecting and measuring information on cost effectiveness of interventions.¹⁹

1.3 Key terms and concepts

Under the Convention on the Rights of the Child (CRC), ‘violence against children’ is defined broadly to include physical and non-physical forms of violence, including: ‘[a]ll forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse.’²⁰ This definition includes all forms of violence against children, regardless of frequency, severity of harm and intent to harm.²¹ Article 19 also states that state parties must take all appropriate measures to protect children “whilst in the care of parent(s), legal guardian(s) or any other person who has the care of the child”; establishing a clear obligation on the State and school authorities (acting on their behalf) to protect children in all settings, including educational settings. Article 19 provides the meaning of violence against children used throughout this study. Four key sub-categories of violence or abuse can be identified from this definition - physical violence and abuse; mental/emotional violence and abuse; sexual violence, abuse and exploitation; and neglect²² – each of which is discussed briefly below.

Physical violence

Physical violence is defined as ‘the use of force or power that either results in, or has the potential to result in causing harm.’²³ Examples of physical violence against children include hitting, beating, kicking, throwing, shaking, pinching, pulling hair or ears, caning, strangling, scratching, scalding, burning, poisoning, forced ingestion and suffocating. In many cases, physical violence against children is administered as a form of punishment. According to the Committee on the Rights of the Child, ‘corporal’ (or ‘physical’) punishment is defined as any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light – most often it involves hitting (‘smacking’, ‘slapping’, ‘spanking’) children with the hand or with an implement.

¹⁹ UNICEF Timor-Leste, Terms of Reference for Institutional Contract, p 3

²⁰ Convention on the Rights of the Child, Article 19(1); UN Committee on the Rights of the Child, General Comment No. 13 (2011), The right of the child to freedom from all forms of violence, 18 April 2011, CRC/C/GC/13 (CRC GC No. 13 (2011)), para 4

²¹ CRC GC No. 13 (2011), para 17

²² This broadly follows the approach adopted by the CRC Committee in its General Comment No. 13 (2011) and the World Health Organisation which distinguishes between the following five categories: physical abuse; sexual abuse; neglect and negligent treatment; emotional abuse; and exploitation (World Health Organisation, Child Maltreatment, retrieved on 4 February 2015 from http://www.who.int/topics/child_abuse/en/).

²³ World Health Organisation, Definition and Typology of Violence, retrieved on 13 January 2016 from <http://www.who.int/violenceprevention/approach/definition/en/>

Sexual violence

Sexual violence is defined as “the involvement of a child in sexual activity that he or she does not fully comprehend, is unable to give informed consent to, or for which the child is not developmentally prepared and cannot give consent... Child sexual abuse is evidenced by this activity between a child and an adult or another child who by age or development is in a relationship of responsibility, trust or power, the activity being intended to gratify or satisfy the needs of the other person.”²⁴

Sexual violence may involve physical contact, but does not necessarily need to do so; it may also include involving children in looking at or in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, unwanted sexual comments or advances, or grooming a child in preparation for abuse. Sexual violence as discussed in this report includes violence perpetrated against children by adults, and that perpetrated against a child by other children.

Emotional violence and bullying

Emotional violence has been defined as 'hostile or indifferent behaviour which damages a child's self-esteem, degrades a sense of achievement, diminishes a sense of belonging, prevents healthy and vigorous development, and takes away a child's well-being.'²⁵ It is characterised by 'persistent negative attitudes; promoting insecure attachment; inappropriate developmental expectations and considerations; emotional unavailability; failure to recognise child's individuality and psychological boundaries, and cognitive distortions and inconsistencies'.²⁶

An act of emotional violence may have a high probability of causing harm to the child's health or physical, mental, spiritual, moral or social development. Examples of emotional violence identified by the Committee on the Rights of the Child include: terrorising and threatening; spurning and rejecting; isolating or ignoring a child or demonstrating favouritism; neglecting a child's mental health or medical and educational needs; insults, name-calling, humiliation, belittling, ridiculing and hurting a child's feelings; exposure to domestic violence; placement in solitary confinement, keeping a child in isolating, humiliating or degrading conditions of detention; and psychological bullying and hazing by adults or other children, including via information and communication technologies (ICTs) such as mobile phones and the Internet (known as 'cyber-bullying').²⁷

²⁴ World Health Organisation: Guidelines for medico-legal care for victims of social violence 2003; retrieved on 26 January 2016 from www.who.int/violence_injury_prevention/.../en/guidelines_chap7.pdf

²⁵ Iwaniec, *The emotionally abused and neglected child*. Chichester: Wiley. 1995, p.14

²⁶ Glaser, Emotional abuse. *Bailliere's Clinical Paediatrics*, 1(1): 251-267 (1993)

²⁷ Committee on the Rights of the Child, 2011. General Comment No: 13 the right of the child to freedom from all forms of violence (para. 20-26). Geneva, Switzerland: Committee on the Rights of the Child

Neglect and negligent treatment

Neglect is defined as the deliberate failure to provide for the development of a child in all spheres: health, education, emotional development, nutrition, shelter, social protection, among others.²⁸ It is now recognised that child neglect is one of the most dangerous forms of abuse. According to the Committee on the Rights of the Child, examples of neglect may include: a) physical neglect: a failure to protect a child from harm, including through lack of supervision or failing to provide a child with basic necessities including adequate food, shelter, clothing and basic medical care; b) psychological or emotional neglect, including failing to provide any emotional support and love to a child, chronic inattention and being 'psychologically unavailable' by overlooking young children's cues and signals; and c) educational neglect: a failure to comply with laws requiring caregivers to secure their children's education through attendance at school or otherwise; and e) abandonment of a child.²⁹

Violence against children in and around educational settings

Following the approach of the US Center for Disease Control and Prevention, for the purposes of this study 'violence against children in and around educational settings' refers to violence against children (as defined above) that occurs on school property, on the way to or from school or school-sponsored events, or during a school-sponsored event.³⁰ It covers both teacher-student and student-to-student violence, including corporal punishment, bullying, sexual and gender-based violence, physical and psychological punishment, fighting, physical assault and gang violence.

Child Protection (systems)

UNICEF describes 'child protection' as the prevention and response to violence, exploitation and abuse against children, including sexual exploitation, child labour and harmful traditional practices, such as child marriage.³¹

According to UNICEF's 2008 Child Protection Strategy, 'child protection systems' are the set of laws, policies, regulations and services needed across all social sectors, including education, to support prevention and response to child protection-related risks.³² While the focus of this study is to review and map existing systems, procedures and processes for preventing and responding to violence against children committed against children in and around educational settings, it will also consider the extent to which these existing systems, procedures and processes within educational settings are able to prevent and respond to violence against children committed outside schools (for example in the home or community).

²⁸ Krug, E.G., Mercy, J.A., Dahlberg, L.L. & Zwi, A. B. 2002. World report on violence and health. Geneva, Switzerland

²⁹ Committee on the Rights of the Child, 2011. General Comment No: 13 the right of the child to freedom from all forms of violence (para. 20-26). Geneva, Switzerland: Committee on the Rights of the Child

³⁰ US Center for Disease Control and Prevention, About School Violence, retrieved on 4 February 2015 from <http://www.cdc.gov/violenceprevention/youthviolence/schoolviolence/index.html>.

³¹ UNICEF, Child Protection Information Sheet (2008) p 1, retrieved from http://www.unicef.org/publications/files/Child_Protection_Information_Sheets.pdf on 5 February 2015.

³² UNICEF, UNICEF Global Child Protection Strategy (2008), U.N Doc. E/ICEF/2008/5/Rev.1.

2. Research design

The methodology and project design were developed in close collaboration with the MoE, the Commission for the Rights of the Child, MSS, UNICEF and Belun.

2.1 Mixed methods approach

This was a mixed methods study. Gathering both quantitative and qualitative data enabled researchers to collect data that was in-depth and explanatory, as well as comprehensive and representative, and to triangulate results to improve their validity.

Quantitative data is used to provide a comprehensive description and measure of experiences relating to violence against children in pre-secondary and secondary schools. Quantitative data was primarily used to gather information and draw conclusions in relation to following objectives 2, 3 and 6 of the study.

Qualitative data is useful for exploring subjective and contextual issues, and explaining quantitative findings: for example, how and why violence against children occurs and in what contexts. Qualitative data was used to gather information and draw conclusion in relation to objectives 1, 2, 4, 5 and 6:

1. To strengthen understanding of the context and causes of violence against children in and around educational settings in Timor-Leste;
2. To collect and analyse data on the prevalence, frequency and intensity of violence against children in and around educational settings;
3. To strengthen understanding of the nature and impact of violence against children in and around educational settings on students' physical, psychological and emotional well-being, and more broadly on communities and society;
4. To review and map existing child protection systems, procedures and processes in educational settings, including those of Government stakeholders and civil society, and the legal and policy frameworks, human resources, codes of conduct and capacity-building, response and referral systems, prevention systems, information management systems, and coordination and collaboration mechanisms and practices;
5. To analyse findings to identify formal and informal linkages, good practices, challenges, and opportunities, and propose recommendations for strengthening child protection in educational settings, including appropriate communication strategies and policy responses; and
6. To propose a monitoring and evaluation (M&E) framework capable of monitoring progress in the achievement of results and collecting and measuring information on cost effectiveness of interventions.³³

³³ UNICEF Timor-Leste, Terms of Reference for Institutional Contract, p. 3

2.2 Data collection methods

Survey tool (quantitative data)

For the quantitative element of the research two structured surveys were delivered: one for students and one for teachers in schools. The survey consisted of closed and multiple choice questions designed to collect data in relation to a range of indicators, including to measure the prevalence and frequency of violence against children, and concerning correlates, drivers, and outcomes of violence against children.

The student's survey was divided into four main sections: key demographic and household characteristics; experiences of violence against children, in relation to physical, sexual and emotional violence and bullying; attitudes and perceptions of violence against children; and impact of violence against children (in relation to physical and mental health).

The teachers' survey was divided into two broad sections: experiences of violence against children (including perpetration, identification and response) and attitudes and perceptions of violence against children.

The student's survey was delivered orally, face-to-face, by a researcher; the teachers' survey was filled out independently by teachers in their own time.

Semi-structured interviews (qualitative data)

In-depth, semi-structured interviews were carried out with teachers and head teachers in each school. Interviews were conducted in a participatory manner, whereby researchers would seek to ask questions based on respondents' answers, within the broader frame of the research questions.

Questionnaire schedules were developed to guide the discussions and to facilitate some standardisation regarding the data collected. Questionnaires were designed to collect information in relation to the following (broad) themes: general information about the school; information in relation to discipline and punishment; knowledge and experience of violence against children (physical, emotional and sexual) in and around school; school-based child protection policies and procedures and interlinkages with broader child protection systems and agencies outside of the school and school inspections. At the end of the interview, each respondent was asked to provide suggestions on what more they thought could be done to help prevent and respond to violence against children in and around the school.

Key-informant interviews were also carried out with a range of other actors in the child protection system at municipal and administrative post levels, namely: Child Protection Officers (CPOs), police officers at Vulnerable Persons Units (VPUs), MoE Directors at the Municipal level, School Inspectors, Social Animators, village Chiefs (Suku, Aldeia and Lia-Nain), and other civil society actors including Non-Governmental Organisations (NGOs) and faith-based groups working on issues related to child protection and violence against children. Once again, interviews with these stakeholders were conducted in a participatory manner, whilst question schedules were developed to focus the interaction. Tools for stakeholders were designed to collect data on: different roles within the child protection system (both in relation to school based activities and more broadly) and knowledge and experience in relation to identifying and responding to cases of violence against children. At the end of each interview, stakeholders were asked to provide suggestions for action on preventing and responding to violence against children.

Focus group discussions (qualitative data)

In addition to the surveys and key-information interviews, a series of focus group discussions (FGDs) were carried out with children and parents at schools. FGDs were a useful way to exploring issues concerning prevalent attitudes and norms relating to violence against children and understanding its underlying causes. FGDs provided respondents the opportunity to respond to each other's stories, ideas and opinions; which encouraged discussion and debate, and enabled the collection of more spontaneous and accurate data.

FGDs also provided researchers with an opportunity to talk to children in a participatory and relaxed environment, to encourage them to speak out about their experiences, and to gather case study evidence of violence against children in and around schools.

FGDs consisted of groups of around 6-12 individuals. Children were divided into groups according to age and sex: 12-14 years, 15-16 years and 17-18 years, to avoid power dynamics that may result from grouping older children with those significantly younger than them. Boys and girls were separated due to the sensitive nature of the topics under discussion.

Data collection tools for FGDs were primarily designed around 'scenario' based stories relating to violence against children; researchers read these stories to respondents, who were then asked to discuss and analyse the scenario, its potential causes and its consequences. Finally respondents were asked whether the story related to their own experience. This method was intended to spark participants' imaginations and enable them to share stories and ideas in a fun and safe manner; exploring the issues in a hypothetical way, rather than feeling compelled to share personal information.

Whilst focus group discussions are a useful and engaging method for gathering in-depth qualitative data, researchers needed to be cognisant of the influence of group dynamics which may have influenced or skewed results.

2.3 Training of research team

Prior to data collection the data collection team underwent five days of training, including a two day pilot, on delivering the data collection tools. The training was facilitated by two consultants from Coram International, and a training manual was developed to guide the field research.

The purpose of this training was to ensure a common understanding of the purpose, content, process, methods, timeline, operations plan and ethical procedures for carrying out the study across different members of the data collection team, and to ensure that all data collectors were familiar with the particular methods and tools to be utilised in the study.

2.4 Research sites

The research was conducted in urban, peri-urban and rural sites across 5 administrative municipalities:³⁴ Ainaro, Covalima, Dili, Ermera, Viqueque, and the Special Administrative Region of Oe-Cusse Ambeno.³⁵

2.5 Schools sample

Schools were selected purposively to allow findings to be compared across different ‘types’ of schools including: pre-secondary schools attached to primary child-friendly schools (CFS) vs. others that were not, secondary vs pre-secondary schools, and public vs private schools. In each location: at least two secondary and three pre-secondary schools, at least one CFS, and at least one public pre-secondary, and one secondary school were selected.

Schools were identified and selected by the MoE according to the provided criteria.

The research team visited a total of 35 schools, including 22 pre-secondary schools, and 13 secondary schools.

The below table details the schools visited in each administrative municipality and the Special Administrative Region of Oe-Cusse.

Table 1: Summary of Schools Sample

Location	Name	Level	Type	Size ³⁶
Ainaro	EBC 3 Venancio Ferraz	Pre-secondary	Public	Large
	EBC 3 Hatubuilico	Pre-secondary	Public, attached primary school applies the CFS approach	Large
	EBC 4 Montanhas	Pre-secondary	Public	Medium
	ESG Hatu'udo	Secondary	Public	Large
	EBC Santa Maria	Pre-secondary	Private	Medium
	ESG Santa Maria	Secondary	Private	Medium
Covalima	EBC Suai Loro	Pre-secondary	Public, first and second cycle apply the CFS approach	Large
	ESG Ave Maria	Secondary	Private	Medium

³⁴ There are a total of 12 municipalities and the Special Administrative Region of Oe-Cusse Ambeno in Timor-Leste.

³⁵ Law No. 3/2014, promulgated in June 2014, calls for the creation of the Special Administrative Region of OeCusse Ambeno and establishes the Special Economic Zone for Social Market Economy (ZEESM).

³⁶ Schools with <150 students have been classified as ‘small’; those with between 150-499 students have been classified as ‘medium’; those with 500-999 students have been classified as ‘large’ and those with 1,000+ students have been classified as very large.

Location	Name	Level	Type	Size
	ESG Zumalai	Secondary	Public	Medium
	EBC Salele	Pre-secondary	Public, first and second cycle apply the CFS approach	Very Large
	EBC Ogues Sauí Town	Pre-secondary	Public	Large
	EBC Santa Luis Gonzaga	Pre-secondary	Private	Medium
	EBC Metinaro	Pre-secondary	Public	Large
Dili	ESG 28 Novembro	Secondary	Public	Very Large
	EBC Hera Acanuno	Pre-secondary	Public, first and second cycle apply the CFS approach	Medium
	Colegio Paulo VI	Secondary	Private	Very large
	EBC Santa Madalena de Canossa	Pre-secondary	Private	Large
	EBC 1 Vila Maumata	Pre-secondary	Public, first and second cycle apply the CFS approach	Medium
Ermera	EBC Imaculada da Conceicao	Pre-secondary	Private	Medium
	EBC Catolica São Francisco Xavier	Pre-secondary	Private	Small
	EBC Miertutu Francisco Jose Trindade	Pre-secondary	Public, first and second cycle apply the CFS approach	Medium
	ESG Cesar Maulaca	Secondary	Public	Medium
	ESG Nossa Senhora Fatima	Secondary	Private	Medium
Oecusse	EBC 4 de Setembro	Pre-secondary	Public	Medium
	ESG Palaban	Secondary	Public	Very Large
Viqueque	EBC Meco Sica Loti Baqui	Pre-secondary	Public, first and second cycle apply the CFS approach	Medium
	ESG Baqui	Secondary	Public	Large
	ES Santa Antonio	Secondary	Private	Medium
	EBC Palaban	Pre-secondary	Public	Large
	EBC Santa Antonio, Pante Makasar	Pre-secondary	Private	Medium

Location	Name	Level	Type	Size
Viqueque	EBC Wani Uma	Pre-secondary	Public, first and second cycle apply the CFS approach	Medium
	Santa Madelena de Canossa Ossu	Secondary	Private	Medium
	EBC Santa Antonio de Lacluta	Pre-secondary	Private	Medium
	ESG Olocassa Ossu	Secondary	Public	Medium
	EBC Comandante Rozito	Pre-secondary	Public	Medium
	EBC 03 Comandante Rozito	Pre-secondary	Public	Medium

The study sample focused on selected localities (Ainaro, Covalima, Dili, Ermera, Viqueque municipalities, and the Special Administrative Region of Oecusse Ambeno). Hence, the results only represent the students and teachers sampled for this study that responded to the questionnaire, and not represent whole country.

2.6 Sampling of participants

Survey Sampling

Children were selected from all grades in pre-secondary and secondary schools (grades 7-12).

Children who participated in the survey were selected through systemic random sampling, with the use of school registers. The target sample size for each school was 40 children, including 20 girls and 20 boys. Every “Kth” child was selected from the register, whereby

$$K = N / n.$$

Where “N” is the total population and “n” is the sample size (40).

A written survey was also distributed to teachers in each school. The survey was distributed to all available teachers, but was filled out on a voluntary basis.

A total of 1,405 children were surveyed, including 705 girls and 700 boys. 279 teachers participated in the survey, including 114 female teachers and 150 male teachers (15 teachers did not specify their sex).

Qualitative Sampling

Selection of respondents for the qualitative element of the research was purposeful. Key informants within the child protection and education system who were considered most likely to be able to provide accurate information and direct experience in relation to violence against children (e.g. police officers at VPUs, CPOs, social animators, school inspectors etc.) were selected for interview.

For FGDs we sought to include children and parents of both sexes across a range of age groups, to get a sense of the typical experiences in relation to violence against children of children and parents who form part of the community of selected schools (typical case sampling).

The below table summarises the numbers and types of respondents who participated in the qualitative element of the research.

Table 2: Summary of Qualitative Sample

Location	Interviews						Focus Group Discussions				
	Head Teachers	Teachers	Police	CPOs	Social Animators	School Inspectors /MoE	Parents	Children		Chief Chiefs	Civil Society
								M	F		
Ainaro	4	4	1	0	0	2	22	28	32	2	4
Covalima	0	0	2	1	1	0	16	20	25	2	1
Dili	5	4	2	1	1	1	8	22	38	0	6
Ermera	4	6	2	1	1	0	19	44	44	2	0
Oecusse	3	1	1	1	1	2	18	31	32	1	2
Viqueque	3	1	1	1	1	1	20	18	16	2	1
TOTAL	19	16	9	5	5	6	103	163	187	9	14

2.7 Data recording and cleaning

Survey data

All survey data was manually entered into an excel sheet by data entry staff at Belun. The excel sheet was designed by the Coram International team and contained a series of drop down lists and restricted data entry fields corresponding to answers on the survey to facilitate the precise entry of data. Quality control was ensured by Coram Children's Legal Centre through the re-checking of a random selection of survey scripts to verify that data had been entered correctly.

After data entry was complete, the excel form was emailed to staff at the Coram International team and uploaded into SPSS (Statistical Package for the Social Sciences) software. The complete data set was then reviewed to identify and remove or rectify irrelevant, inaccurate or internally inconsistent information, caused by typographic errors. The cleaning process sought to ensure, as far as possible, that data was valid, precise, complete, consistent and uniform.

Qualitative data

During focus group discussion and interviews, researcher took comprehensive written notes (subject to the participant's voluntary consent). Interviews were subsequently transcribed (and translated into English in the case that the original recording was in Tetum³⁷) and uploaded into Nvivo software, a qualitative analysis software tool.

³⁷ Tetum is one of the official languages in Timor-Leste.

2.8 Data analysis

Analysis of qualitative data

Qualitative data was coded, both manually and with the assistance of Nvivo software, to identify key themes, connections and explanations relevant to the research questions.

Researchers drew on a range of analytical techniques in order to synthesize and draw conclusions from qualitative evidence, namely:

- thematic analysis: exploring themes and explanations that consistently emerged in the data;
- ethnography: embedding information about violence against children, its causes and consequences, within a cultural analysis of the communities engaged in the research;
- case-study analysis: a detailed account of individual cases of violence against children related during interviews and FGDs;

Analysis of quantitative data

Survey data was analysed through the use of SPSS software to provide a descriptive profile of results from the sample in relation to experiences of violence against children. It was then analysed through a number of inferential techniques to explore potential correlations or other associations/ relationships between experiences of violence against children (attitudes and practices) and key demographic features (age, gender, household poverty, rurality etc.), and a series of health indicators, to provide evidence on potential causes and impacts of violence against children. Relevant statistical techniques used included:

- 'Comparison of means' (T-test): a statistical hypothesis test that involves one categorical independent variable (or factor) and one dependent continuous variable (e.g. age). This test is used to determine whether two populations are significantly different from one another. For example, whether younger children experience more violence compared to older children, or vice versa.
- 'Chi-squared test': a statistical hypothesis test that examines the strength of association between two categorical variables, such as, for example, a participants' sex, and whether they had experienced a particular type of violence at school.
- ANOVA: or 'Analysis of variance', is a technique which examines whether variation within a population can be explained through its division into groups. One-way ANOVA involves one continuous dependent variable and one categorical independent variable. ANOVA could be used to test, for example, whether frequency of violence is associated with school location.

- Correlation: this test describes the existence and strength of a linear relationship between two continuous variables; for example, the number of people in a particular household and their position on the 'household poverty score.'³⁸ A significant correlation implies the existence of such a relationship (though it does not imply that the relationship is causal).
- Regression: a statistical technique that builds an optimal linear model of the relationship between an independent or explanatory variable (x) and a dependent or response variable (y). It is useful because it explains the proportion of the variance of one variable that can be predicted from the other, and, therefore, provides some information about causality. Conducting a regression could provide information, for example, about whether a child's experience of sexual violence predicts their likelihood of suffering from depression.

Household Poverty Score

Children in the survey were asked a series of questions about their household's capacity to purchase a series of items, including food, clothing, medicines, items for school and other (more dispensable) items such as gifts or travel. Children's responses to these questions were then coded on a numerical scale from 0-3 (0=household can always afford item, 1=household can mostly afford item, 2=household can sometimes afford item, 3=household can never afford item). Responses were then aggregated to create a 'household poverty score' for each child. A low poverty score indicates that a child's household is relatively economically secure, and a high poverty score indicates that a child's household is relatively economically insecure.

As expected the distribution of the poverty score across the sample was normal.³⁹ This enabled researchers to conduct analyses of the relationships between a child's household poverty score and their experiences and attitudes in relation to violence against children.

Child Labour Score

Children in the survey were asked a series of questions about the number of hours of household work they do per day, the number of hours of income-earning activity they do per week, and the hours they have available per day for leisure and play.

The child labour score was then calculated according to the formula:

$$\text{Child labour score} = 7x (\text{hours of household work/day}) + (\text{hours of income earning activity}) - (\text{hours for leisure and play})$$

A higher child labour score means that a child does relatively more work (and has less time for play) than a child with a low child labour score.

³⁸ Children in the survey were asked a series of questions about their household's capacity to purchase a series of items, including food, clothing, medicines, items for school and other (more dispensable) items such as gifts or travel. Children's responses to these questions were then coded on a numerical scale from 0-3 (0=household can always afford item, 1=household can mostly afford item, 2=household can sometimes afford item, 3=household can never afford item). Responses were then aggregated to create a 'household poverty score' for each child. A low poverty score indicates that a child's household is relatively economically secure, and a high poverty score indicates that a child's household is relatively economically insecure.

³⁹ This is most common form of distribution, whereby values are distributed in a symmetrical fashion and most results are situated around the mean; grouping takes place at values that are close to the mean and then tails off symmetrically away from the mean.



2.9 Ethical considerations

The research was conducted in line with the Coram International's ethical protocol, which is annexed below. Participation in the research was on a voluntary basis. All respondents were provided clear and transparent information about the purposes of the research and their requested role prior to their participation, and were advised that they were not obligated to participate in the study, and may withdraw their participation at any time. Verbal consent was requested to participate in the research, and the researcher was required to record whether consent was provided on the data transcripts.

The identity of all research participants was kept confidential throughout the process of data collection and in the analysis and writing up study findings. Researchers did not record the names of participants; no names were recorded on any documents containing collected data, including survey sheets, or transcripts of interviews and FGDs. The only exception to the principle of anonymity was that researchers requested permission from key informants to use their position/ title in the report, where it was deemed important context for understanding and interpreting the data.⁴⁰ In the case that permission was refused, the respondent's title or position was not used.

2.10 Limitations

Due to limited time and resources teachers who participated in the survey were required to fill the questionnaire out independently, without the assistance of a survey enumerator. As a result there were a relatively larger number of missing entries in the teachers surveys compared to the children's surveys, which were administered orally.

Comparisons between teachers and children's responses to survey questions should be treated with a degree of caution, as some of the differences between the two groups could be a result of the different means through which the survey was administered.

Furthermore, as mentioned above, the teacher's survey was filled out on a voluntary basis by teaching staff, which could have generated some bias in the resulting sample. However, during the implementation of the research, it was observed that surveys were generally completed by all teachers available at the time of the survey, and thus the sample ought to be fairly random/ inclusive.

In many cases interview and survey locations were not as private as hoped, due to the limited infrastructure of schools and the lack of available space. This may have impacted on some students' willingness to provide honest and transparent information, particularly in relation to more personal questions.

Interviews and FGDs led by international consultants were facilitated through consecutive interpretation. The rest were conducted in Tetum and then transcripts for the qualitative interactions were translated into English. The need for interpretation and translation gives rise to an inevitable limitation that some of the information transferred becomes less exact, detailed and in-depth.

⁴⁰ For example, information on child protection cases may have more authority if it is known to have come from a child protection officer, rather than an anonymous member of the community.

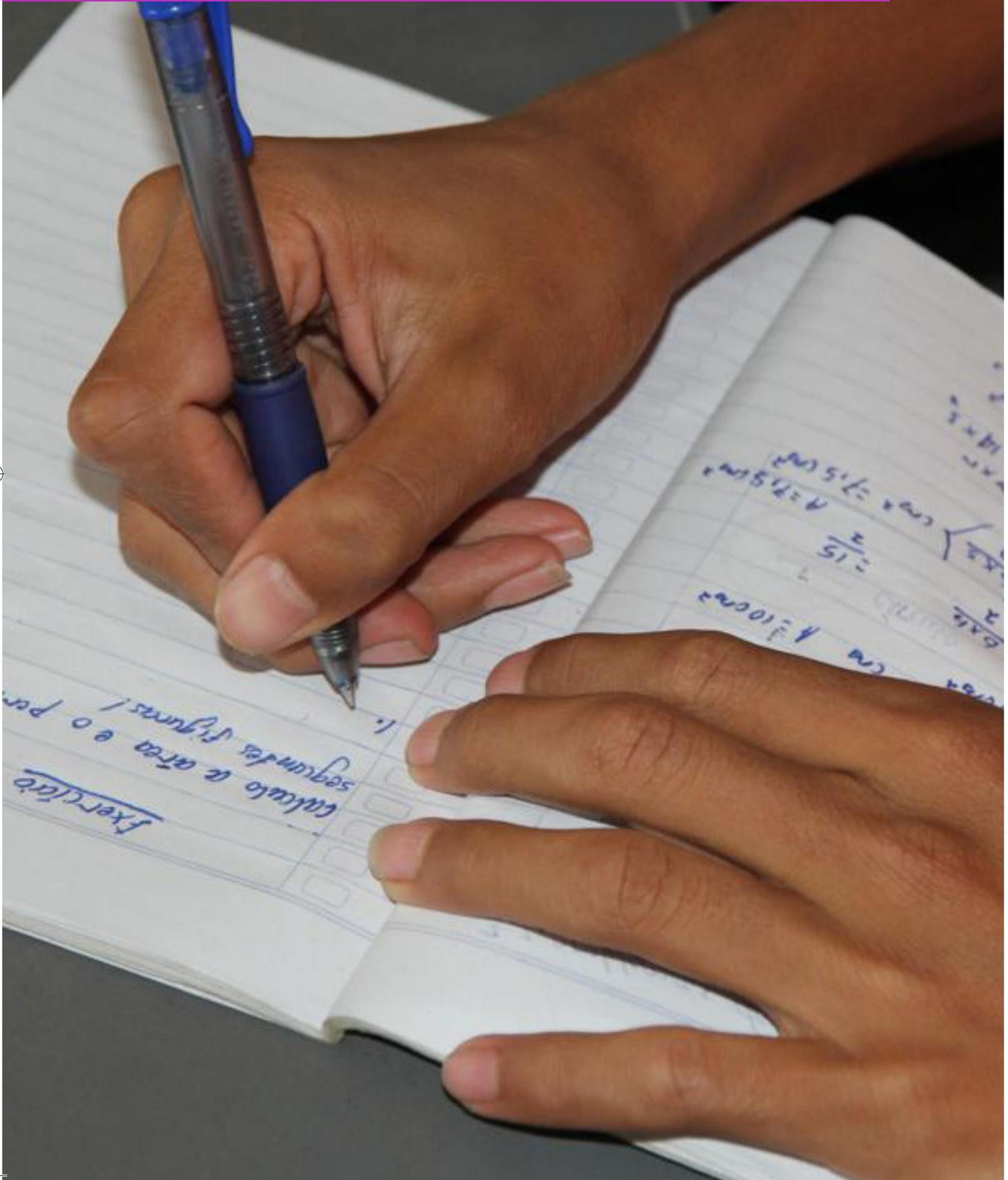


In some cases participants, including children, teachers, community chiefs and other stakeholders, appeared to be concerned with providing researchers with a 'correct', 'acceptable' or 'legal' response, and were hesitant to share information about violence if they thought that this may result in negative consequences for themselves or another person. Researchers did their best to mitigate this as far as possible by explaining to participants that all information would be kept anonymous, and clearly articulating the aims, purpose, and expected results of the research.

It was difficult to gather authentic data on sexual violence in the context of delivering a structured, closed-ended survey, and no individual qualitative interviews were carried out with children.

The analysis includes comparisons between reported rates of different forms of violence against children at pre-secondary schools attached to primary schools applying the CFS approach, compared to other schools. Where significant differences were found in relation to these different 'types' of schools, these are reported in the text. However, it is important to note, that the CFS approach is only applied in the first and second cycles, the primary years of school, not included in this research. Therefore, comparisons between non-CFS schools and schools attached to CFS primary schools, should be treated with some caution. However, given that pre-secondary schools, are attached to primary schools, and the same staff teach in both, it may be that training provided to teachers had a 'spill-over' effect on their treatment of children in pre-secondary grades, as well as their treatment of those in primary level grades.

LEGAL & POLICY FRAMEWORK



3. Violence against children in schools: Legal, Policy & Institutional Framework

3.1 Prohibition of violence against children

The provisions of the CRC and other human rights conventions to which Timor-Leste is party, apply in their entirety under Timor-Leste's domestic legal framework, and prevail over any conflicting internal laws and rules.⁴¹ However, the provisions in Timor-Leste's domestic law that protect children from violence are limited.

The Constitution includes a non-derogable prohibition against torture, cruel, inhuman or degrading treatment or punishment, which should be interpreted as prohibiting corporal punishment, in line with the guidance of the CRC Committee and UN Human Rights Committee;⁴² however, it is generally not interpreted this way in practice.⁴³ Encouragingly, Section 18(1) of the Constitution entitles children to 'special protection by the family, the community and the State, particularly against all forms of abandonment, discrimination, violence, oppression, sexual abuse and exploitation.' Yet, without further indication in the Constitution as to who constitutes a 'child', or clarity over what would constitute 'special protection' or 'violence' for these purposes, the efficacy of this provision in protecting children from all forms of violence against children rests largely on how it is interpreted.

The Penal Code 2009⁴⁴ criminalises certain forms of violence against children including a range of sexual offences against minors, and establishes the age of sexual consent at 16 years.⁴⁵ However, these provisions are not comprehensive in their scope and would not necessarily apply to violence against children in and around educational settings. For instance, Article 155 criminalises the 'mistreatment of minors'⁴⁶ although this only applies to children under the age of 17 and is limited to mistreatment by persons providing guardianship or custody, persons who are responsible for the minor's upbringing, or persons who perform these functions as part of their employment.

⁴¹ Constitution of the Democratic Republic of Timor-Leste, Sections 9 and 18(2)

⁴² Constitution of the Democratic Republic of Timor-Leste, Sections 25(5) and 30(4); The CRC Committee considers that corporal punishment is 'invariably degrading'; CRC GC No. 8 (2006), para 11. Similarly, the UN Human Rights Committee considers that corporal punishment, including 'excessive chastisement ordered as punishment for a crime or as an educative or disciplinary measure' is covered by the prohibition against torture or other cruel, inhuman or degrading treatment or punishment; Human Rights Committee, General Comment No. 20 (1992) on Article 7 (Prohibition of torture, or other cruel, inhuman or degrading treatment or punishment) (CCPR, GC No. 20 (1992)), para 5. See Section 1.3 above on Key Concepts for more details.

⁴³ The Global Initiative to End All Corporal Punishment of Children also highlights that legal provisions against violence and abuse are not interpreted as prohibiting all forms of corporal punishment in childrearing; Global Initiative to End All Corporal Punishment of Children, State Report on Timor-Leste, September 2012, pp 1-2. See also section 6 of the report for participants' knowledge of and attitudes towards physical punishment. See also Sections [] of this Report for participants' knowledge of and attitudes towards corporal punishment.

⁴⁴ Decree Law No. 19/2009 Approving the Penal Code ('Penal Code 2009')

⁴⁵ For example, sexual exploitation of a third party (Article 174), child prostitution (Article 175), child pornography (Article 176), sexual abuse of a minor (Article 177), sexual acts with an adolescent (Article 178), sexual abuse of a person incapable of resistance (Article 179); sexual fraud (Article 180), and sexual exhibitionism (Article 181). Note also the increased penalties for sexual coercion or rape against a victim under the age of 17 years or through taking advantage of duties exercised or office held, in any capacity, including in an educational establishment (Article 173(b) and (d)).

⁴⁶ Mistreatment includes, among other things, causing "harm to the minor's body or health" or inflicting "physical or mental mistreatment or cruel treatment"; Penal Code 2009, Section 155(1)

Criminal law contains significant procedural hurdles for child victims of violence. The law distinguishes between ‘public’ crimes, which any citizen may report to the police or the Public Prosecution Service,⁴⁷ and ‘semi-public’ crimes which are deemed to be ‘less serious’.⁴⁸ Semi-public crimes include ‘simple offences’ against physical integrity, negligent offences against physical integrity, and threats to commit a crime in order to cause fear or unrest or to undermine a person’s freedom of decision-making, coercion (through violence or threat of serious harm), sexual exhibitionism and abduction of a minor.⁴⁹ Unless the semi-public crime is within the personal knowledge of the police or Public Prosecution Service, or has been reported to them by ‘other authorities’, a report is deemed to be made only upon the accusation of the person who has a legal right to make a complaint – generally, the victim.⁵⁰ Prosecution of a semi-public crime also depends upon this person making a formal complaint.⁵¹ [However, victims under the age of 16 do not have standing to make a complaint. Instead, the right generally rests with their ‘legal representative’, namely, their parent/legal guardian (unless their legal representative is the perpetrator, in which case the Public Prosecution Service may initiate proceedings if required to safeguard the child’s interests).⁵²] These provisions significantly curtail a child’s ability under the law to report and make a formal complaint about semi-public crimes committed against them.

For a number of years there has been a Child Rights Code in draft,⁵³ which, if enacted, would significantly strengthen legal protections against violence against children, although it would only apply to children under the age of 17 years.⁵⁴ The draft Code includes a prohibition and criminalisation of ‘physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse’ of children.⁵⁵ It would introduce a specific prohibition against the use of corporal punishment, including in schools, defined as the ‘the use of physical force intended to cause some degree of pain or discomfort, however light’,⁵⁶ which is in line with the definition used by the CRC Committee, and other forms of ‘cruel or degrading forms of punishment of children, in all settings, including within the home and family.’⁵⁷ It affirms that corporal punishment and other forms of torture or cruel, inhuman or degrading treatment are criminal offences, and imposes a clear obligation on the State to prevent such acts.⁵⁸

⁴⁷ Decree Law No. 13/2005 Approving the Criminal Procedure Code (Criminal Procedure Code 2005), Articles 210(1)(c) and 213; Penal Code 2009, Title V. Note that under Article 36 of the Law on Domestic Violence, all crimes of domestic violence are public crimes.

⁴⁸ Penal Code 2009, preamble, p 5

⁴⁹ Penal Code 2009, Articles 145, 148, 157, 158, 181 and 226

⁵⁰ Criminal Procedure Code 2005, Articles 71(a) and 210(1)

⁵¹ Penal Code 2009, Article 106; Criminal Procedure Code, Article 214

⁵² Criminal Procedure Code, Article 214

⁵³ For the purposes of this Report, we have reviewed an English translation of the draft Child Right’s Code dated 29 July 2011 provided by UNICEF Timor-Leste to CCLC on 3 March 2015

⁵⁴ Article 2(1) defines ‘child’ to persons under the age of 17 years

⁵⁵ Articles 2(1) and 42(1)

⁵⁶ Article 43(2)

⁵⁷ Articles 33(1)(a) and 43(1)-(2)

⁵⁸ Articles 33(1)(a) and 76

3.2 Education Framework⁵⁹

The Constitution of Timor-Leste guarantees the right to education for every citizen and imposes an obligation on the State to ‘promote the establishment of a public system of universal and compulsory basic education that is free of charge in accordance with its ability and in conformity with the law.’⁶⁰ The Basic Law of Education No. 14/2008 further elaborates the fundamental objectives of the education system,⁶¹ and sets out four key stages of Education which are summarised in the table 3.

Table 3: Education Structure in Timor-Leste

Stage	Cycle	Grades	Official Entry and Exit Ages	Compulsory? ⁶²
Pre-school	-	Group A	3-4 years	
		Group B	5 to Primary Entry Age	x
Basic	Cycle 1	1-4	6-9 years	✓
	Cycle 2	5-6	10-11 years	✓
	Cycle 3	7-9	12-14 years	✓
	(Pre-secondary)			
Secondary	-	10-12	15-17 years	x
Higher	-	-	-	x

Both the Constitution and the Basic Law of Education⁶² recognise the provision of private educational institutions, organised and functioning under the terms of their own statutes.⁶³ However, the State may provide these schools with pedagogical, technical and financial support and maintains legal responsibility for licencing, evaluating and monitoring them.⁶⁴

The National Education Strategic Plan for 2011-2030 sets out the vision for education reform through 13 priority programmes⁶⁵ founded upon four interrelated goals.⁶⁶ Although the National Education Strategic Plan does not specifically set out measures to prevent or respond to violence against children in and around educational settings, the Ministry of Education has developed and implemented a number of measures, which are discussed further below.

⁵⁹ Note that the Basic Law of Education makes provision for cooperative schools and the provision of special needs education, specialised artistic education, recurrent education with equivalency (i.e. for persons who have passed the age indicated for attending primary and secondary education), distance education, and out-of-school education (including professional training), although these fall outside the ambit of this study.

⁶⁰ Constitution, Section 59(1)

⁶¹ Which include contributing ‘towards the personal and social improvement of individuals, through the full development of their personality and the shaping of their character, enabling them to reflect conscientiously on ethical, civic, spiritual and aesthetic values in the context of providing a balanced mental and physical development.

⁶² Basic Law of Education No. 14/2008, Articles 11(1) and 14(2)

⁶³ Laws and regulations governing the provision of private education were not available for review.

⁶⁴ Constitution, Section 59(3); Education System Framework Law, Article 3(2)-(4)

⁶⁵ (1) Pre-school and Early Childhood Reform; (2) Basic Education Reform; (3) Secondary Education Reform; (4) Higher Education Reform; (5) Recurrent Education; (6) Social Inclusion; (7) Improving Teaching Quality; (8) General Management Reform; (9) Human Resources Management; (10) De-Concentration and Organisational Improvement; (11) Introducing Information Technology and Management Information Systems; (12) Achieving and Planning Budgeting Excellence; and (13) Achieving Effective Donor Coordination.

⁶⁶ Improving physical access to schools that are fully functioning and furnished; improving the quality of teaching and availability of teachers who meet Ministry of Education competency standards; improving the quality of the curriculum and teaching materials to make education attractive and relevant; and implementing social inclusion policies to ensure enrolment and pupil retention.

3.2.1 Eskola Foun / Child-Friendly Schools

The Timor-Leste Government's Country Programme Action Plan for 2009-2013 (subsequently extended to 2014), aimed to contribute towards the achievement of the United Nations Development Assistance Framework Outcome on improving the quality of life of children, young people, women and men through strengthened learning achievement. It aimed to do this primarily by contributing towards the following:

- Millennium Development Goal 2 (by increasing the number of children accessing school by 20%; and increasing the number of children who complete school by 25%); and
- Millennium Development Goal 3, by promoting gender equality and empowering women).⁶⁷

The 'Eskola Foun' (which translates into English as 'New Schools') initiative was an integral part of the MoE's and UNICEF's joint strategy to achieve the above goals.⁶⁸ The *Eskola Foun* were modeled upon the 'New Schools' or 'Escuela Nueva' model used in Columbia as well as features of the child-friendly schools model set out in UNICEF New York's 'Child-Friendly Schools Manual' that was published in 2009. The *Eskola Foun* encapsulate three key principles of the child-friendly schools model:

- **Inclusiveness:** ensuring that all children have access to quality, child-friendly education;
- **Child-centeredness:** ensuring that the interests of the child are paramount, and that learning is participatory, active and takes place in a healthy, safe and protective environment that facilitates this; and
- **Democratic participation:** ensuring that all stakeholders, including children, play a role in decision-making about the governance of the school and their education.

As at November 2015, there were 121 primary schools (Grades 1 to 6 / Cycles 1 and 2) that are participating in the *Eskola Foun* programme.⁶⁹ As part of this programme, the MoE, in collaboration with UNICEF, has developed and, with UNICEF's support, has been implementing, a training programme for teachers in these 121 schools based on the above-mentioned basic tenets of the CFS. The training comprises four teacher training modules, including a short guide on using positive discipline techniques⁷⁰ and a guide to managing behaviour in the classroom in a way that 'guarantees the physical and psychological safety of students and teachers.'⁷¹ Whilst the MoE delivered this training using its own resources to participants from all basic schools in Timor-Leste in 2013, the MoE, with UNICEF's support, has been able to provide further support to teachers from the 121 CFS schools through the provision of resources, including education supplies (such poster paper, crayons, story books etc.) for creating learning corners in the classrooms.⁷²

In order to implement this vision, the Ministry of Education, with UNICEF's support, is drafting a National Quality Schools Standards Framework ('NQSSF') for Basic Education that would set out the core minimum standards for schools in Timor-Leste. The NQSSF takes into account the CFS principles mentioned above. At the time of writing, the NQSSF was in the process of being finalised.

⁶⁷ American Institutes for Research, *Eskola Foun in Timor-Leste: Baseline Assessment Framework for Formative Monitoring and Strategy for Engagement*, 6 September 2009, p 5

⁶⁸ American Institutes for Research, *Eskola Foun in Timor-Leste: Baseline Assessment Framework for Formative Monitoring and Strategy for Engagement*, 6 September 2009, p 5

⁶⁹ Discussion with UNICEF Education and Child Protection officers, Dili, Timor-Leste, 19 November 2015;

⁷⁰ *Eskola Foun Training*, Annex 5

⁷¹ *Eskola Foun Training*, Annex 6

⁷² UNICEF, Terms of Reference, Evaluation of Child Friendly Schools (CFS) Teacher Training Intervention under the UNICEF-Supported CFS Initiative of Ministry of Education in Timor-Leste

3.2.2 Zero Tolerance on Violence against Children in Schools

The MoE's Guidelines on Technical and Teaching and Learning Methodology for the First and Second Basic Education Cycles (approved by the Minister of Education in a Ministerial Dispatch issued on 13 April 2015) encourages teachers to refrain from using various forms of physical or psychological punishment. Paragraph 24.1 of the Guidelines specifically states that, "one *should* not make use of physical punishment and / or psychological and school discipline measures."⁷³ In addition, the Guidelines impose a positive "duty" on teachers "to ensure an environment to promote learning, health and freedom from *any form of threat and violence...*"⁷⁴ For these purposes, 'physical violence' is defined as any action of a disciplinary or punitive nature that involves the use of physical force on a child "that results in physical pain and / or injury."⁷⁵ Therefore, it is not fully in line with international child rights standards as it does not appear to include 'light' hitting that does not cause a visible injury. 'Psychological punishment', however, is defined fairly widely, as it means "any conduct or psychological punishment [or] cruel form of treatment against the child that humiliates, threatens or severely ridicules" (such as "yelling, humiliating, calling names, discrediting, ignoring, or "intending to punish").⁷⁶

Although the Guidelines state that the use of physical and / or psychological punishment against students by a teacher or any other employee of the educational establishment "may result in criminal prosecution and / or disciplinary action, according to the criminal law and civil service law,"⁷⁷ it is not clear what sorts of physical and psychological punishment would lead to the MoE taking disciplinary action against the teacher in practice.

In addition, the Guidelines recommend that teachers adopt 'peaceful' or 'positive' disciplinary techniques. In practice, this involves the "implementation of strategies or constructive educational techniques (positive discipline), capable of promoting the discipline of students without making use of methods of physical and psychological violence."⁷⁸ Guidelines 26 provides details on what these techniques may include, including: determining the rules of behaviour; identifying the consequences of violating the rules; the establishment of a warning system; and a system for encouragement, recognition and reward positive behavior.

The Guidelines currently only apply to public and private *primary* schools (i.e. Cycles 1 and 2), starting initially with Grades 1 and 2, and then to the other primary school years.⁷⁹

In 2008, the Ministry of Education reportedly announced Zero Tolerance on Violence against Children in Schools. It is understood that this statement applies to all schools, regardless of whether they are public or private, CFS or non-CFS, basic or secondary.⁸⁰ This announcement has not been formalised in an official document. See section 7.1.4 for more discussions on this.

⁷³ Emphasis added; Guidelines on Technical and Teaching and Learning Methodology for the First and Second Basic Education Cycles, para 24.1

⁷⁴ Emphasis added; Guidelines on Technical and Teaching and Learning Methodology for the First and Second Basic Education Cycles, para 24.3

⁷⁵ The Guidelines provide some specific examples: hitting in the face or body, hitting using objects, pulling the ear or hair of the child, and forcing the child to be in an uncomfortable position; Guidelines on Technical and Teaching and Learning Methodology for the First and Second Basic Education Cycles, para 24.4

⁷⁶ Guidelines on Technical and Teaching and Learning Methodology for the First and Second Basic Education Cycles, para 24.2

⁷⁷ Guidelines on Technical and Teaching and Learning Methodology for the First and Second Basic Education Cycles, para 24.2

⁷⁸ Guidelines on Technical and Teaching and Learning Methodology for the First and Second Basic Education Cycles, para 25.4

⁷⁹ Guidelines on Technical and Teaching and Learning Methodology for the First and Second Basic Education Cycles, para 1.1

⁸⁰ Group Interview with UNICEF Education, Dili, Timor-Leste, 19 March 2015

3.2.3 INFORDEPE

Improving quality education is a priority area in Timor-Leste's National Strategic Education Plan for 2011-2030.⁸¹ INFORDEPE is the body within the Ministry of Education that provides training for teachers in all schools in Timor-Leste, including private schools.⁸² Before its establishment, teachers were not required to complete any specialist training in order to teach. Currently, however, teachers are required to have a Bachelor degree (to teach in basic schools) or licentiate degree (to teach in secondary schools) and then must obtain a professional qualification from INFORDEPE before they commence teaching.⁸³ Existing teachers who do not have a degree are required to attend INFORDEPE's academic division to obtain their academic qualifications, before completing the specialist course at INFORDEPE's professional training division.⁸⁴

The training reportedly consists of four 'core modules' focusing on: knowledge of the official language; methodology and pedagogy; scientific knowledge; and professional ethics. According to figures provided by INFORDEPE, 12,000 teachers in Timor-Leste have completed this training, with 600 to 700 yet to receive it.⁸⁵ Teachers are also reportedly required to complete refresher training with INFORDEPE every year although it is not clear to what extent this is implemented in practice.⁸⁶

3.2.4 Domestic Violence Law

In order to 'fight violence' Article 11 of the Law on Domestic Violence No. 7/2010 requires the Government to include topics relating to human rights in the school curricula, particularly topics related to gender 'including references to the importance of love, sexuality, and the principle of the negotiated settlement of conflicts.' The law also requires the Government to prepare information and training resources on the prevention and identification of "domestic violence factors", with a particular focus on materials intended for professionals, as well the dissemination of international documents in this area.⁸⁷ This provides a mechanism to raise awareness in schools about prevention and support for victims of violence, including against children, in family settings.

⁸¹ Priority Programme Seven has the overall goal of ensuring that all children in pre-school, basic and secondary education receive quality education and are taught by an adequate number of teachers who fulfil competences required by the Ministry of Education (by 2030), and the shorter-term goal of improving the quality of education by substantially increasing the quality of teaching in pre-school, basic and secondary school and recurrent education (by 2015).

⁸² Group Interview, Representative of INFORDEPE, Dili, Timor-Leste, 17 March 2015

⁸³ Education System Framework Law No. 14/2008, Article 48; Group Interview, Representative of INFORDEPE, Dili, Timor-Leste, 17 March 2015

⁸⁴ Group Interview, Representative of INFORDEPE, Dili, Timor-Leste, 17 March 2015

⁸⁵ Group Interview, Representative of INFORDEPE, Dili, Timor-Leste, 17 March 2015

⁸⁶ Group Interview, Representative of INFORDEPE, Dili, Timor-Leste, 17 March 2015

⁸⁷ Article 10(1)

3.3 Child and Family Welfare System

The MSS Child and Family Welfare Policy ('CFW Policy') sets out the Government's approach to establishing a child (defined as all persons under the age of 18)⁸⁸ and family welfare system in the country. The CFW Policy aims to comply with Timor-Leste's international human rights obligations, uphold national customary beliefs, values and practices, and expand upon certain provisions of Timor-Leste's Constitution (most notably Section 18(1), outlined above).⁸⁹

The CFW Policy states that it is primarily concerned with 'promoting and restoring the well-being of children and the family unit, while the principal focus is to ensure that the family and community environment is one that prevents the abuse, violence, neglect and exploitation of children.'⁹⁰ When 'things do go wrong' the policy requires that restorative actions, processes and services should be available for children and their families.⁹¹

There are also plans for the Policy to be incorporated into the domestic legal framework and laws are currently being drafted towards this aim. The draft Law on the Protection of Children is one such document.⁹² The draft Law imposes a clear obligation on, among others, 'entities with competence regarding children' – which should be interpreted to include schools - to 'protect children in danger' and immediately inform child protection services when they become aware of such situations. If adopted in its current form,⁹³ however, the law would only apply to persons under the age of 17,⁹⁴ and to persons aged 17 and 18 provided that they request the continuation of intervention initiated before they turned 17.⁹⁵ Therefore, it does not guarantee protection to all pupils in schools. Further, the draft Law sets out the framework for interventions to protect 'children in danger' – defined as 'whenever he or she is in a de facto situation that constitutes a threat to his or her safety, health, education, moral upbringing, welfare and full development'.⁹⁶ This definition specifically includes: child victims of crimes, negligence or abandonment; children left without family support, especially due to the death, imprisonment or hospitalisation of their parents/guardians; children who are made to perform work that is excessive, dangerous, or susceptible to compromise their education, health and full development; and children who commit crimes, or perform 'illicit behaviour' including taking narcotics or consuming alcohol.⁹⁷ An extension of this definition to children who are at risk of or who have suffered violence against children would strengthen the draft Law significantly.

⁸⁸ Child and Family Welfare Policy, November 2012, p 3

⁸⁹ To promote the building of a society based on social justice, by establishing material and spiritual welfare of the citizens (Section 6(e)); children are entitled to special protection by the family, the community and the State, particularly against all forms of abandonment, discrimination, violence, oppression, sexual abuse and exploitation (Section 18(1)); and the State must protect the family as the society's basic unit and a condition for the harmonious development of the individual (Section 39).

⁹⁰ Child and Family Welfare Policy, November 2012, p 11

⁹¹ Child and Family Welfare Policy, November 2012, p 11

⁹² Draft Law on Child Protection, Article 7(1)

⁹³ For the purposes of this Report, we have reviewed the English translation of the draft Law on the Protection of Children provided to Coram International by UNICEF Timor-Leste in February 2014.

⁹⁴ Draft Law on Child Protection, Article 1(2)

⁹⁵ Draft Law on Child Protection, Article 1(3)

⁹⁶ Draft Law on Child Protection, Article 4(2)

⁹⁷ Draft Law on Child Protection, Article 4(2)(a)-(g)

The National Directorate of Social Development (DNDS) within the MSS is responsible for the overall management and drafting of Timor-Leste's CFW Policy.⁹⁸ It is responsible for ensuring that all actors in the system have a clear understanding of their role, responsibilities and function within the system, developing and promoting all necessary policies, and developing quality standards for services.⁹⁹ The Department of Protection and Social Assistance to Vulnerable Children operates under the guidance of the DNDS and is responsible for ensuring that support services are provided to children, families and communities nationwide including: family support services; specialised therapeutic services for victims of crime and their families; provision of alternative care for children; and monitoring of care plans for children. Its preventative strategies include: the provision of direct social protection support, including financial assistance; disseminating information and education on child welfare; engaging in community dialogue and collective problem-solving; and early intervention and support for families with problems.¹⁰⁰ This department is also responsible for collaborating with the police and courts on cases concerning criminal conduct against children.¹⁰¹

In practice, the MSS has appointed two Child Protection Officers (CPOs) in each of the 13 municipalities in Timor-Leste to provide case management, social support services, and community awareness activities to respond to cases of violence, abuse, neglect and exploitation of children.¹⁰² MSS 'Social Animators' appointed at the Administrative Post level are responsible for identifying children and families in need of support and referring these cases to the CPOs and other relevant MSS bodies.¹⁰³

3.3.1 Vulnerable Persons Units

Vulnerable Persons Units (VPUs) are police units at the municipal level. Approved statements of practice for the VPUs were not available for review so the legal scope of their functions and duties are not clear. However, under the CFW Policy, the VPUs are responsible for upholding the rule of law and have the duty to refer child welfare concerns to the Department of Protection and Social Assistance to Vulnerable Children or MSS welfare officers (understood to refer to the CPOs).¹⁰⁴ The CFW Policy also specifies that VPUs are authorised to remove a child from their home without the presence of a CPO if the risk to the child is 'both immediate and severe.'¹⁰⁵ In addition, the VPU is responsible for sharing information on cases of child abuse 'as required' with the Department of Protection and Social Assistance to Vulnerable Children or CPO.¹⁰⁶

⁹⁸ Child and Family Welfare Policy, November 2012, p 13

⁹⁹ Child and Family Welfare Policy, November 2012, pp 13-14

¹⁰⁰ Child and Family Welfare Policy, November 2012, p 19

¹⁰¹ Child and Family Welfare Policy, November 2012, p 15

¹⁰² Timor-Leste's Combined second and third periodic reports to the CRC Committee, CRC/C/TLS/2-3, 3 December 2014, para 93.

¹⁰³ Child Frontiers, Mapping and Assessment of the Child Protection System - Timor-Leste, March 2011, pp 56-59. Please note that the constituent documents for the CPO and CPNs were not available for review. Therefore, it has not been possible to comment on the legal scope or content of their functions.

¹⁰⁴ Child and Family Welfare Policy, November 2012, p 17

¹⁰⁵ Child and Family Welfare Policy, November 2012, p 17

¹⁰⁶ Child and Family Welfare Policy, November 2012, p 17

3.3.2 Child Protection Network¹⁰⁷

Child Protection Networks, or 'CPNs,' are multi-disciplinary networks that have been established in each municipality in Timor-Leste.¹⁰⁸ Membership of a CPN is open to "all organisations interested in [c]hild [p]rotection activities" in the relevant municipality. Therefore, a CPN may be comprised of Children Protection Officers, and representatives from the Vulnerable Persons Unit, Ministry of Education, Ministry of Health, NGO service providers, community leaders, and faith-based groups from that municipality.

The main purpose of the Child Protection Networks is to "strengthen the overall protective environment for children in Timor-Leste through promoting cohesive and coordinated approaches to concerns of violence, abuse and exploitation against children at institutional and community level."¹⁰⁹ The specific purpose of the institutional-based focal points of the CPN (for example, the Child Protection Officers and the representative of the VPU) is to "ensure accurate and timely reporting, recording and follow-up of child protection cases" through the following activities:

- "Receiving and documenting key information related to child protection concerns, whether confirmed or suspected";
- Maintaining up-to-date and accurate records of such concerns and referring cases to relevant authorities and services at sub-municipal/municipal levels;
- Facilitating and where deemed appropriate or necessary, accompanying referrals to other services; and
- Ensuring follow-up and reporting back of child protection cases where requested by National Directorate of Social Development.¹¹⁰

Each CPN is given flexibility in determining its priorities and developing its action plans according to its capacity and specific socio-geographic context, provided that it complies with national strategies and standards.¹¹¹ Therefore, each CPN may develop its own referral pathways/reporting procedures for cases of violence against children "to ensure swift care and support to victims, including legal, psychosocial and medical support."¹¹²

¹⁰⁷ The constituent documents or terms of reference of the CPNs were not available for review.

¹⁰⁸ UNICEF, Mapping of Residential Care Facilities for Children in Timor-Leste, July 2012, p 1; it is understood that the MSS has also established CPNs at the administrative post level in selected municipalities; UNICEF communication to Coram International, 5 November 2015

¹⁰⁹ Ministry of Social Solidarity - National Division of Social Reinsertion, Terms of Reference of 'District Child Protection Networks (CPNs) and Institution-based Focal Points', 2007, pp 1-2

¹¹⁰ Emphasis added; Ministry of Social Solidarity - National Division of Social Reinsertion, Terms of Reference of 'District Child Protection Networks (CPNs) and Institution-based Focal Points', 2007, p 3

¹¹¹ Ministry of Social Solidarity - National Division of Social Reinsertion, Terms of Reference of 'District Child Protection Networks (CPNs) and Institution-based Focal Points', 2007, p 2

¹¹² Ministry of Social Solidarity - National Division of Social Reinsertion, Terms of Reference of 'District Child Protection Networks (CPNs) and Institution-based Focal Points', 2007, p 3

3.4 Community Leadership

Community leadership structures within the *sukus*¹¹³ and *aldeias*¹¹⁴ of Timor-Leste are integral to the administration of local communities. The role of the community leader - *suku chief* - and the *suku council* - originate from the Timorese customary system of governance, although they are recognised by law as ‘the collegial body the purpose of which is to organise the community’s participation in the solving of its problems, to uphold its interests and to represent it whenever required.’¹¹⁵ The *suku chief* and *suku council* members (with the exception of the village elder, or ‘*lian-ain*’, who is appointed by the *suku council*) are elected by popular vote.¹¹⁶ They do not form part of the State administration and their decisions are not legally binding on the State.¹¹⁷

The arenas in which the *suku chiefs* and *suku council* may operate are set out by law and include the maintenance of community ‘peace and social harmony’.¹¹⁸ The *suku chief’s* responsibilities by law include promoting mechanisms to prevent domestic violence and supporting initiatives that aim to monitor and protect victims of domestic violence, and deal with the offender.¹¹⁹ Importantly, the *suku chief* is also required to ‘request the intervention of the security forces in the event of disputes which cannot be settled at local level, and whenever crimes are committed or disturbances occur.’¹²⁰ The *suku council* is tasked with, among other things, advising the *suku chief* in his/her activities.¹²¹

The *aldeia chief* is a member of the *suku council* and also has similar responsibilities as the *suku chief* but within the scope of his/her respective *aldeia*.¹²²

3.5 Office of the Ombudsman for Human Rights and Justice

This body was established in 2006 pursuant to the Office of the Ombudsman for Human Rights and Justice Law 2004¹²³ and may be used to address allegations of violence against children in and around educational settings. It is an independent statutory body whose purpose ‘is to combat corruption and influence peddling, prevent maladministration and protect and promote human rights and fundamental freedoms of natural and legal persons throughout the national territory.’¹²⁴ Its powers include reviewing complaints, conducting investigations and forwarding to relevant bodies recommendations to prevent or redress illegality or injustice.¹²⁵ All legal and natural persons may lodge a complaint with the Office of

¹¹³ These are defined in Article 3(1) of Law No. 3/2009 as “community organization formed on the basis of historic, cultural and traditional circumstances, having an area established within the national territory and a defined population.”

¹¹⁴ These are defined in Article 3(2) of Law No. 3/2009 as “The village comprises a population cluster united by family and traditional bonds and connected to the Sucusukus by historical and geographical relationships.”

¹¹⁵ Law No. 3/2009 on Community Leaderships and Their Election, Article 2

¹¹⁶ Law No. 3/2009 on Community Leaderships and Their Election, Articles 5(3) and 6

¹¹⁷ Law No. 3/2009 on Community Leaderships and Their Election, Article 2

¹¹⁸ Law No. 3/2009 on Community Leaderships and Their Election, Article 10(1)(a)

¹¹⁹ Law No. 3/2009 on Community Leaderships and Their Election, Article 11(2)(c) and (d)

¹²⁰ Law No. 3/2009 on Community Leaderships and Their Election, Article 11(2)(e)

¹²¹ Law No. 3/2009 on Community Leaderships and Their Election, Article 12(b)

¹²² Law No. 3/2009 on Community Leaderships and Their Election, Article 14

¹²³ For the purposes of this Report, we have reviewed the English translation of the law retrieved from <http://www.ilo.org/dyn/natlex/docs/MONOGRAPH/79903/86119/F25689435/TMP79903.pdf> on 6 October 2015.

¹²⁴ Statute of the Office of the Ombudsman for Human Rights and Justice, Law No. 7/2004, Article 5(3)

¹²⁵ Statute of the Office of the Ombudsman for Human Rights and Justice, Law No. 7/2004, Article 5(1)-(2)

the Ombudsman for Human Rights and Justice on violations and infringements of matters falling under Articles 23 to 27 of the Act, which include alleged systematic or widespread violations of human rights, maladministration or corruption by public authorities and private entities fulfilling public functions and services.¹²⁶

The Office has three departments (investigation, advocacy and monitoring, and education and promotion), and five regional offices, each of which oversees its work in specific municipalities, administrative posts and *sukas*. There are reportedly plans to establish a children's unit in the Office of the Ombudsman for Human Rights and Justice with personnel specially trained in the Convention on the Rights of the Child and in handling children's matters.¹²⁷

3.6 Commission for the Rights of the Child¹²⁸

The Commission for the Rights of the Child is an agency that reports to the Minister of State, Coordinating Minister of Social Affairs and Minister of Education and is responsible for promoting and protecting children's rights in Timor-Leste. Its activities currently consist of socialisation (i.e. consultation), sensitisation and awareness-raising of child rights, the CRC, the prohibition of violence against children, and the importance of positive discipline, among both children and their local communities.¹²⁹ As at March 2015, this Commission had 10 members of staff at the national level, comprising 5 government employees, 4 contract staff and the Commissioner, although the aim is for it to operate at all levels (national, municipal and *suku*).¹³⁰ There is reportedly an intention for this Commission to become an independent body in three to four years' time, by which time the Commission would reportedly have built its capacity to undertake independent monitoring activities.¹³¹

Under draft CFW Policy, the Commission for the Rights of the Child is responsible for monitoring the functioning of the Child and Family Welfare System, including by monitoring its compliance with quality control standards set by the National Directorate of Social Development, collating data generated by the MSS, and producing regular independent reports on the basis of this information for use in further policy development.¹³² It is also tasked with lobbying for child-friendly mechanisms, and promoting children's rights, through advising government, reviewing and commenting on draft laws and evaluating and monitoring compliance with existing laws and regulations in line with the CRC.¹³³ However, given its limited budget, it has not been able to extend its activities beyond those of socialisation, sensitisation and awareness-raising described above.¹³⁴

¹²⁶ Statute of the Office of the Ombudsman for Human Rights and Justice, Law No. 7/2004, Articles 2(1), 24(a) and 36(1)

¹²⁷ Timor-Leste's combined second and third periodic reports to the CRC Committee, CRC/C/TLS/2-3, 3 December 2014, para 35

¹²⁸ The constituent documents or terms of reference of the Commission for the Rights of the Child were not available for review.

¹²⁹ Individual Interview, Representative of the Commission for the Rights of the Child, Dili, Timor-Leste, 16 March 2015

¹³⁰ Individual Interview, Representative of the Commission for the Rights of the Child, Dili, Timor-Leste, 16 March 2015

¹³¹ Individual Interview, Representative of the Commission for the Rights of the Child, Dili, Timor-Leste, 16 March 2015

¹³² Child and Family Welfare Policy, November 2012, pp 16-17

¹³³ Timor-Leste's combined second and third periodic reports to the CRC Committee, CRC/C/TLS/2-3, 3 December 2014, paras 25-27

¹³⁴ Individual Interview, Representative of the Commission for the Rights of the Child, Dili, Timor-Leste, 16 March 2015



RESEARCH FINDINGS



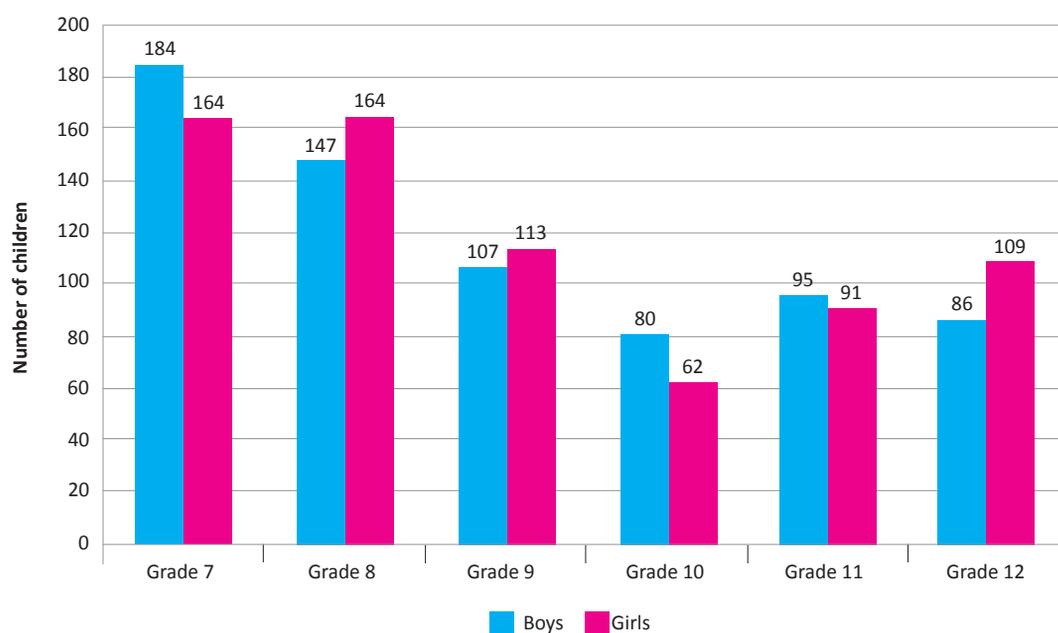
4. Basic demographic features of the sample

4.1 Grade in school

As per the sample plan (outlined in **Section 2** above) children were selected from grades 7-12 in pre-secondary and secondary schools. The below graph describes the number of children selected in each grade in school.

(As above) a total of 1,405 children were surveyed, including 705 girls and 700 boys.

Chart 1: Number of children per grade in school



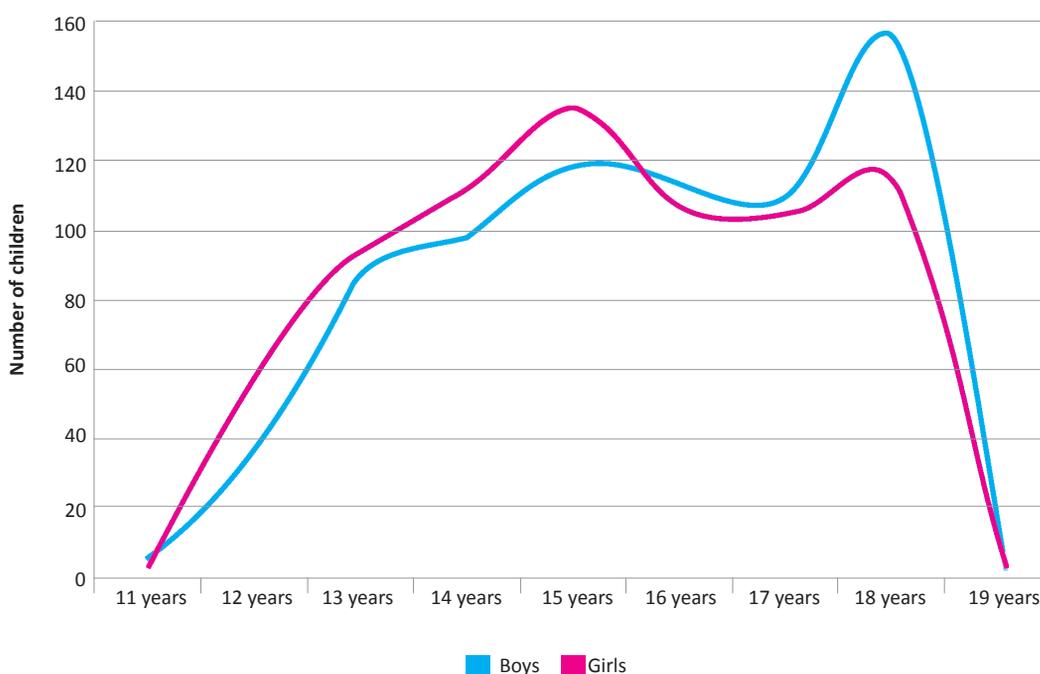
The grade of children in school was found to be significantly negatively correlated with the household poverty score¹³⁵ (bivariate correlation, $p < .05$, $r = -.065$), meaning that children in higher grades (secondary schools) tended to come from relatively more affluent backgrounds, on average, compared to children in younger grades (pre-secondary schools). It is a reasonable assumption (though this was not empirically tested in this study) that children from poorer households are less likely to complete secondary school than their relatively wealthier peers. This did not vary between boys and girls.

¹³⁵ See methodology section: the household poverty score was calculated based on a series of questions about children's household's ability to purchase a range of items including food, clothing, medicines, school items, and extra items such as gifts or holidays. A high 'household poverty score' indicates that a household is relatively poorer than a household with a lower poverty score.

4.2 Grade in school

The below graph describes the distribution of children's ages across the sample for girls and for boys. As the graph demonstrates the mode¹³⁶ age of girls in the sample was 15 years, and 18 years for boys.

Chart 2: Age distribution of children in sample



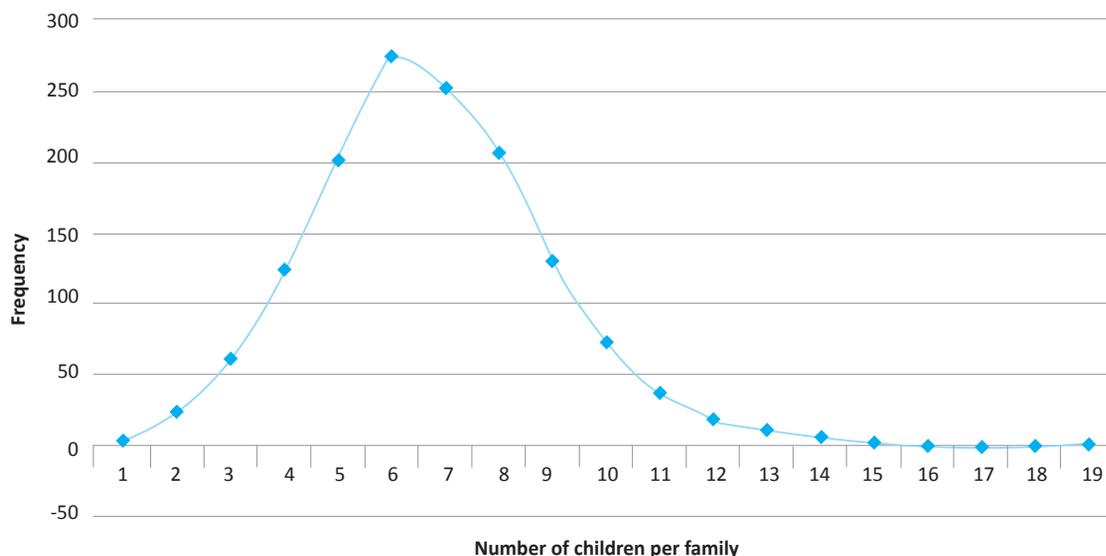
Although in the same classes, girls in the sample were generally younger than boys; the reasons for this is unclear, but it may be due to the fact that boys tend to repeat grades in school more frequently than girls.

4.3 Size of families in sample

The children in the sample were found to come from large families. The majority of children were from families with six or more children, with the mean number of children per family found to be 6.7. Only 4 % of the sample came from families with less than four children. The largest number of children in one family was reported to be 19.

¹³⁶ The most frequently appearing number in a set of data points.

Chart 3: Number of children per family



The data revealed a significant negative correlation between the number of children in the family and the ‘household poverty score’ (bivariate correlation, $p < .01$, $r = -.081$).¹³⁷ In other words, households with larger numbers of children were found to be relatively poorer than households with fewer children. A key stakeholder in the qualitative research explained the dilemma that poorer households face: *“because of difficult economic conditions, in addition to having many children, parents are unable to take care of all their children.”*¹³⁸

Significant relationships were also found between the size of a child’s family and the relative remoteness of their area of residence and their household poverty score; children from more rural areas were from larger families on average than those from more urban areas (t-test, $p < .0001$), and had higher household poverty scores (t-test, $p < .0001$).

¹³⁷ The household poverty score was calculated based on a series of questions about children’s household’s ability to purchase a range of items including food, clothing, medicines, school items, and extra items such as gifts or holidays. A high ‘household poverty score’ indicates that a household is relatively poorer than a household with a lower poverty score.

¹³⁸ Individual interview, police officer at VPU, Oecusse, 3 June 2015

4.4 Care at home

A third or 75% of children in the sample said that they were cared for by both parents. Another 19% were cared for by a single parent, 5% said that they were cared for by a person other than a biological parent, and 1% said 'nobody cares for me'.

There was a significant association found between care arrangements at home and the household poverty score. Children from single parents families, and those living in households with adults other than their biological parents, had significantly higher household poverty scores than children who were living with 2 biological parents (anova, $p < .0001$).

There was also a significant relationship found between care arrangements at home and the 'child labour score'.¹³⁹ Children from single parents families, and those living in households with adults other than their biological parents had significantly higher child labour scores than those living with two biological parents (anova, $p < .001$).

Data showed that 77% of children said that their parents were monogamously married, 20% said that their parents were single/divorced/widowed or separated, 2% said that their parents were in polygamous relationships,¹⁴⁰ and 2% of children were orphans. Children from polygamous families were significantly more likely to say that they were only cared for by one of their parents, or that they were cared for by someone other than a biological parent, than children from monogamous families (2-sided chi-square, $p < .0001$), implying a relationship between polygamy and being in the care of a parent.

4.5 Language, religion & disability

There was considerable homogeneity in the sample in terms of religion and language. The overwhelming majority of children in the sample, 1,383 children, stated their religion as 'Roman Catholic', 18 children were protestant and only 1 child was Muslim.

The majority of children (75%) listed their Language/ethnicity as Tetum. The second largest ethnicity/language was Tetum Terik (10%). The remaining 15% of the sample included Bajkeno, Makasae, Mambaie and Naueti children.

There were significant associations found in the survey data between children's ethnicity and the household poverty score, as well as the child labour score; with children who listed their ethnicity as Tetum having on average lower household poverty scores (t-test, $p < .0001$), as well as lower child labour scores (t-test, $p < .05$), than those from minority ethnic groups.

Only four children in the sample reported having a disability and these children were physically disabled.

¹³⁹ The child labour score is explained in Section 2 (research design).

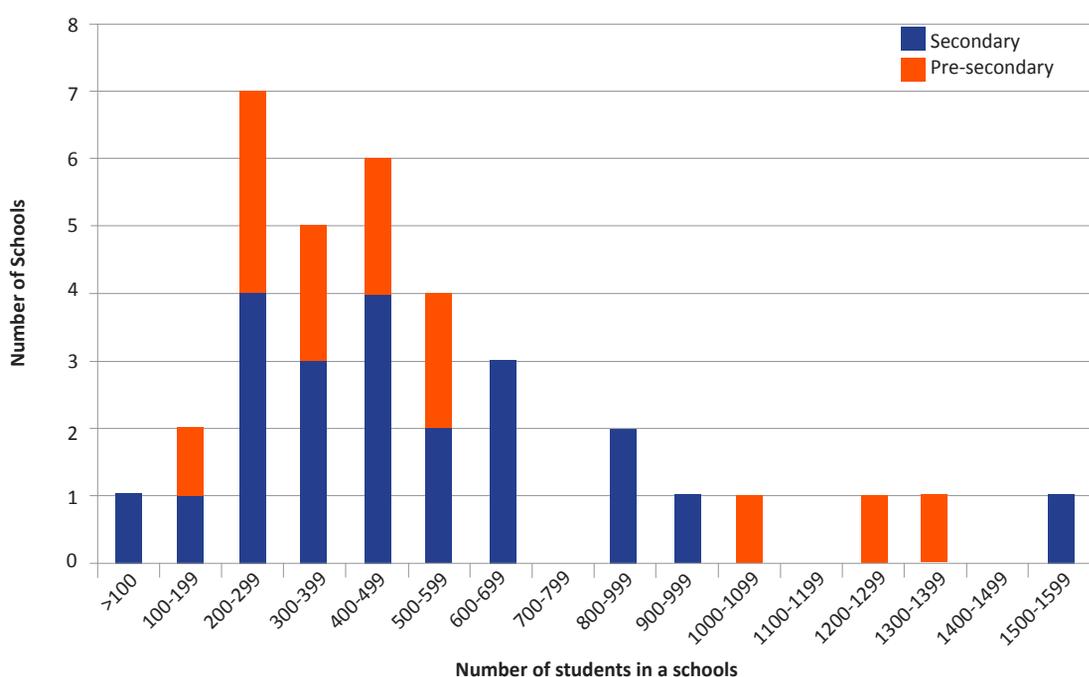
¹⁴⁰ This is likely to be an underestimate of the proportion of polygamous families in Timor Leste. Researchers were advised that it is highly sensitive to speak openly about being from a polygamous family, and that it was unlikely that children would always be willing to answer this question honestly in the context of an oral survey.

5. Basic features of schools

5.1 Size of schools

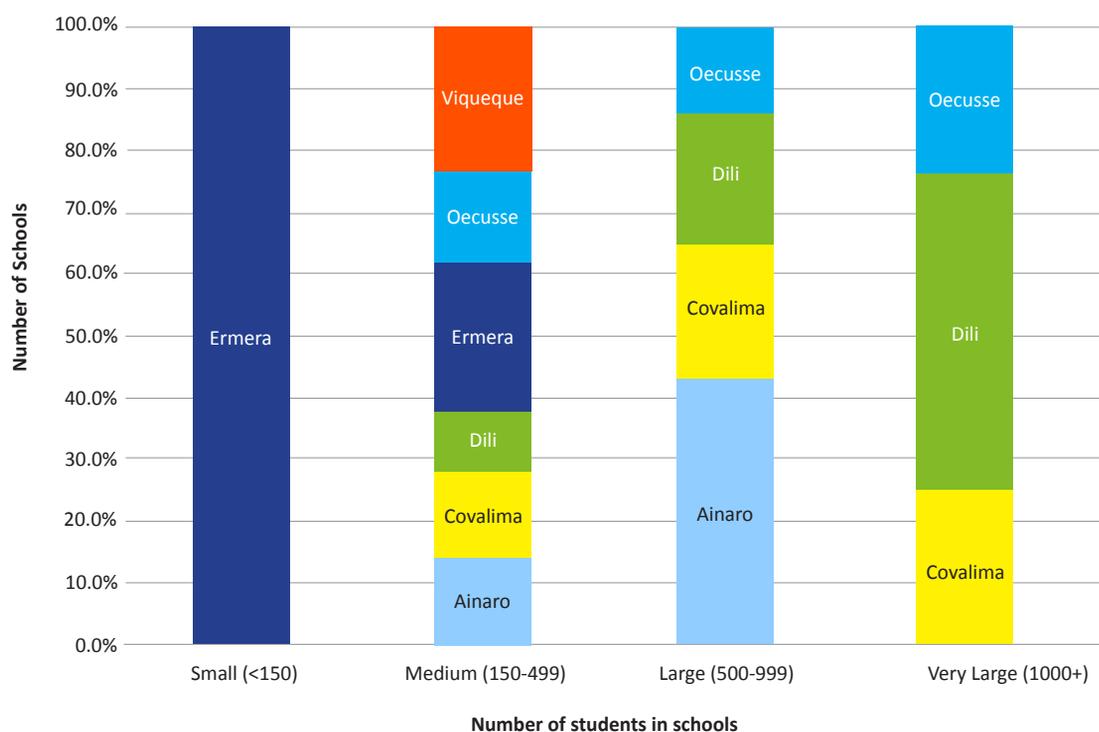
Most schools in the sample had between 200-600 students.

Chart 4: Size of schools in sample



As the below graph demonstrates the smallest schools in the sample were mostly located in Ermera and Viqueque municipalities. Meanwhile the largest schools, with more than a 1,000 students were located in Oecusse, Dili and Covalima, with the majority of the largest schools located in Dili.

A significant association was also found between the size of schools and the relative 'rurality' of the locations of the school: larger schools tended to be based in more urban areas, and smaller schools in more rural areas.

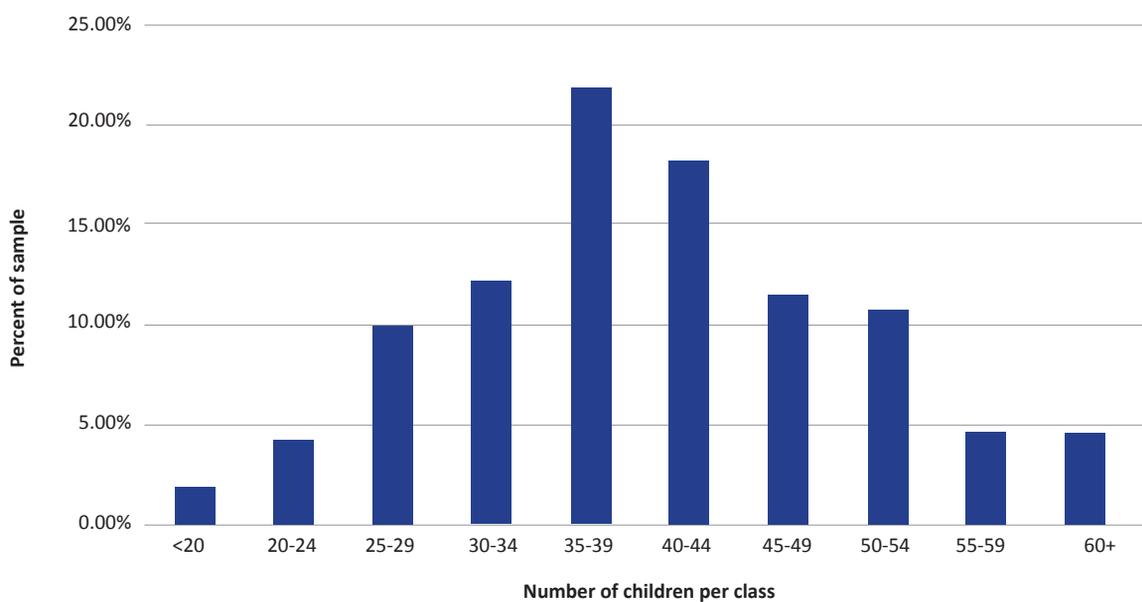
Chart 5: Size of schools per municipality

A significant association was also found between the size of schools and the relative 'remoteness' of the locations of the school within municipalities (hierarchical linear regression, $p < .01$), meaning that larger schools tended to be based in urban centres within districts, and smaller schools in more remote or rural areas.

5.2 Size of classes

Classes were found to be large in schools across the sample. Majority or 84% of the children in the sample were learning in a class with 30 or more students, 72% were learning in classes with 35 or more students, half - 50% - were in classrooms with over 40 students, and one fifth, 20%, of the sample were learning in classes with 50 or more students.

Chart 6: Size of classes (number of children per class)



It is worth noting that class sizes were found to be significantly smaller in private schools compared to public schools (t-test, $p < .0001$), and significantly smaller in child friendly pre-secondary schools,¹⁴¹ compared to other pre-secondary schools (t-test, $p < .0001$).

¹⁴¹ CFS-designated schools in fact only include primary schools, not pre-secondary schools. However, pre-secondary schools, are attached to primary schools, are based in the same structures and the same staff teach at both.

6. Places of safety

In both the survey tool and in FGDs children were asked about their feelings of safety and security in and around school, and in their communities more broadly. When asked general questions about school, most children had positive things to say about their school experience: *“we feel happy to study here because we can learn so many subjects. We have friends, and can play with our friends at school.”*¹⁴² Nevertheless, when asked more specific questions about worries they might have concerning safety in or around school, children did express a number of concerns, as presented below.

6.1 Safety at school

Children’s concerns for their safety at school appear to primarily revolve around hazards associated with the school structure and environment. A group of girls told researchers: *“We do not feel secure at school because the conditions of the school are not fit for use. When the rain comes we all get wet. We are very frightened that the wall and the woods may fall on us anytime,”*¹⁴³ and a group of boys noted: *“We do not feel secure at the school because the school does not have appropriate facilities. The toilets are broken. There is a lack of water. It poses risks to our health because the students do not use the bathroom properly.”*¹⁴⁴

The survey data revealed a relationship between children’s feelings of safety at school and their ‘household poverty score’, with children from poorer backgrounds significantly more likely to report that the place they feel ‘least safe’ is school, compared to children from more economically secure households (t-test, $p < .1$).

Amongst other factors, this may be a consequence of children from poorer households tending to attend schools with less adequate facilities than those from more affluent backgrounds. This conclusion is also supported by the finding that children who attended private schools, had significantly lower household poverty scores than those who attended public school (t-test, $p < .0001$), and were significantly less likely to say they felt ‘least safe’ at school, compared to children attending public schools (2-sided chi-square, $p < .1$). Importantly, children who were attending CFS pre-secondary schools were also significantly less likely to say that they felt ‘least safe’ at school compared to those attending a regular (non-CFS) pre-secondary school (2-sided chi-square, $p < .1$).¹⁴⁵

6.2 Safety on the way to school

The majority of children claimed to be more concerned about their safety ‘on the way to school’, than they were about their safety at school itself. 62% of children in the survey reported that they are most worried about their security when travelling to school, and parents in focus group discussions also raised this as a central concern:

¹⁴² FGD, children, mixed gender, pre-secondary school, 18 May 2015

¹⁴³ FGD, girls, pre-secondary school, 1 June 2015

¹⁴⁴ FGD, boys, pre-secondary school, 14 August 2015

¹⁴⁵ CFS-designated schools in fact only include primary schools, not pre-secondary schools. However, pre-secondary schools, are attached to primary schools, are based in the same structures and the same staff teach at both.

“Some places we feel are not secure for our children. Some children walk a long way from home to school. We are afraid for our children’s safety on the way, especially in the afternoons when they leave school and they return home in the dark. Although we are concerned for our children, we want them to go [to school] so that they prepare for a good future.”¹⁴⁶

Concerns about children’s safety on the way to school appear to be particularly pronounced for girls; as a number of girls explained: *“on our way back to and from school, some people bother us, sometimes in an inappropriate manner.”¹⁴⁷* *“The risk of walking to school is that we are often harassed by the boys, and some even run after us. When this happens very often we feel unsafe and ask our families to bring us to school.”¹⁴⁸*

In addition to girls’ concerns about harassment, many children reported feeling unsafe on their way to school, because of landslides, flooding and other environmental threats, as well as the risk of violent assault along the way:

“School is safe for us, but we feel quite unsecure when we go to or back from school because we have to cross the Tono River. It is very dangerous during the rainy season;”¹⁴⁹

“We feel insecure during rainy season because of the mud along the way to school, at the same time, during dry season, the dust makes us sick.”¹⁵⁰

“Sometimes fighting happens between students and other people along the way to school. This is because of the long walk to get to school. Sometimse children get injured because of these incidents.”¹⁵¹

6.3 Safety at home

A minority of children in the survey, 16%, said that the place they feel ‘least safe’ is their home. Children who were cared for by a solo parent, and children not living with their biological parents were significantly more likely to say that they felt ‘least safe’ at home compared to children cared for by two biological parents (2-sided chi-square, $p < .05$). This finding was underscored by stakeholders such as teachers and school directors interviewed during the qualitative research who explained:

“The biggest risk that children face to their security is when they are staying with relatives and those relatives do not treat those children well;”¹⁵²

“A lot of the children who are living with other people [not their parents] receive bad treatment which affects their future.”¹⁵³

¹⁴⁶ FGD, parents, pre-secondary school, 21 May 2015

¹⁴⁷ FGD, girls, pre-secondary school, 14 August 2015

¹⁴⁸ FGD girls, secondary school, 22 May 2015

¹⁴⁹ FGD, boys, secondary school, 3 June 2015

¹⁵⁰ FGD, boys, secondary school, 28 May 2015

¹⁵¹ FGD, girls, pre-secondary school, 30 May 2015

¹⁵² Individual interview, teacher, pre-secondary, 25 May 2015

¹⁵³ Director of private secondary school nossa senhora de Fatima Railaco, Ermera.

7. Physical violence at school

7.1 Physical violence in the context of discipline

7.1.1 Experiences

Evidence from the research demonstrates that physical violence perpetrated by teachers against students in school is an ordinary and generally accepted practice across all research sites.

As many as 71% of children in the survey reported that they have experienced physical violence by a teacher at school in the last 12 months, including being hit (with hand or object), slapped, kicked, pinched or pulled by a teacher (see Annex 1 Tables 1 to 6). **Majority of children (98%) reported that this action ‘hurt’ to some degree, while remaining 2% said that the action ‘didn’t hurt me at all’.** Among first group of children who reported ‘hurt to some degree’, nearly a quarter (22%) reported they were hurt ‘badly’, although most did not report suffering physical injuries. Some children (4%) said bleeding that the violence had left them with marks, bruises or on the body.

“When we misbehave the teacher beats us: with [their] hands or with a stick. They beat us on our calves or hands. They hit us hard. Sometimes it leaves a mark. We bleed sometimes. It happens every day.”¹⁵⁴

Experiences of physical violence were associated with age, with younger children significantly more likely to report having been subject to physical violence by teachers in the last 12 months than older children (t-test, $p < .05$), and (in keeping with this findings) experiences of physical violence were significantly higher in pre-secondary schools compared to secondary schools (2-sided chi-square, $p < .01$). These findings are supported by evidence from secondary school children, included in the qualitative research, who frequently asserted that violent discipline in secondary schools is lesser than in pre-secondary and primary levels. Children explained: *“it’s because we already know the rules”*,¹⁵⁴ attributing reduced violence by teachers to improvements in students’ behaviour. Yet, physical punishment may not only be perpetrated by teachers in response to a particular misdemeanour of a child, but also serves as an expression of teachers’ power and dominance over students more broadly; as a service provider in Dili noted: *“it [physical punishment] can even happen for no reason, when children come into school they are hit hard [by the teacher] to demonstrate their authority.”*¹⁵⁵ This may provide another explanation of why the use of physical punishment appears to reduce as children get older, because as children mature the power imbalance between teachers and students starts to narrow, as one child noted: *“we are afraid [of teachers] because they are big people and we are small.”*¹⁵⁶

¹⁵⁴ Focus group discussion, children, mixed gender, secondary school, 3 June 2015

¹⁵⁵ Group Interview, civil society service providers, Dili, 21 May 2015

¹⁵⁶ Focus group discussion, children, mixed gender, pre-secondary school, 2 June 2015

In addition to age, experiences of physical violence were also associated with gender; boys were significantly more likely to report experiencing physical violence by teachers at school than girls (chi-square, $p < .01$): 75% of boys reported experience physical violence in the last 12 months, compared to 67% of girls. This finding supports previous evidence that suggests that boys are more likely than girls to be subject to physical punishment at schools.¹⁵⁷ These findings may be the result of gender-related biases. In qualitative interviews and FGDs, teachers, students and parents alike tended to express the view that boys and girls ought to be treated the same, and subject to the same discipline at school, however, 29% of participants in the survey agreed with the statement 'it is more acceptable to beat a boy than a girl,' and there were some reports in qualitative interactions of teachers offering favourable treatment to girls compared to boys, as one group of boys explained:

Respondents: *Sometimes teachers give more attention to the girls and they get better grades. The teachers are closer to the girls. They only give punishments to the boys and not the girls.*

Researcher: What sort of attention?

Respondents: *For example when a girl makes a mistake they don't punish the girl, but when a boy does they do punish him.*

Researcher: Why is that?

Respondents: *We don't know – maybe they like the girls [laughs].*¹⁵⁸

Notably, an association was also found between experiences of physical violence and the number of students in the classroom: children learning in larger classrooms were significantly more likely to report being subject to physical violence by teachers than children in smaller classrooms (t-test, $p < .1$). This finding is also supported by evidence from the qualitative research; for example, when asked about the use of harmful discipline techniques at school, a teacher at a pre-secondary school in Dili reasoned: *"teachers ought to be patient when teaching students, but that is challenging when the class is overcrowded by students. When you have 60 students per class it is very hard to control [the children]."*¹⁵⁹ This is an important finding given that the data demonstrates that classes are very large (as presented in Section 5.2) with almost two thirds of children studying in classes with 35 or more students.

7.1.2 Child Friendly Schools (CFS)

Importantly, the survey data suggests that physical violence perpetrated by teachers against children in the context of discipline is reduced in schools participating in the CFS program, compared to other pre-secondary schools, both private and public (2-sided chi-square, $p < .0001$).¹⁶⁰

¹⁵⁷ UNICEF and Plan International, 'Speak Nicely to Me: A Study on Practices and Attitudes About Discipline of Children in Timor Leste', 2006

¹⁵⁸ FGD, boys, pre-secondary school, 23 May 2015

¹⁵⁹ Individual interview, teacher, pre-secondary school, 23 May 2015

¹⁶⁰ It is important to note, that CFS-designated schools in fact only include primary schools, not pre-secondary schools. Therefore, comparisons here should be treated with some caution. However, given that pre-secondary schools, are attached to primary schools, and the same staff teach in both, it may be that training provided to teachers had a 'spill-over' effect on their treatment of children in pre-secondary grades, as well as those in primary level grades.

In fact, the data reveals that even when controlling for the overall size of the class, children in non-CFS pre-secondary schools as well as private pre-secondary schools are significantly more likely to experience physical violence than children in CFS public schools. The likelihood of experiencing violence increases by around 40% for pupils in non-CFS pre-secondary public schools compared to those in CFS public schools (logic regression, $p < 0.05$).

This could be an indication that the training disseminated to CFS schools, which (as discussed in section 3) includes a component on reducing violence against children, may be having some positive impact on teachers' behaviour.¹⁶¹

Nevertheless, it is important to note that rates of physical violence, although reduced in CFS schools, still remain very high: 64% of children (60% of girls, and 69% of boys) in the survey attending a CFS school reported being subject to violent discipline in the last 12 months (compared to 78% of children – 69% of girls and 84% of boys - attending pre-secondary schools not included in the CFS program).

7.1.3 Determinants of violence: drivers and attitudes

Physical violence against children at school committed by teachers is perpetrated primarily for purposes of punishment, in circumstances where children break school rules: coming late to class, wearing the wrong uniform, appearing untidy, 'playing too much', and making noise in class were all common reasons provided by children as to why they might be beaten at school.

There were also reports of teachers hitting children out of frustration, because they became 'emotional' or 'angry' and were unable to control themselves "*it happened this year, when a teacher beat a secondary school student. The teacher got angry with a student, so he beat all the students in the classroom. One of them got unconscious and was taken to the hospital,*"¹⁶² or simply because they did not 'like' a particular child. One MoE official described a particular case of this: "*[it] happened where a teacher did not like one of the students and beat him until he bled... The problem was solved by the [student's] parents and we decided to move the teacher to another school to prohibit the problem happening again.*"¹⁶³

Children told researchers that teachers are liable to beat them when they don't know the answer to a question in class, have difficulty understanding a subject, or fail to do their homework properly:

Respondents: *If you don't answer when a teacher asks you a question they will slap you.*

Researcher: Why don't you answer the question?

Respondents: *Sometimes we don't know the answer. Sometimes we don't understand the subject and we are scared, because the teacher gets angry and slaps us on the head. They beat us when we don't understand something, but if we don't understand something they should explain it!*¹⁶⁴

¹⁶¹ See footnote, 151 above: it is important to note, that CFS-designated schools in fact only include primary schools, not pre-secondary schools. Therefore, comparisons here should be treated with some caution. However, given that pre-secondary schools, are attached to primary schools, and the same staff teach in both, it may be that training provided to teachers had a 'spill-over' effect on their treatment of children in pre-secondary grades, as well as those in primary level grades.

¹⁶² Individual interview, police officer at VPU, Oecusse, 3 June 2015

¹⁶³ Interview 9, Director of education, 29 May 2015

¹⁶⁴ FGD, children, mixed gender, pre-secondary school, 26th May 2015.

Other children reported that they did not really know or understand the reasons why they were beaten, or that they were beaten when they hadn't done anything wrong at all: *"I was beaten up by a teacher without knowing the reason. It was another student who caused the noise, but the teacher beat me up instead. I got swollen because of that."*¹⁶⁵

When perpetrated for reason of discipline, hitting, slapping or pinching children at school is generally not considered to be injurious to children. In fact it is typically regarded as a protective measure; necessary for children's moral and educational development. One teacher in a school in Dili explained: *"we beat them [children], but it's to teach them. It's not violence – it's to teach them. Parents tell us 'it's your job to teach them,'"* and another argued: *"in general, if we don't beat [children], they will not change. So you always need a stick in your hand."*¹⁶⁶ As many as 81% of teachers, including 78% of female teachers, and 92% of male teachers, who participated in the survey identified at least one circumstance in which they found it acceptable to hit, kick or whipping a child, including if children behave badly in class, come dirty and unclean to class, or are late to school.

The survey data suggests that attitudes towards physical violence are associated with gender, with male respondents (including both teachers and students) significantly more likely to consider hitting, kicking or whipping a child acceptable in some circumstances than female respondents (2-sided chi-square, $p < .05$). Furthermore, teachers' attitudes concerning the acceptability of hitting, kicking or whipping children were associated with age, with older teachers significantly more likely to find hitting, kicking or whipping a child acceptable than younger teachers (t-test, $p < .05$).

In FGDs participants were asked to discuss a story about two students, 'Jose' and 'Ana', who are disruptive in class and are whipped by their teacher. Most participants considered the students to be at fault in the situation for failing to respect school rules, and felt that it was appropriate for the teacher to whip them given the circumstances of their poor behaviour: *"Jose's attitude is bad, so whipping is his punishment – that is right. He got the punishment because he broke the rules."*¹⁶⁷

When considering whether the teacher's behaviour was acceptable participants considered two factors: the reason why the teacher whipped the child, and the severity of the action; some children explained:

*"If the teacher leaves a mark on Jose's body it is not good. If the teacher wants to slap or beat the child to teach them, then that's ok. But to seriously hurt Jose is not good. Just beating him is normal, but it's not ok to cause serious harm."*¹⁶⁸

And a group of parents reasoned:

*"if the teacher explained to Ana that he beat her because she broke the rules, then I think that is a good thing. It is a good way to teach her. It's all about the reason why she was beaten. If the reason is education, then we are accepting of that."*¹⁶⁹

¹⁶⁵ FGD, children, mixed gender public Secondary school, 27 May 2015

¹⁶⁶ Individual interview, Head teacher, 19 May 2015

¹⁶⁷ FGD, children, mixed gender, pre-secondary school, 26 May 2015

¹⁶⁸ FGD, children, mixed gender, pre-secondary school, 26 May 2015

¹⁶⁹ FGD, parents, pre-secondary school, 25 May 2015

Some key stakeholders in the child protection system, including police and others, expressed similar views: *“if you hit a child lightly it means you care about them – you love them, but if you beat a child hard – that is not good, it is not right.”*¹⁷⁰

Teachers often justified their actions on this basis: that they are using forms of physical punishment against children, but they are not hitting or beating them hard enough that the action could be considered ‘violent’; as one school Director explained: *“there hasn’t been any physical violence in this school. Sometimes when the kids are being naughty we use a brush or stick to hit them, but it’s not that serious,”*¹⁷¹ and another rationalised: *“truly this is not the time for beating students. But sometimes we must beat them to teach them and call this to the student’s attention. It [beating] is never severe.”*¹⁷²

7.1.4 Perceptions and Knowledge of the ‘Zero Tolerance on Violence against Children in Schools’ directive

Views of teachers

Teachers interviewed in the research appeared to be aware of the MoE’s 2008 ‘Zero Tolerance’ statement prohibiting violence against children in schools and this does appear to have resulted in a general sense that that physical punishment techniques are undesirable, as one school Director explained: *“it happened before that teachers would beat children. However, it stopped after I got orientation from the national directorate of the Ministry of Education that beating children is not allowed.”*¹⁷³

However, the ‘Zero Tolerance’ announcement was not formalised in an official document; there seems to be a general lack of awareness about the ramifications and implications of the statement / directive and the circumstances and procedures for implementing them remain unclear.¹⁷⁴ Furthermore, this statement does not appear to have changed teachers’ underlying belief that physical punishment is beneficial and necessary; as one teacher contested:

*“Actually we say that there is ‘zero tolerance’ for violence against children, however, if we are to follow this, the children or student will not study and learn well; if we let the students be free, and there is no punishment for them, then they cannot not learn well.”*¹⁷⁵

Another teacher, based at a pre-secondary school in Dili expressed a similar view:

*“The first and second constitutional governments have released a resolution that beating and pinching ears is violence. International laws also state the same thing, but these laws are not very appropriate to [our] culture. Before, beating and pinching ears contributed to producing lots of good students, but now, without beating, students have become weak. Beating is part of teaching.”*¹⁷⁶

¹⁷⁰ Individual interview, community police officer, district level, 1 June 2015

¹⁷¹ Individual interview, school Director, pre-secondary school, 3 June 2015

¹⁷² Individual interview, school Director, secondary school, 28 May 2015

¹⁷³ Individual interview, school Director, pre-secondary school, 18 May 2015

¹⁷⁴ Child Frontiers, Mapping and Assessment of the Child Protection System - Timor-Leste, March 2011, p 71

¹⁷⁵ Individual interview, teacher, pre-secondary school, 25 May 2015

¹⁷⁶ Individual interview, teacher, pre-secondary school, 18 May 2015

A key NGO stakeholder working in child protection explained: *“it’s hard to stop fear-based education methods. They think corporal punishment is good for children, that it helps them to get educated.”*¹⁷⁷

As well as asserting that physical punishment is beneficial for children’s education, teachers also expressed a lack of knowledge and understanding about the negative impacts of physical punishment, and the means and benefits of implementing alternative and more effective forms of discipline.

One education official in Oecusse theorised about the origin of some of these attitudes, explaining that teachers’ own past experiences of violence at school, and their lack of professional competency and competence may all play a role:

*“The teachers are used to, and have been educated [themselves], in a system where violence is a means to forcing a student to learn, so now they want to use the same method. The teachers have limited knowledge of their subject course, they lack confidence in themselves, and this can easily make them turn to violent methods of teaching at school.”*¹⁷⁸

Views of the wider community

Physical punishment of children is not only an issue at school; it is a deeply ingrained and socially accepted practice: considered a core component of raising children. One participant expressed this in the strongest terms: *“beating is a good thing. If we just left it, then children would go about destroying their future.”*¹⁷⁹ Evidence from the research indicates that parents of children also tend not to be in favour of the ‘Zero Tolerance’ directive, or its implementation in schools. During interviews and focus groups researchers were consistently told by parents that their primary concern is that schools are failing to enforce appropriate rules at school, and maintain discipline amongst the students; in the words of a PTA (Parent-Teacher Association) representative: *“we are not concerned about beating by teachers - we are more concerned about the misbehaving students.”*¹⁸⁰ At another school a group of parents disputed:

*“The problem is not actually with the teachers it’s with the students. We ask the teachers – ‘why can’t you beat the children?’ They tell us ‘there is a law¹⁸¹ and we will go to jail’. So this is a big problem that we are facing in this community.”*¹⁸²

Teachers, parents, and communities at large, therefore, appear united in their support of physical punishment practices at school; as one civil society advocate working in child protection in Dili explained:

*“Parents accept beating, so when you train the teacher not to beat children it creates a problem with the parents. They think they are not educating the kids properly. These are also the views of community leaders.”*¹⁸³

¹⁷⁷ Group Interview, civil society service providers, Dili, 21 May 2015

¹⁷⁸ Individual interview, DoE Official, [LOCATION WITHHELD], 3 June 2015

¹⁷⁹ Individual interview, teacher, pre-secondary school, 18 May 2015

¹⁸⁰ Individual interview, PTA representative, pre-secondary school, 21 May 2015

¹⁸¹ This presumably is a reference to the Zero Tolerance policy.

¹⁸² FGD, parents, pre-secondary school, 18 May 2015

¹⁸³ Group Interview, civil society service providers, Dili, 21 May 2015

7.1.5 Discrepancies between the views of teachers and those of children

The dissonance between the statement of the former Minister of Education concerning violence against children in schools, and the widespread views of teachers, parents and the wider community, may partially explain some of the discrepancies in the survey data, as well as in qualitative interviews, between the responses of teachers and children to questions about the prevalence, as well as the acceptability, of physical punishment. Teachers and head teachers interviewed in the qualitative research appeared reluctant at times to be open with researchers about the discipline practices being used in their schools, and many denied smacking or beating children. Whilst the majority of children in every school visited in the research claimed to have been subject to at least one type of physical punishment in the last 12 months; over half, 52%, of teachers included in the survey claimed that physical punishment 'never' happens in their school.

In qualitative interviews researchers noted a tendency for teachers and head teachers to deny or understate the use and extent of physical violence perpetrated by teachers against children in schools as shown in below:

Teacher: *Sometimes a teacher beats a student – but only lightly – it's not serious. (The main problem is actually students beating teachers!) For example, whilst the teacher walks away, he may pull their ear or something.*

Researcher: How often does that happen?

Teacher: *Never... [pause]... Sometimes only.*¹⁸⁴

This compares to the responses of students from the same school, who, when asked about the discipline practices of teachers, claimed:

*"Sometimes we are afraid of some of the teachers. They are teaching with anger. They use a ruler or wood or a stick to beat us – on our backs, our hands, our butt. They hit us hard, and sometimes it leaves a mark."*¹⁸⁵

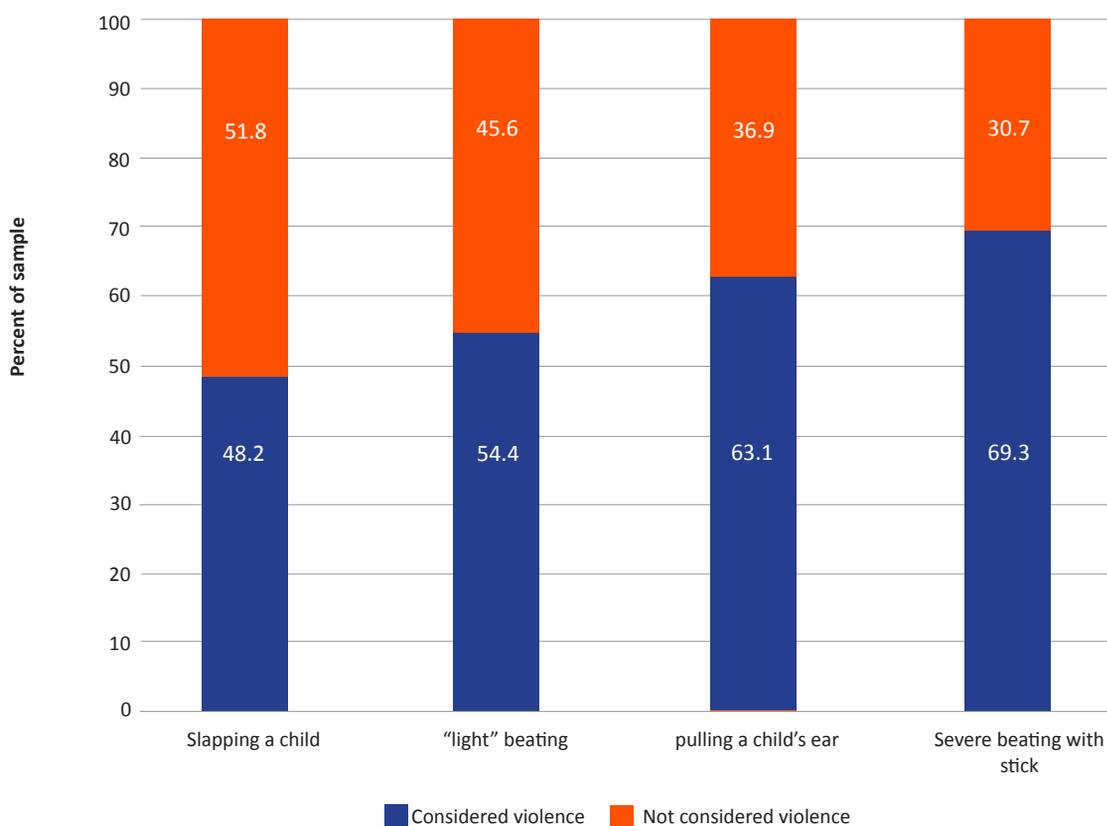
The survey data revealed significant differences between children and teachers responses to questions directed at determining participants' recognition and perceptions of different types of physically violent actions. Respondents were asked to identify whether a range of actions committed by teachers on children in the classroom are violent or not: pulling a child's ear, slapping a child, beating a child with a stick, and making a child do hard work. Interestingly, teachers were significantly more likely than children to state that none of these actions are violent (2-sided chi-square, $p < .01$): whilst over a quarter, 27% of teachers said that none of these actions are violent, this was the case for only 3% of students, and whilst 77% of children considered 'severe hitting with a stick' to be a form of violence against children, this was the case for as few as 29% of teachers.

¹⁸⁴ Individual interview, School Director, secondary school, 19 May 2015

¹⁸⁵ FGD, girls, secondary school, 19 May 2015

Overall, respondents' (both teachers and students) recognition of different forms of physical punishment was found to be limited:

Chart 7: Perceptions of physical violence (teachers and students)



Whilst children were more likely than teachers to recognise a range of different actions as violent, they were, nevertheless, generally accepting of violence: as many as 70% of children agreed with the statement: 'it is sometimes necessary to beat a child'.

On the other hand, when provided the opportunity to discuss the issue in greater depth during qualitative focus group discussions, children expressed views that physical punishment can be both harmful and ineffective, and explained that they considered other methods of discipline as more reasonable; as a group of children elaborated: *"the best way is not to beat and insult [us], but to give [us] advice, and to call [our] parents to the school to remind us of the rules"*¹⁸⁶; and another group affirmed: *"it is better that they [teachers] talk than beat."*¹⁸⁷

¹⁸⁶ FGD, girls, pre-secondary school, 30 May 2015

¹⁸⁷ FGD, boys, secondary school 19 May 2015

Children also explained how and why physical punishment techniques can often be counterproductive:

“When a child makes a mistake, teachers can take action. But they should not commit violence. The teacher should tell [the child] to clean the classroom instead. Beating makes us worse. We take revenge or something. It makes us dislike them [the teacher]. If I don’t like my teacher then I will not pay attention in the lesson, or I will not come to school because of this.”¹⁸⁸

And another group of children explained: *“[when] they beat us repeatedly in front of the other students, it makes us feel very angry. A better punishment is planting bamboo and cleaning the school.”¹⁸⁹*

Conversely children tended to speak in highly positive terms about teachers who did not typically beat them: *“our teacher likes to motivate us, and they never beat us. We really like their teaching method. It is very helpful.”¹⁹⁰*

7.1.6 Reporting physical violence

Since the 2008 Ministerial Directive which banned violence in schools, there have been a number of cases in which teachers have been prosecuted for beating students.¹⁹¹

One child protection officer told researchers of a case where a teacher beat an 8-year-old girl attending primary school until she was *“half dead” and unconscious. Although the case was reported to the police by the parents, it appears that no action had been taken as a result of the incident, and both the teacher and the child were still at the school, despite the evident harm caused to the child; as noted by the CPO: “the girl was stronger before. She has trauma [now].”¹⁹²*

In another incident in a pre-secondary school, a teacher hit and kicked a student causing the child to be hospitalised; the parents of the child reported the case to the police, however, no action was taken and both the child and teacher remained at the school. When researchers pressed the MoE official (relaying the story) as to why no action had been taken, she justified:

“It was an accident; it’s not that the teacher meant to do that. The teacher didn’t know that the child already had an injury on his back – it was because of that [existing] injury, that when the teacher hit the child, he fell down.”¹⁹³

¹⁸⁸ FGD, boys, secondary school, 28 May 2015

¹⁸⁹ FGD, children, mixed gender, pre-secondary school, 21 May 2015

¹⁹⁰ FGD, boys, secondary school, 29 May 2015

¹⁹¹ Individual interview, MoE official, [LOCATIONS WITHHELD], 29 May 2015

¹⁹² Individual interview, CPO, 14 May 2015

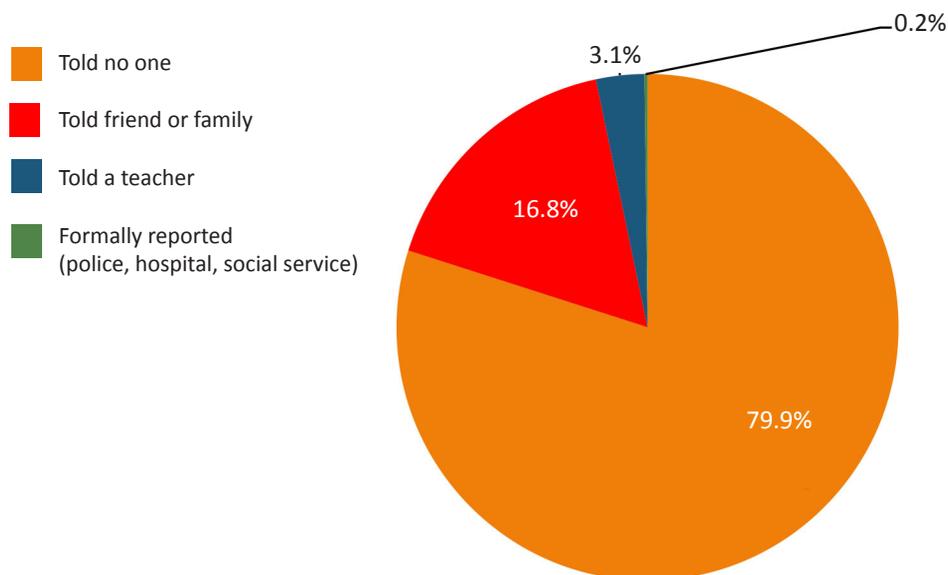
¹⁹³ Individual interview, MoE official, [LOCATIONS WITHHELD], 29 May 2015

Children participating in the survey were asked questions about their tendency to report experiences of physical violence. As many as 80% of children who had been subject to physical violence in the last 12 months claimed not to have told anyone that they had been subject to physical violence by their teacher. 17% said that they told a friend or family member. Only 3% of children who experienced physical violence by their teachers said that they had reported the incident to someone in an official capacity, the overwhelming majority of these, 3%, said they reported the incident to another teacher in the school and only two children (0.2%) said that they reported the violence to a formal service or authority outside of the school (e.g. police or social welfare). Both of these children were girls attending private schools in Dili.

“If I had a problem at school I wouldn’t tell anyone. Sometimes students do, but I wouldn’t. I wouldn’t feel safe. It could make the problem worse.”¹⁹³

In general, children attending schools in urban areas were significantly more likely to say that they had told someone that they had been subject to physical violence by their teacher, compared to children attending schools in rural areas (2-sided chi-square, $p < .0001$).

Chart 8: Rates of reporting physical punishment at school



¹⁹³ Individual interview, MoE official, [LOCATIONS WITHELD], 29 May 2015

The main reason that children gave for why they didn't formally report incidents of violence was that they felt too embarrassed or ashamed to tell anyone: 61% of children who did not report violence provided this as the reason. In focus group discussions children explained why they might feel too ashamed to tell anyone:

*"If we tell other people, they might misinterpret the situation. They might start telling people bad things about us, inventing stories and giving the wrong information. This would make us ashamed."*¹⁹⁴

They went on to explain: *"if your behaviour is not good you should not tell anybody"*¹⁹⁵ implying that blame is typically levelled at the child for the misdemeanour that caused the violence, rather than the teacher who committed the violence. Indeed, next to feeling 'ashamed', the second most common reason that children provided for why they didn't tell anyone they had been hit at school was that they were concerned that they themselves might be blamed.

Reporting violent behaviour of a teacher may have consequences for the victim, as children explained: *"if we had a problem [at school] we wouldn't tell anyone because we would be afraid it would get worse,"*¹⁹⁶ and a social animator in Oecusse agreed:

*"There are many cases of violence that take place at school but they are never reported because people are afraid of retaliation. In addition people are afraid to report cases because they do not trust the police being able to keep the information confidential."*¹⁹⁷

In particular, children often expressed fear that their grades might suffer as a result of complaining about their teachers:

Researcher: If you had a problem at school would you tell anyone?

Students: *No because the teacher is the one giving us our grades. If we tell on them they will give us lower grades!*¹⁹⁸

Similarly, other children explained: *"we are scared to inform on the teachers because we feel we will get bad scores if we inform on them;"* and: *"we never tell anyone because we are afraid. If we complain about a teacher who teaches 3 subjects, we will get bad grades in all those subjects."*¹⁹⁹

¹⁹⁴ FGD, girls, secondary school, 28 May 2015

¹⁹⁵ FGD, girls, secondary school, 28 May 2015

¹⁹⁶ FGD, boys, pre-secondary school, 18 May 2015

¹⁹⁷ Individual interview, Social Animator, Oecusse, 2 June 2015

¹⁹⁸ FGD, boys, secondary school, 19 May 2015

¹⁹⁹ FGD, boys, pre-secondary school, 26 May 2015

Concerningly, there were also reports of schools expelling, or attempting to expel, students for making complaints about their teachers. A key stakeholder in Viqueque relayed one such case:

“A teacher beat a student until he had bruises and swelling. The student reported the case directly to the VPU. We worked with the CPO to investigate the case. We found that the school wanted to expel the student for reporting the violence. We reported the case to the courts, but then we were able to resolve it so the teacher was not prosecuted. Currently the teacher is still working at the school.”²⁰⁰

Only 0.2% of children (who were subject to violence from their teacher but who did not report it) said that they didn’t tell anyone because they ‘did not want any help’. However, a further 16% did say that they had not told anyone because they didn’t really consider the punishment to be a problem.

Of those children who did formally report incidents of physical violence committed against them by teachers, 71% claimed that no action was taken as a result of the complaint. Only 15% of children who reported cases of violence said that they were ‘given some help’ as a result of the complaint. 14% of children said that they had ‘gotten into trouble’ as a consequence of reporting the incident. Children attending schools in rural areas were significantly more likely to say that they had ‘got into trouble’ as a result of reporting violence, or that ‘no action was taken’, compared to children attending schools in urban areas, and significantly less like to say that they had been provided any help as a result of their complaint (2-sided, chi-square, $p < .0001$). Not a single child said that the perpetrator - the teacher who had committed the violence against them - ‘got into trouble’ as a result of their reporting of the incident.

7.2 Other types of physical violence at school

In addition to violence perpetrated by teachers against students in the context of discipline, evidence from the research suggests that there were reports of ‘revenge’ attacks by students and parents against both children and teachers in school; including several accounts of parents, students and other children bringing weapons such as machetes into school.

Violence appears to most commonly occur in the context of football, inter-school rivalry, martial arts, as well as revenge and jealousy concerning romantic relationships. A group of girls in Dili provided one such account of the type of incidents that occur:

“Last month we felt so afraid to come to school. So they [school management] gave us a holiday. The problem was between our school and another school. It was a personal problem between a few students. One of the students had a girlfriend in the other school. Some strangers came to the school and started a fight. So many people were involved – but it was only boys. There were serious injuries. One boy was bleeding from the head – he was stabbed in the stomach, cheek and head.”²⁰¹

²⁰⁰ Individual interview, police officer at the VPU, 24 May 2015

²⁰¹ FGD, girls, secondary school, 19 May 2015



Of the children who responded to the survey, 37% reported being subject to physical violence by other children at school, severe enough to make them feel sad, frightened, or to have left a mark on their body, caused them to bleed, or made them cry.

Consistent with accounts from the qualitative research, experiences of physical violence perpetrated by other children were associated with gender, with 46% of boys reporting that they had been subject to violence, compared to a significantly reduced 29% of girls (2-sided chi-square, $p < .0001$). Unlike violence perpetrated by teachers in the context of discipline, however, there were no associations between experiences of physical violence perpetrated by other children and the victim's age.

Experiences of physical violence amongst children in school appear to be strongly related to discrimination and bullying (an issue which is explored in more detail in section 8.2 below); the data indicates that physical violence amongst children is driven by multiple types of discrimination. In particular, an association was found in the survey data between the 'household poverty score' and children's experience of physical violence perpetrated by other children, with children from poorer households more likely to report being subject to physical violence by other children at school (t-test, $p < .0001$) than children from wealthier backgrounds.

There were also accounts in the qualitative data of children being victim to physical violence: due to their (perceived) association with sorcery; because they looked poor or dirty; or because they failed to conform to dominant expectations about gender. One group of children told researchers:

"We think being gay is bad. It does happen, but those people get beaten up. It happened at this school. One of the boys is very girly, so other students beat him. They lock him in a room – they hit him and say 'you have to be a man not a woman'. They locked him in a cupboard one time. After he came out of the cupboard he acted like a boy for a few days, but then he just went back to being girly." ²⁰²

Teachers who participated in the survey reported more physical violence between children in school than physical violence perpetrated by teachers against children: 63% of teachers said that children in the school sometimes 'hit, kick or beat' each other, compared to only 48% who acknowledged that teachers sometimes hit, kick or beat students. This is despite the fact that (as presented above) considerably more children reported being subject to physical violence by teachers in the last 12 months, than reported being subject to physical violence by other children.

²⁰² FGD, girls, secondary school, 19th May

8. Emotional violence at school

8.1 Emotional violence perpetrated by teachers

8.1.1 Experiences

A high proportion - 78% - of children in the survey reported experiencing some form of emotional violence by a teacher at school, included being subject to 'bad words', personal insults (such as being called 'stupid' or subject to insults directed at their family), threats of violence, and being subject to humiliating and degrading treatment or punishments at school including being made to 'kneel on the ground' as a form of punishment, to stand in the hot sun, or having their hair forcibly cut as a form of punishment:

Researcher: If students disobey the rules what happens?

Students: *For long haired students, the teachers will cut their hair and make them look bad!*²⁰³

A significant proportion of children in every school visited during the research reported being subject to some form of emotional violence at school, and yet 81% of all teachers who participated in the survey claimed that teachers in their school 'never' call students bad names, or deliberately humiliate them through punishment or otherwise. This may suggest that there is a lack of willingness amongst teachers to acknowledge the extent of the problem or a lack of understanding of the impact of certain forms of behaviour on children.

*"Sometimes they talk about our parents in a bad way — they insult us"*²⁰⁴

Similar to children's experiences of physical violence perpetrated by teachers, children's experiences of emotional violence were significantly associated with gender; boys were more likely to report experiencing emotional violence perpetrated by teachers at school than girls (2-sided chi-square, $p < .05$): 80% of boys reported experiencing emotional violence at school in the last 12 months compared to 75% of girls. Unlike experiences of physical violence, however, there was no association found between a child's age and their likelihood of being subject to emotional violence perpetrated by teachers, or with the size of the classroom and experiences of emotional violence.

²⁰³ FGD, boys, pre-secondary school, 01 June 2015

²⁰⁴ As footnotes, 151 and 152 above: it is important to note, that CFS-designated schools in fact only include primary schools, not pre-secondary schools. Therefore, comparisons here should be treated with some caution. However, given that pre-secondary schools, are attached to primary schools, and the same staff teach in both, it may be that training provided to teachers had a 'spill-over' effect on their treatment of children in pre-secondary grades, as well as those in primary level grades.

8.1.2 Child Friendly Schools

As with experiences of physical violence perpetrated by teachers, the survey data suggests that emotional violence perpetrated by teachers is reduced in schools participating in UNICEF supported CFS schools, compared to non-CFS pre-secondary schools (2-sided chi-square, $p < .0001$); 72% of children in CFS schools experienced emotional violence in the last 12 months compared to 81% of children in non-CFS pre-secondary schools.²⁰⁴

In fact, the data reveals that, when controlling for a child's household poverty score, the odds of experiencing emotional violence perpetrated by a teacher are reduced by about 50% in CFS schools compared to public pre-secondary schools not participating in the programme. (logistic regression, $p < .05$).

8.1.3 Determinants: drivers, risk factors and attitudes

There were significant associations found between children's 'household poverty score' and their tendency to have experienced being 'called a bad name' by their teacher (t-test, $p < .0001$), being called 'stupid' by their teacher (t-test, $p < .0001$) or having been subject to personal insults by their teacher directed at them or their family (t-test, $p < .05$). These findings were supported by anecdotal evidence from qualitative interviews: as one community chief explained: *"Sometimes teachers say rude things about children – for example, to those children whose parents work in the river and collect sand and stones to sell."*²⁰⁵

In addition to discriminating against children because of their social background, there were also reports of some teachers showing preferential treatment to some students over others based on personal reasons: *"some students violate the rules, but because they have family relations with the teachers they can avoid any punishment."*²⁰⁶

There were also accounts of a few teachers lashing out at students due to frustration, as one group of boys explained: *"when students ask questions some teachers are unable to answer the question, and instead they scold the students. Some teachers have very limited knowledge on their subject area and that is the reason."*²⁰⁷

Emotional violence perpetrated by teachers against children also appears to be enacted as a form of discipline. A few teachers interviewed in the qualitative research argued that threatening children is effective as a form of discipline, and can help to 'motivate' students in their study; as one teacher explained: *"personally I have forgotten the beating method. There is no beating at our school. We only motivate the students. We use threats, but not crimes. Threats are considered as motivation for students to study."*²⁰⁸

Notably, only 13% of teachers who participated in the survey reported considering 'calling a child a bad name' to be a form of violence (this compares to 31% of children who identified this as violence).

²⁰⁴ As footnotes, 151 and 152 above: it is important to note, that CFS-designated schools in fact only include primary schools, not pre-secondary schools. Therefore, comparisons here should be treated with some caution. However, given that pre-secondary schools, are attached to primary schools, and the same staff teach in both, it may be that training provided to teachers had a 'spill-over' effect on their treatment of children in pre-secondary grades, as well as those in primary level grades.

²⁰⁵ Individual interview, Aldeia chief, 14 May 2015

²⁰⁶ FGD, boys, pre-secondary school, 14 August 2015

²⁰⁷ FGD, boys, pre-secondary school, 14 August 2015

²⁰⁸ Individual interview, school Director, secondary school, 19 May 2015

8.1.4 Reporting

Majority – 82% - of children who reported having experienced emotional abuse by a teacher said that they had not told anyone about the incident; the main reason for non-reporting being that the child ‘did not think it was a problem’ (64%).

As discussed in Section 7 (physical violence) above, when children who reported to have been subject to physical violence by the teacher were asked the same question (‘why did you not report [the violence] to anyone?’) only 16% said that they “did not think [the violence] was a problem” suggesting that emotional violence is considerably less likely to be considered a problem (by children) than physical violence.

Of the respondents, 20% of the children who did not report being subject to emotional violence by a teacher said that they had not told anyone because they were worried that they would be blamed; 16% said that they were too embarrassed or ashamed to report the incident.

Of the teachers surveyed, 42% said that action would be taken against a teacher who deliberately insulted or humiliated a child, and the majority of these (69%) said that the teacher would be called to the head for ‘counselling’, with the rest saying that some other disciplinary action would be taken against the teacher. Nevertheless, the majority of children who said that they had reported cases of emotional abuse claimed that ‘no action was taken’ as a result of their complaint. Only 1 child in the survey said that disciplinary action had been taken against a teacher as a consequence of emotional abuse.

8.2 Bullying by peers

8.2.1 Experiences

More than half (65%) of the children surveyed reported experiences of bullying by other children at school. Of the respondents, 58% said that they had experienced name calling and being ‘made to feel really bad on purpose’ by other children, 23% said that they had been threatened with violence, or had food or money stolen from them by another child, and 26% said that they had been ‘threatened by a gang of children in school’, including 36% of boys, and 18% of girls (see Annex 1 Tables 8 to 10).

Although not a question on the survey tool, there were also accounts in the qualitative data of cyber bullying and abuse, perpetrated through the use of mobile phones, internet and social media; as one head teacher explained: “*students insult each other through Facebook and then bring it to the school.*”²⁰⁹

Experiences of bullying at school were again associated with gender, with boys significantly more likely to report being victim to bullying than girls: 69% of boys reported experience bullying in the last 12 months, compared to 61% of girls (two sided chi-square, $p < .05$). (Experiences of bullying were not found to be associated with age).

²⁰⁹ Individual interview, school Director, pre-secondary school, 21 May 2015



Experiences of bullying at school were also found to be significantly associated with the 'household poverty score'; children with a higher poverty score (i.e. from poorer households) were more likely to report experiences of bullying at school than children with lower poverty scores (those from more affluent backgrounds.) (T-test, $p < .0001$); as one participant in the qualitative research explained:

*"Children who are poor are especially vulnerable. In school there is a uniform. Sometimes children get bullied because they don't smell good and are dirty. It causes a big problem with other kids."*²¹⁰

8.2.2 Reporting

Rates of reporting of bullying by other children in the school were found to be higher than for experiences of violence perpetrated by teachers; just over half - 50% - of all children who experienced bullying said that they had told someone about the incident. Most of these - 64% of all those who reported bullying - said that they had reported the incident to a teacher in school; and the majority of the remainder said that they had reported the bullying to a friend or family member.

Of those children who did not report violence, 43% said that they had not told anyone because they 'didn't think it was a problem'. About a fifth – 20% - of children said they were embarrassed or ashamed and 23% said that they were worried they would be blamed.

²¹⁰ Individual interview, teacher, pre-secondary school, 01 June 2015

9. Sexual Violence at school

9.1 Experiences

Reported experiences of sexual violence were low compared to other types of violence. Of the respondents, 8% of children reported that they had experienced sexual violence at school, including sexual violence perpetrated by teachers (6% of children experienced this), and sexual violence perpetrated by other students (4% of children experienced this).

Experiences of sexual violence were found to be significantly associated with gender, with girls significantly more likely to report experiences of sexual violence at school than boys (two sided chi-square, $p < .1$). Almost 1 in 10 (9.7%) of girls reported experiencing sexual abuse at school, as did 7% of boys. Sexual violence was the only type of violence for which rates of experience were higher for girls than for boys (see Annex 1 Tables 11 to 14).

Sexual comments made by teachers, sexual touching by teachers, and sexual harassment by other children were the most common forms of sexual violence experienced in school. Eight girls reported being raped at school (1%). (No boys reported being raped at school). However, most of these came from interviews with specialised services such as police, or child protection staff, rather than children, parents or teachers, suggesting that cases of rape. Three percent (37 children) also reported that they knew of a case where a teacher at school had offered favours or money in exchange for sex to a student in the school.

Reported rates of sexual violence at school, were slightly higher for girls at secondary schools (11%), compared to pre-secondary schools (9%). In the case of boys, findings were reversed, with reported rates of sexual violence higher at pre-secondary schools (7.2%) compared to secondary schools (6.6%). However, these differences were too marginal to have statistical significance.²¹¹

Evidence from the qualitative research indicates that experiences of sexual violence at school may be more prevalent than the survey data suggests, and that underreporting in the survey may be a result of, on the one hand, the deep stigma associated with being a victim of sexual violence, and on the other, the normalisation of 'everyday' experiences of sexual harassment of girls. Some students in focus group discussions explained that sexual harassment of girls perpetrated by both teachers and male students is seen as a 'normal' and everyday experience; as one group of participants explained: *"this case always happens at our school – the male students offend against the female students. Although it happens, students never complain about it as they feel it as normal,"* and a group of girls in a pre-secondary school in Viqueque told researchers:

*"Some of the teachers are naughty. They have a crush on the girls and they want to play with us to make a joke. They say something like 'do you want to be friends with me'. It makes us feel uncomfortable. We never tell anyone because we are scared that when it comes to exams we won't do well and they will give us bad grades. The MoE should control the teachers about their attitudes towards the girls. They should do something about that attitude. When they have that kind of attitude towards us, it makes us feel scared and we don't want to come to school."*²¹²

²¹¹ Significance reported at the 90% confidence level.

²¹² FGD, children, mixed gender, pre-secondary school, 21 May 2015

Reports of sexual harassment of girls at school also came from teachers and directors: as one head teacher, based in Dili, relayed: *“verbal violence always happens at this school. If the children cry, the teacher even teases them by saying ‘can I date with you sweetie’? I receive many complaints about these incidents.”*²¹³ Sexual harassment of girls by teachers in school may also be linked to claims of preferential or favourable treatment of girls by teachers (discussed in section 7); for example, boys in FGDs sometimes complained that teachers would be soft on a girls because they had a ‘crush’ on them.

Evidence on rape is harder to determine. The qualitative data revealed a number of accounts of rape of girls at school; however, most of these came from interviews with specialised services such as police, or child protection staff, rather than children, parents or teachers, suggesting that cases of rape – at least those that are reported – may be relatively unusual.

Interestingly, a number of key stakeholders, including those working in the child protection network, noted that rape of girls is more common in primary schools than in pre-secondary or secondary schools. This may be a reflection of the fact that rape of young girls is more likely to be recognised and reported, as one participant explained: *“the kids in primary school are young, but in secondary schools [sexual violence] is more accepted.”*²¹⁴

Case Study: Child Protection Officer, Dili

“There was a teacher who offered a 14 year old [female] student a ride home on his motorbike. On the way he raped her in a bush. Her parents noticed her poor physical condition when she got home and took her to hospital where the rape was confirmed. The case was reported to the police, but the police had to make up a [false] story in order to go in and investigate the case as it was very ‘closed’. [the community were reticent to talk to the police about the case] The girl was taken to a shelter for her own safety because the perpetrator was her neighbour – every day the child would see him as she passed by his house. The case was processed through the court and the teacher was jailed for five years.”²¹⁵

Case Study: Vulnerable Persons Unit Officer, Oecusse

“There was a teacher who was arranged to marry a 12 year old elementary school student. In fact, the student agreed to marry the teacher. One day during the midday, the teacher went to the student’s house to invite her to go out with him. The student refused but the teacher forced the student to have sexual relations with him. The police have investigated the case and it is already sent to the public ministry awaiting trial. The girl is living with her parents, and is still going to the school. Before the incident took place, both families either from the teacher and the student’s side met each other and agreed that they would get married once the girl concluded her study.”²¹⁶

²¹³ Individual interview, school Director, pre-secondary school, 18 May 2015

²¹⁴ Group Interview, civil society service providers, Dili, 21 May 2015

²¹⁵ Individual interview, Child Protection Officer, Dili, 14 May 2015

²¹⁶ Individual interview, police at the VPU, [LOCATION WITHHELD], 3 June 2015

Aside from cases of sexual harassment and rape, there were widespread concerns raised by teachers and parents about the potential use of new technologies such as mobile phones and the internet as a platform for sexual abuse; participants explained:

“We suspect some male students are bringing phones to school and are watching porn videos;”²¹⁷

“It happened two weeks ago, the teachers summoned more than 100 students, and parents to discuss the fact that students had downloaded porn videos to share with each other and watch at school. As parents we are so ashamed of the case.”²¹⁸

Participants’ concerns about the use of these new technologies by children in school, however, appeared to primarily focus on an apparent desire to regulate and prevent children’s exposure to sexual knowledge and experience; as opposed to concerns about their use without consent. The following extracts are particularly illustrative of this:

Teacher: *It is most important to teach children to stay away from sexual violence. We should tell them not to use a camera phone.*

Researcher: How would that protect them from sexual violence?

Students: *Because a phone with a camera has so many things inside. Children can learn bad things from that. They can see bad photos – such as girls taking exposing photos of themselves.*

*“Environmental influences strongly affect children – like bringing camera phones to school and saving and watching bad videos on them. This really affects the school, because students get pregnant because of the phone.”*²¹⁹

²¹⁷ Individual interview, school Director, pre-secondary school, 18 May 2015

²¹⁸ FGD, parents, pre-secondary school, June 5 2015

²¹⁹ Individual interview, school Director, pre-secondary school, 18 May 2015



9.2 Determinants and drivers: impact of poverty

Significant relationships were observed in the survey data between girl's experiences of sexual harassment at school and the 'household poverty score'; girls who reported being harassed by their teachers were significantly more likely to come from poorer households than those who did not (t-test, $p < 0.05$).

Girls who reported being raped at school also had a higher than average mean poverty score, although the sample of girls who reported rape is so low that it is difficult to draw reliable conclusions from this result. There could be many reasons for a relationship between household poverty and child sexual abuse. However, in qualitative interviews and focus group discussions participants often drew links between poverty and sexual exploitation of children. For example, a number of participants referred to scenarios where children may be compelled into sexual relationships with adults due to 'poor economic conditions' at home; as one key stakeholder explained:

*"it is hard to change people's attitudes about these things. If a family needs money and a girl accepts to sleep with her teacher or someone to get it – they think 'why not'? There was a case at X school where a teacher had a relationship with a student. Sexual violence and abuse happens mostly in exchange for phone credit, money and good grades."*²²⁰

9.3 Determinants and drivers: attitudes and perceptions

Similar to findings in relation to physical violence, understandings and definitions of sexual violence were found to be limited amongst both teachers and students.

Participants in the survey were asked to identify whether a series of actions constitute sexual violence, namely: making sexual comments or sexual touching without consent, forcing sex, and offering money or goods in exchange for sex.

Only a third (34%) of participants identified all of these actions as violent. Female participants were slightly more likely than male participants to identify all actions as types of sexual violence, and, conversely, slightly less likely than men to identify none of these actions as violent; however these differences were too marginal to be statistically significant.²²¹ (35% of female participants identified all actions as violence, compared to 33% of male participants, and 10% of female participants thought that none of these actions were violence, compared to a slightly higher, 11% of males).

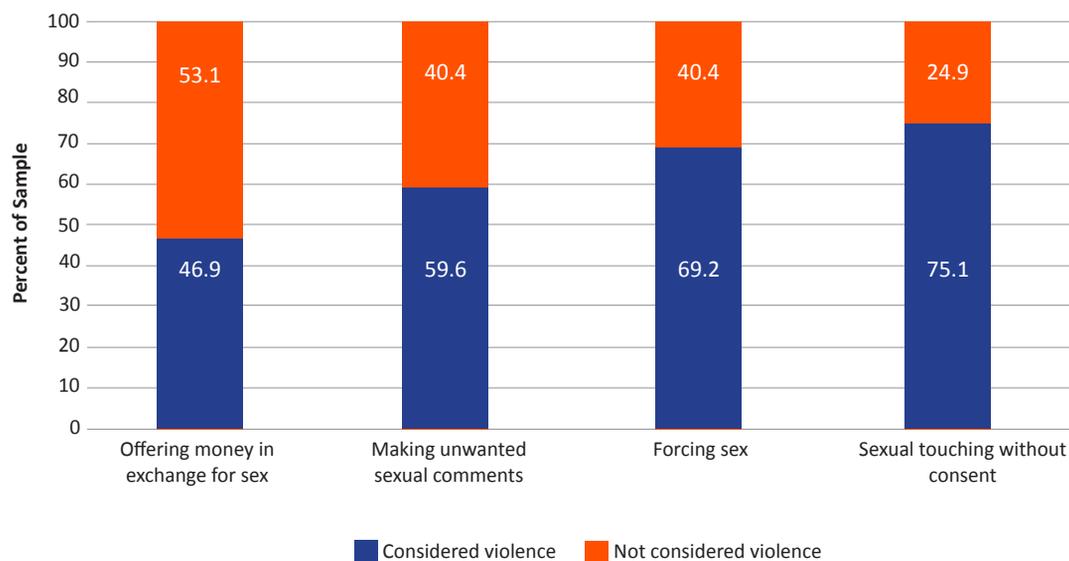
The below graph describes the proportion of respondents who identified each type of action as a form of violence. Offering money or goods in exchange for sex was the action least likely to be identified as a form of sexual violence, with over half, 53%, of the sample not perceiving this as violence. Almost a third of participants, 31%, did not perceive 'forced sex' to be a form of violence.

²²⁰ FGD, civil society service providers, Dili, 21st May 2015

²²¹ Male respondents were more likely than female respondents to say that none of these actions are violent (1-sided chi-square, $p = .176$); female respondents were more likely than male respondents to say that all of these actions are violence (1-sided chi-square, $p = .274$)



Chart 9: Recognition of sexual violence



A considerably high proportion of respondents demonstrated harmful and discriminatory attitudes concerning sexual violence; influenced by stereotypes about gender. This was found to be particularly true of teachers: 60% of teachers and 32% of children agreed with the statement ‘a girl who has been raped is a disgrace to her family’. Furthermore, 35% of teachers and 13% of children agreed that ‘it is not possible to rape a boy’.

Respondents’ attitudes towards sexual violence were found to be indicative of widespread ‘victim-blaming’²²². Majority or 88% of all participants identified at least one ‘cause’ of rape which they attributed to the actions of the victim rather than the perpetrator. Of the respondents, 56% felt that a girl was more likely to be raped if she is ‘dressed provocatively’, 44% felt that a girl is more likely to be raped if she has a boyfriend, is sexually active or has multiple sexual partners, 16% felt that a girl is more likely to be raped if she drinks too much or takes drugs, and almost a quarter (23%) thought that a girl is more likely to be raped in all of these circumstances.

As many as 69% of respondents agreed with the statement: ‘a girl who has a relationship with a teacher should be immediately expelled,’ and 64% of respondents agreed that a girl who has been raped ‘should be immediately married to avoid ruin’, reflecting the sense of blame, shame and stigma allied to a women or girl who has been a victim of sexual violence.

²²² Victim blaming occurs when the victim of a crime is held wholly or partially responsible for the harm that befell them.

These findings were supported by evidence from the qualitative data. In focus groups participants were asked to discuss a scenario concerning a teacher who is having sex with a 15-year-old student, Ana, and providing her money, and good grades in exchange for sex. Participants tended to assign equivalent blame for the action on both parties, and felt that both Ana and her teacher should be immediately excluded from the school; as one group of children explained:

“Ana does not have dignity because she has a sexual relationship with a teacher. Ana should be blamed for tempting the teacher to have sexual relations with her. Ana might have done so due to economic reasons. The case is a shame for the school. Both Ana and the teacher have to be expelled from the school.”²²³

Although some students did note that the teacher’s actions were ‘criminal’ on the grounds that Ana is ‘underage’, this did not appear to align with their broader understanding and analysis of the situation, particularly in terms of the assignation of blame and responsibility. The following two passages particularly illustrate how participants often appeared to hold multiple, and seemingly contradictory ideas about the situation:

“The teacher is immoral – he is not a good educator because he is having sexual relations with a student. Ana is also immoral because she is having sexual relations with the teacher, who is as her parent in the school. There are two solutions to this problem that are available: 1) report the teacher to the police because he commits a crime of sexual violence against an underage girl. 2) Resolve the situation in the family way – but the teacher should marry Ana because there was consent between them to have sexual relations.”²²⁴

“Ana is not acting as a student – she is wearing a very short skirt and attracting the teacher’s attention. Ana should be sent out of the school for shaming her family and school. The teacher should marry Ana. This case should be resolved through the legal ways by applying strong sanctions against the teacher for his misbehaviour.”²²⁵

These passages indicate that participants do tend to regard teacher-student relations to be a serious problem to which a solution must be found; yet, in terms of the solution itself, they appear to give equivalent weighting to a variety of options which are markedly different in terms of their outcomes (and rationale). This raises a number of questions about participants’ understandings of the situation; in particular it is unclear whether participants consider the relationship between Ana and her teacher to be consensual or not, and/ or whether they regard the situation to be a (child) protection concern.

²²³ FGD, girls, public secondary school, 3 June 2015

²²⁴ FGD, boys, secondary school, 28 May 2015

²²⁵ FGD, boys, pre-secondary school, 30 May 2015

In fact, respondents' primary concerns about the situation typically revolved around the impact that such a scenario would be likely to have on the reputation of the school; as one group of students explained:

*"They should drop them [Ana and the teacher] out from the school because of the indignity of the school. If not, it will have a negative impact on the school because the people will discuss about this school in public."*²²⁶

Respondents appeared to have the same attitudes towards student-student relationships as they did towards student-teacher relationships, reflecting a lack of understanding of issues of power and consent in relation to sexual violence and abuse. Often researchers would ask questions about sexual violence, and participants would respond by relaying stories of cases where children had been removed from school for having a sexual relationship with another child. Below one passage from an interview with a head teacher in Viqueque:

Researcher: have there been any cases or concerns about sexual violence and abuse in this school?

Head teacher: *A boy and girl were having a sexual relationship. The school got involved and they were both expelled.*

Researcher: Why were they expelled?

Head teacher: *Because the sexual relationship happened at the school and involved the name of the school. Each child is a representative of the private school. Everybody in the community knows the private school students by face, so if you do something wrong it is not only on your name, it is on the name of the school. People think – whose son is that? Whose daughter is that? Where do they go to school?*

Researcher: Was it a consensual relationship or was it rape?

Head teacher: *In our culture that is not the question. In our culture it is like – that situation – it has ruined our family. If those students know each other and they like each other then they must inform the family first.*²²⁷

As this passage demonstrates respondents had a tendency to equate 'illicit' sexual activity – relationships not sanctioned by young people's parents or family - with sexual violence and child abuse, irrespective of whether the relationship was factually consensual or not.

There were consistent accounts in the qualitative research of students, especially girls, being expelled from schools for having relationships with other students, particularly in the case that the girl ended up pregnant. One group of parents told researchers: *"recently we received a transcript booklet from the school which informed us that the school is no longer accepting pregnant students."*²²⁸

²²⁶ FGD, girls, pre-secondary school, 18 May 2015

²²⁷ Individual interview, head teacher, secondary school, 28 May 2015

²²⁸ FGD, parents, pre-secondary school, 5 June 2015

The passage below - an excerpt from an interview with a head teacher in a pre-secondary school in Viqueque - provides an example of failure to recognise issues concerning consent and power in the context of child sexual abuse:

Head teacher: *There was an incident recently – involving a recording of one our students having sex. She had sex with four guys and they took the video. It was being passed around the school. The girl couldn't study at school any more after that because it was very shameful. It gave the school a bad name.*

Researcher: What about the boys in the video? Did anything happen to the boys?

Head teacher: *Nothing happened to the boys. One of them ran away to Dili. Another said 'I am already married so it's not my fault'. I don't know about the others.*

Researcher: So were they already adults?

Head teacher: *Yes.*

Researcher: What are your feelings about this case? Do you think was happened was consensual? Do you think it was rape?

Head teacher: *It's not a case of rape – the girl was smiling. You could see clearly from the video that she wanted to do that.*

Researcher: How old was that girl?

Head teacher: *She was 16 years at that time, but **she had been doing these things and making videos of it since she was 12 years old.***²²⁹

9.4 Reporting sexual violence

The culture of shame surrounding cases of rape and abuse may create significant barriers to reporting and addressing sexual violence perpetrated against children, regardless of the context in which it may occur. Participants explained that that cases of sexual violence are rarely reported and tend not to go to court; as one respondent noted: *"the perpetrator can put pressure on the victim to close the case, because it's embarrassing for the girls' family."*²³⁰

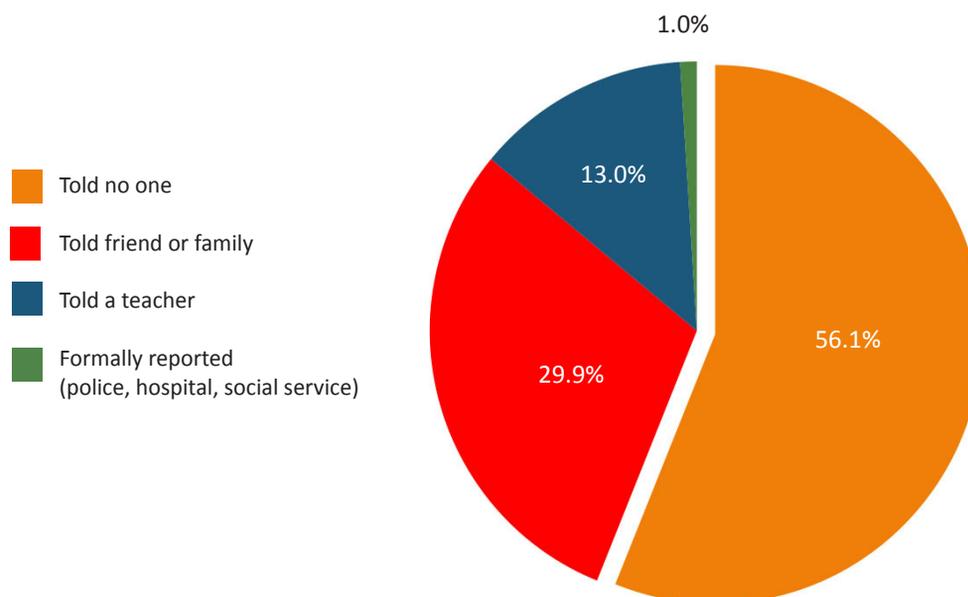
The survey collected information on reporting of cases of sexual abuse.²³¹ Only 1 child said that they had formally reported being sexually abused at school. More than half, 56%, of children who said they had been subject to sexual violence at school, said that they had never told anyone about what had happened to them. The majority of the remainder, 30% said that they had told a friend or family member, and the remaining 13% said that they had told another teacher.

²²⁹ Individual interview, head teacher, pre-secondary school, 18 May 2015.

²³⁰ Individual interview, officer from the VPU, [LOCATION WITHHELD], 22 May 2015

²³¹ It is important to note that sample sizes are small because reporting of sexual violence was low and questions about reporting were only asked of those children who said that they had been victim to sexual violence.

Chart 10: Rates of reporting sexual abuse



The main reason that children gave for not formally reporting sexual violence was that they felt too embarrassed or ashamed (47% of children said this). Over a third of children (37%) said that they had not told anyone about the abuse because they didn't 'consider it to be a problem'. Another 11% said that they were worried they would be blamed for the abuse, and 4% said that they wanted to protect the perpetrator, while 1% said that they were worried that no one would believe them.

There were significant differences according to gender observed in the results in relation to reasons for non-reporting of sexual violence (2- sided chi-square, $p < 0.05$): girls (62%) were significantly more likely than boys (29%) to report that they did not tell anyone because they felt too ashamed. Girls were also significantly less likely to say that they had not told anyone about the abuse because 'didn't think it was a problem'; 25% of girls said this compared to 51% of boys. (When interpreting these results, it is important to bear in mind that the sample of children who reported experiencing sexual violence was small).

Of the girls who reported being raped at school, none had told anyone about their experience, and they all said this was because they felt too ashamed.

These findings were supported by evidence from the qualitative data. In addition to the scenario about Ana and her teacher, parents and children in focus group discussions were presented with another scenario concerning a girl called Megan who is being sexually abused by a group of boys at school. Respondents felt that shame and stigma would prohibit her from telling anyone:

"Megan would feel ashamed. Some people may use the case to take the piss out of her and make fun of her. They would want to embarrass Megan, to make her feel ashamed so that she doesn't come to school anymore,"²³²

²³² FGD, children, mixed gender, pre-secondary school, 21 May 2015

One group of parents told researchers about a recent case of sexual abuse of a child that had happened in the school:

“There was a security guard at the school who got a 15 year old girl pregnant. Her friends bullied her because of it. The security guard paid a fine to the parents. It had a big impact on the girl’s study – she had to leave, but the security guard is still working in the school.”²³³

9.5 Response: sexual violence

In cases where sexual violence is reported, it is apparent that informal, or ‘restorative’ resolutions are prioritised over a criminal justice response; cases may be resolved through an apology by the perpetrator, or the payment of compensation to the victim’s family, or through arranging the marriage of the perpetrator to the victim. Relaying a case of a father who sexually abused his two children, aged 8 and 11 years, one village chief explained: *“according to the suku structure we always try to settle cases through traditional mechanisms between families.”²³⁴*

The cases in the boxes below are illustrative of how cases of (alleged) sexual abuse are typically handled.

Focus Group Discussion, Parents

“There was one sexual abuse related case that happened this year. There was a female student aged 17 years who was studying in the 2nd grade of Junior High School. She got pregnant from a male student from grade 3 of the same Junior High School. The case was solved between the two families. The boy’s family paid a penalty to the girl’s family of one buffalo and \$2,000 USD. Both the male and the female student agreed not to marry each other. The male student was then transferred to a school in Dili, while the female student did not continue her study.”²³⁵

Key Informant Interview, Teacher

“An incident happened earlier this year. A teacher would always stand behind one of the students and touch her body. The student complained to a nun in the community and the nun was able to resolve it through the family way – through mediation. The student is continuing her studies at the school and the teacher is also continuing at the school.”²³⁶

For the minority of sexual violence cases that do result in a formal child protection response, the only available option appears to be to institutionalise the victim in a designated ‘shelter’: an institution that houses victims of abuse. A variety of reasons were provided as to why children are placed in these shelters: most commonly participants explained that the child had to be kept there for her own ‘safety’ because of inaction or delays in any criminal justice response - i.e. arresting and detaining the perpetrator. For

²³³ FGD, parents, pre-secondary school, 18 May 2015

²³⁴ Individual interview, Chief of SukuSuku, Oecusse, 4 June 2015

²³⁵ FGD, parents, pre-secondary school, 1 June 2015

²³⁶ Individual interview, teacher, pre-secondary school, 23 May 2015

example, one VPU officer relayed a case where a teacher in a local pre-secondary school had raped a female student; although the case was reported to police over two years ago no action had been taken against the perpetrator:

VPU Officer: *The girl victim is in a shelter. She delivered a baby and the baby lives with her parents. She visits the baby accompanied by the VPU.*

Researcher: Why does she have to stay in the shelter?

VPU Officer: *We have to protect her from that man, to keep her safe. Because the case is still in process with the Ministry of Public Affairs, the man is still just walking free.*²³⁷

At other times, participants appeared to suggest that girls who are victim to sexual violence are detained in shelters in order to separate them from other children, because their reputation has been tarnished such that exposure to the child would set a 'bad example' to other children. The following excerpt, from an interview with a school inspector, is illustrative:

School inspector: *There was a case of a girl who was studying in a pre-secondary school in grade 6. One of the teachers forced her to have sex – raped her. She was 14 years. The MoE Administration for the district fired the teacher from his duties and sent him to court. He has gone to jail.*

Researcher: And what happened to the girl?

School inspector: *The girl was taken to a shelter.*

Researcher: Why does she have to stay in the shelter if the teacher is in jail?

School inspector: *Because her attitude could impact on the other students. It is not a good example to show to the others.*²³⁸

A body of research has drawn attention to the long-lasting and harmful impact of taking children away from their families and communities and placing them in institutional care.²³⁹ In the long term, evidence suggests, that directing policies and resources towards family and community based services have the greatest potential to provide the best outcomes for children.²⁴⁰

²³⁷ Individual interview, police officer from VPU, [LOCATION WITHHELD], 22 May 2015

²³⁸ Individual interview, MoE Official, [LOCATION WITHHELD], 22 May 2015

²³⁹ Corinna Csáky, 'Keeping Children out of Harmful Institutions: why we should invest in family based care', Save the Children (2009), available at: https://www.savethechildren.org.uk/sites/default/files/docs/Keeping_Children_Out_of_Harmful_Institutions_Final_20.11.09_1.pdf; Richard Barth, 'Institutions vs Foster Homes: The Empirical Base for a Century of Action', University of North Carolina (2002), available at: <http://ahum.assembly.ca.gov/sites/ahum.assembly.ca.gov/files/hearings/062811-BarthInstitutionsvFosterHomes.pdf>; Keven Browne, 'The Risk of Harm to Young Children in Institutional Care', Save the Children (2009), available at http://www.bevaikunamu.lt/wp-content/uploads/2013/12/the_Risk_of_Harm1.pdf

²⁴⁰ Corinna Csáky, 'Keeping Children out of Harmful Institutions: why we should invest in family based care', Save the Children (2009), available at: https://www.savethechildren.org.uk/sites/default/files/docs/Keeping_Children_Out_of_Harmful_Institutions_Final_20.11.09_1.pdf; Richard Barth, 'Institutions vs Foster Homes: The Empirical Base for a Century of Action', University of North Carolina (2002), available at: <http://ahum.assembly.ca.gov/sites/ahum.assembly.ca.gov/files/hearings/062811-BarthInstitutionsvFosterHomes.pdf>; Keven Browne, 'The Risk of Harm to Young Children in Institutional Care', Save the Children (2009), available at http://www.bevaikunamu.lt/wp-content/uploads/2013/12/the_Risk_of_Harm1.pdf

10. Addressing Violence and Abuse, including abuse and neglect in the home: the role of schools

10.1 Addressing violence at school

Participants asserted that teachers are regarded as ‘the child’s parent at school’. As such, teachers and head teachers are clearly entrusted with the responsibility of identifying, responding and/ or referring all cases of violence and abuse of children that take place within school property, whether the perpetrator is another child, a teacher, or a person from outside of the school. One head teacher described a recent case:

Head teacher: *If a problem occurs, they [the child] should inform us. It happened last April – there were some children throwing rocks at each other. It was a fight between two schools. We called the police, the chief of the village, and the MoE. We all sat together at the school to have a dialogue. A lot of people were involved – including all the children. We sat together to resolve and reconcile the situation.*

Researcher: What about the children’s parents - were they there?

Head teacher: *No – the school [staff] consider themselves the children’s parents when they [the children] are at school, so we can handle that.*²⁴¹

10.1.1 Mediation and restorative measures

Regardless of the type of violence or abuse that occurs, it seems clear from the data that priority is placed on resolving the situation through mediation and other restorative means. Incidents of violence, including that committed against children by adults, are perceived primarily in terms of a dispute between two parties, which needs to be resolved and reconciled.

Researcher: What is your method for resolving violence against children in school?

School Director: *Through the mediation – we invite the parties to find a solution together.*²⁴²

²⁴¹ Individual interview, school Director, secondary school, 19 May 2015

²⁴² Individual interview, school Director, pre-secondary school, 18 May 2015

This method of conflict resolution follows the standard methods of justice practiced widely in Timorese communities in all settings; as a community chief explained:

Researcher: What is your method for resolving violence against children in school?

Community Chief: *We do mediation. We call the different parties to discuss and solve the problem, and to do a deal to resolve it. After mediation we create a letter that all sign – both parties. It is a declaration that the problem won't happen again.*²⁴³

Indeed, as discussed in Section 3 above, restorative measures are given pre-eminence in the formal legal and policy framework for responding to cases of child abuse. (As quoted above) the CFWS Policy states that it is primarily concerned with 'promoting and restoring the well-being of children', and that response mechanisms for child protection concerns should prioritise implementing 'restorative actions, processes and services... for children and their families.'²⁴⁴

The efficacy, benefits and rationale of restorative methods for dealing with conflict and crime are well documented,²⁴⁵ and, importantly, these mechanisms are embedded within the customs and culture of Timorese communities, affording them power and legitimacy. Stakeholders often referred to mediation and restorative measures as 'traditional' methods, and distinguished them from processes pursued through a formal criminal justice response; as one stakeholder explained:

*"People here prefer the traditional mechanisms for solving problems instead of going through a formal process. Solving cases through traditional mechanisms provides an immediate result. It is a quick process. On the other hand, solving the case through the formal legal system takes a very long time. Through the traditional mechanisms, one only needs to provide buffalo, or pigs, to compensate the victims and restore the relations."*²⁴⁶

Restorative justice mechanisms, including mediation practices, can be highly effective as a method for responding to crime, due to its focus on understanding that both the cause and impact of an offence are embedded within a social environment, and require a social response - directed towards the repairing and healing of relationships - rather than an individualised response focused on the punishment of the perpetrator. Such methods are sophisticated in the sense that they have the potential to focus on the root of a problem, and to find a lasting sustainable solution that is contextually appropriate and works for all parties to an offence; as one participant neatly explained: *"I always try to tell both parties to explain the root of the problem – then we can work together to find a solution that satisfies them both."*²⁴⁷

²⁴³ Individual interview, Aldeia Chief, Dili, 14 May 2015

²⁴⁴ Child and Family Welfare Policy, November 2012, p 11

²⁴⁵ SRSG on Violence Against Children, Promoting Restorative Justice for Children, New York, 2013

²⁴⁶ Individual interview, MoE Official, [LOCATION WITHHELD], 5 June 2015.

²⁴⁷ Individual interview, school Director, secondary school, 3 June 2015.

Interview with Suku Chief

“We have three methods for resolving cases of violence against children.

- 1) Resolving the case at the level of the Chief of the Bairo (neighbourhood): both parties have to contribute \$15 USD plus two packs of cigarettes and a bottle of alcoholic beverages;
- 2) Resolving the case at the level of the Chief of the Aldeia (hamlet): both parties have to contribute \$25 USD plus two packs of cigarettes and a bottle of alcoholic beverages
- 3) Resolving the case at the level of Chief of Suku (village): both parties have to contribute \$50 plus two packs of cigarettes and a bottle of alcoholic beverage

The money will be used to support activities in the Suku. These rules are aimed to prevent [further] problems.²⁴⁸

10.1.2 Other methods for resolving cases of violence against children at school

Aside from mediation and compensation, schools appear to have very few strategies for handling cases of violence against children that take place on school property. Teachers who participated in the survey were asked how the school would respond to a range of different types of violence and abuse of children at school, including physical or emotional violence against children perpetrated by teacher, bullying of a child by other children, sexual violence (of any kind), and grooming of a child by a teacher at school.

With regard to sexual abuse of a child, and emotional abuse perpetrated by teachers, teachers mostly responded that the school would do ‘nothing’: 60% of teachers said ‘nothing’ would be done in the case that a teacher was grooming a child, or offering them better grades or money in exchange for sex, or in the case that a child was raped at school; and 58% said that ‘nothing’ would be done in the case that a teacher was emotionally abusing a child.

In the case of bullying by other children, 64% said that they would ‘counsel’ the children involved; and in the case of physical punishment of a child by a teacher, 46% said that the school would ‘counsel’ the teacher, with the next most common response being that the school would do nothing (37% said nothing would be done).

Very few teachers in the survey reported that any formal action, including disciplinary actions against a teacher, or reporting the case to a child protection agency (police or CPO), would be taken by their school in any of these circumstances.

²⁴⁸ Individual interview, Suku Chief, Oecusse, 4 June 2015

In the qualitative research, however, there was one measure typically raised by education stakeholders for addressing cases of violence against children at school, and that was to remove either the student or the teacher concerned, or both from the school. For students this would typically involve expulsion, and for teachers, they are usually transferred to another school, as one school director explained:

“I can only resolve incidents such as hitting by giving counselling. However, if it happens continuously I will transfer the teacher or students who made mistakes. After the transfer, I will ask the regional Ministry of Education [office] to substitute with other teachers.”²⁴⁹

Concerningly, stakeholders in the qualitative research relayed numerous cases where teachers had been transferred to new schools for severely injuring children, or for acts of sexual violence and abuse. A VPU officer interviewed in Ainaro succinctly summarised the problems associated with handle cases of violence against children in this way:

VPU Officer: There was a case in a local pre-secondary school. The teacher forced one of the students to have sex with him. He told her – ‘if you don’t want to have sex with me you will never pass your exams’. The student came to the VPU and we took her to the shelter. The MoE just transferred the teacher to another school.

Researcher: What do you think of that solution – of transferring the teacher to another school?

VPU Officer: *If you just move the teacher from one school to another it’s the same thing! Now he can do violence in this new school, and the violence against children will just continue. If it was the police – we wouldn’t handle the situation like this.*

10.2 Addressing abuse at home: role of schools

In many countries across the world schools are charged with a vital role in the child protection system, in terms of identifying and referring cases of individual children at imminent risk of violence, abuse, exploitation or neglect, whether that risk stems from the child’s home, the community or any other setting.

As discussed in **Section 3**, the draft Law on Child Protection does include a provision which would introduce this function in Timor Leste, and place a duty and competence on schools to identify and respond to circumstances where they consider a child in their care to require protection from ‘danger’.²⁵⁰ This law has not yet been passed, however, and it is clear from the research data that schools are not currently serving this function, nor do they consider it their obligation, or even their place, to do so.

“School can only be responsible for incidents that happen in the school area”²⁵²

²⁴⁹ Individual interview, school Director, pre-secondary school, 18 May 2015

²⁵⁰ Draft Law on Child Protection

²⁵² Individual interview, teacher, pre-secondary school, 21 May 2015

When asked what they would do about a child who was being abused at home, teachers and head teachers clearly explained that issues which occur whilst a child is at school are their responsibility to resolve, whilst those that occur outside of school, are outside of their remit and responsibility. The following extracts are illustrative:

Researcher: What would you do if you suspect that a student in your class was being abused?

Teacher: *I would bring him or her to a safe place, and then contact the authorities to do an investigation. But I will only intervene to help the student when the violence or abuse happened at the school because that is my responsibility. Based on my competence as a teacher, I cannot step over that point – I cannot do anything about abuse of a student that takes place outside the school.*²⁵¹

Researcher: What would you do if you suspect that a student in your class was being abused at home?

Teacher: *Based on normal rules we cannot do anything because this happened outside of school hours. Only local authorities and parents can resolve these types of problems.*²⁵²

Researcher: What would you do if you suspect that a student in your class was being abused at home?

Head teacher: *For all the problems that happen at this school, as the father of the school, I have a responsibility to resolve these issues. However, if a problem happens outside of this school then I have no responsibility at all.*²⁵³

Sometimes teachers did say that they would try to take action if a child was being abused at home, but this action would be limited to calling the child's parents or guardian, discussing the issue with them, and providing counselling and guidance. Very few participants said that they would formally report an incident where they suspected a child was being abused at home or refer it to a child protection agency. Furthermore, police officers, and other child protection stakeholders (CPOs, social animators etc.) reported that they rarely or never received referrals of cases of violence against children through schools:

Researcher: Do teachers ever report to you if they are worried that a child is being abused at home?

VPU: *No - never. Normally the teachers would [just] call the parents to discuss.*²⁵⁴

²⁵¹ Individual interview, teacher, pre-secondary school, 23 May 2015

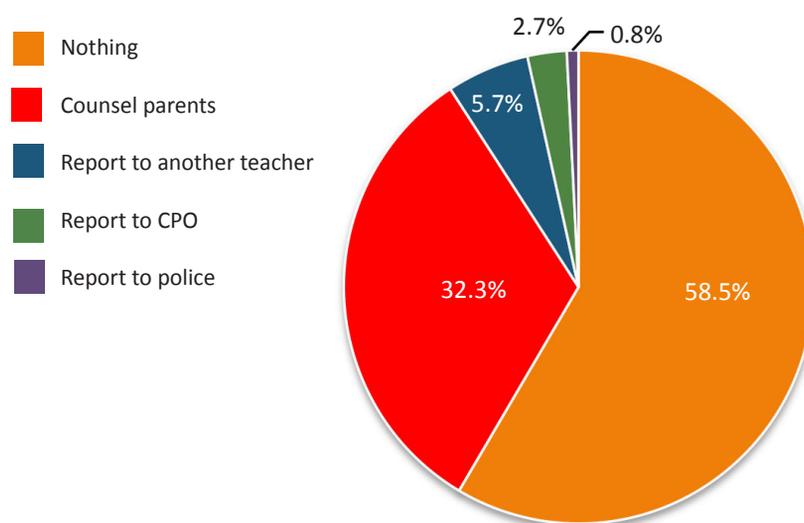
²⁵² Individual interview, teacher, pre-secondary school, 21 May 2015

²⁵³ Individual interview, school Director, secondary school, 28 May 2015

²⁵⁴ Individual interview, officer from the VPU, [LOCATION WITHHELD], 22 May 2015

Teachers in the survey were asked what they would do in the case that they suspected a child was being abused at home. Well over half the sample, 59%, of teachers said that they would do nothing at all. Another 32% said that they would call the child's parents to the school and 'counsel' them, 6% said they would report the case to another teacher. Only 3% of teachers said that they would call a social welfare service (such as the CPO), and only two teachers out of the entire sample (1%) said that they would contact the police.

Chart 11: Addressing abuse at home



11. Impact of Violence

As well as gathering evidence on the prevalence, nature, contexts and causes of violence against children in and around educational settings, the study gathered some evidence on both the individual and social impacts of violence against children, which is presented below.

11.1 Impact on the individual child

Children in focus group discussions discussed the impact that being subject to violence has on their physical and mental health, as well as their ability to continue with school and study. Furthermore, at the end of the survey children were asked a series of basic questions in relation to health. The data was then analysed to identify associations between children's responses to these questions, and their responses to questions about experiences of different types of violence.

"We feel insecure when the teacher always beats us. It makes us feel traumatised to go to school" ²⁵⁷

11.1.1 Physical punishment

Children spoke of feelings of 'fear', 'trauma' and 'insecurity', sometimes noting that being beaten at school made them less likely to want to continue to come to school, and/ or to focus in class. One group of children noted that *"hitting can destroy children's future."*²⁵⁵ A group of boys in Ermera explained: *"once in an evaluation period we wrote on a sheet of paper to the teachers that we feel traumatised because we often get beaten. They read what we wrote, but it hasn't caused any change to their attitude."*²⁵⁶

Analysis of the survey data revealed significant associations between children's experiences of physical violence at school and a range of poor health outcomes. Children who reported that they had been subject to physical violence perpetrated by teachers at school in the last 12 months were more likely to report feelings of depression (2-sided chi-square, $p < .05$), feelings of stress and worry (chi-square, $p < .05$), and low self-esteem (chi-square, $p < .001$).

²⁵⁵ FGD, children, mixed, pre-secondary school, 18 May 2015

²⁵⁶ FGD, boys, pre-secondary school, 26 May 2015

²⁵⁷ As per the questionnaire annexed below: children were asked to rate their general state of physical health as 'good', 'fair' or 'poor'. Children who were subject to punishments such as kneeling and standing in the hot sun less likely reported that they had good physical health.

At least 22% of children who reported to have experienced physical violence perpetrated by teachers in the last 12 months reported experiencing feelings of depression in the last 30 days, compared to 17% of children who had not reported to have been exposed to violence; 47% of children who reported to have experienced physical violence by a teacher reported experiencing feeling of stress and worry (compared to 40% of children who had not experienced teacher violence), and 27% of children who reported to have experienced physical violence by a teacher in the last 12 months reported feeling bad or ashamed about themselves, compared to 9% who had not been subject to physical violence by a teacher). Children who reported to have been subjected to physical violence at school were also more likely to report that they smoke (13%, compared to 8.9%) (chi-square, $p < .05$) and drink alcohol (11% compared to 6.7%) (chi-square, $p < .05$), and there was an association identified between children's who reported having experienced punishments such as kneeling and standing in the hot sun, and compromised physical health (2-sided chi-square, $p < .01$). Even when controlling for the poverty score (which was also found to be associated with depreciated physical health) having reported to have been exposed to such punishments was found to reduce a child's likelihood of being healthy by as much as 64% (logic regression, $p < .01$).

These findings are supported and explained by evidence from the qualitative data. As a group of students explicated:

*"They make us kneel for two hours from when school starts until break time. It hurts! When we do something wrong, when we play in the classroom they hit us. They use a stick or sometimes the force of their body. They hit hard, it hurts, it leaves a bruise, on the bum, back, arm, head and the hand. They beat you repeatedly in from of the other students, it makes us feel very angry. Sometimes we faint when we have to kneel in the sun. Hitting makes us injured and bruised. It's going to take time for us to heal."*²⁵⁸

*"There is a hitting culture, but children never complain. Continuous hitting affects children's study, because only health children can learn subjects well. Hitting children contributes to destroying their future."*²⁵⁹

11.1.2 Emotional violence perpetrated by teachers

Unlike experiences of physical violence, there was no association found in the survey data between children's reported experiences of emotional violence perpetrated by teachers at school and feelings of stress and worry.

On the other hand, associations between experiences of emotional violence perpetrated by teachers and feelings of depression (2-sided chi-square, $p < .001$), and low self-esteem (2-sided chi-square, $p < 0.0001$) were more powerful for emotional violence than for physical violence, and these findings were robust even when controlling for the household poverty score (logistic regression, $p < .05$).

²⁵⁸ FGD, children, mixed gender, pre-secondary school, 21 May 2015

²⁵⁹ Individual interview, teacher, pre-secondary school, 21 May 2015

At least 26% of children who reported being subject to one or more types of emotional violence perpetrated by a teacher in the last 12 months reported feelings of low self-esteem²⁶⁰ in the last 30 days, compared to only 6% of children who reported not to have been subject to emotional violence, and 23% of children who reported having been subject to emotional violence, reported having feelings of depression, compared to a reduced 14% of children who had not.

There was also a powerful association found between having reported experiences of emotional violence perpetrated by teachers and children's thoughts of self-harm and suicidal ideation (2-sided chi-square, $p < .001$). Children were asked whether in the last 12 months they had thoughts of 'hurting' themselves, or that they 'would be better off dead'; children who reported that they had been subject to emotional violence by a teacher in the last 12 months were as much as 6.8 times more likely to say that they had these thoughts than children who did not report emotional violence, even when controlling for their household poverty score (logistic regression, $p < .005$). Participants in qualitative interviews and focus groups explained why this may be the case "*defamation deteriorates dignity. Psychological violence hurts much more than physical violence. It is about sentiment so it is hard to recover from it, it takes a long time,*"²⁶¹

There were additional (albeit weaker) associations between experiences of emotional violence perpetrated by teachers and smoking (2-sided chi-square, $p < .05$) and drinking alcohol (2-sided chi-square, $p < .1$).

11.1.3 Sexual violence

Rape, particularly of a child, is known to have severe and long term consequences for physical and mental health,²⁶² and key stakeholders who relayed cases of rape in individual interviews typically spoke of how the child had become 'weak', or that her health had 'deteriorated' after the event.

The impact of sexual harassment, on the other hand, may tend to be underestimated. Although, as discussed in **Section 9** sexual harassment of girls at school, by both teachers and male students, has a tendency to be 'normalised' or perceived as relatively trivial ("*it happens but students never complain about it as they feel it is normal*"²⁶³), girls subject to such treatment spoke of how it made them feel 'afraid', 'uncomfortable' and like they did not want to come to school anymore.

The negative impact of sexual violence and abuse may also be exacerbated by widespread 'victim blaming' and the shame and stigma associated with being a victim of sexual abuse (also discussed in Section 9). When asked about 'Ana', the child who has a sexual relationship with her teacher, they explained: "*that will create gossip. The community will know about it and so will her parents. Then she will start to feel ill.*"²⁶⁴ Analysis of the survey data revealed that experiences of sexual abuse were significantly associated with feelings of depression, (2-sided chi-square, $p < 0.0001$), feelings of stress and worry (2-sided chi-square, $p < 0.0001$), low self-esteem and feelings of shame (2-sided chi-square, $p < 0.0001$), self-harm and suicidal ideation ($p < 0.001$), and poor physical health (2-sided chi-square, $p < 0.05$).

²⁶⁰ Tested by asked a child: "how often in the last 30 days have you felt really bad about yourself, or felt that you have let yourself or your family down."

²⁶¹ FGD, boys, pre-secondary school, 30 May 2015

²⁶² Dube SR, Anda RF, Whitfield CL, et al. (June 2005). "Long-term consequences of childhood sexual abuse by gender of victim". *American Journal of Preventive Medicine* 28 (5): 430-438

²⁶³ FGD, boys, secondary school, 29 May 2015

²⁶⁴ FGD, children, mixed gender, pre-secondary school, 21 May 2015

After controlling for a child's poverty score, children who reported having been subject to sexual violence were 80% more likely to report experiencing feelings of depression, 1.3 times more likely to report experiences of stress and worry, 1.8 times more likely to report feelings of low self-esteem and 1.8 times more likely to report thoughts of self-harm and suicide (logistic regression).

There were also associations between experiences of sexual abuse and smoking ($p < 0.01$), and experiences of sexual abuse and drinking alcohol amongst boys (2-sided chi-square, $p < 0.1$).

11.1.4 Impact of bullying by peers

Experiences of bullying in last 12 months by other children were significantly associated with depreciated physical health ($p < 0.05$), feelings of depression ($p < .0001$), feelings of stress and worry ($p < .0001$), low self-esteem ($p < .0001$), self-harm and suicidal ideation ($p < .05$), smoking ($p < .0001$) and drinking alcohol ($p < .0001$).

Over half, 53%, of children who reported being subject to bullying by peers reported feelings of stress and worry in the last 30 days, compared to a significantly reduced 30% who were not bullied. 26% of children who reported being subject to bullying reported feelings of depression, compared to 11% of children who were not bullied; 29% of bullied children who reported having been bullied indicated low self-esteem, compared to only 10% of children who were not bullied.

Even when controlling for their poverty score, children who reported being bullied were 2.1 times more likely than other children to say that had thoughts of self-harm and suicide, 2.9 times more likely to say that they smoked, and 2.1 time more likely to say that they drink alcohol (logistic regression). Previous research has explored how rejection by one's peer group can be particularly traumatic and painful for children, and that the devastating impacts of this can last well into adulthood.²⁶⁵ Children in focus group discussions explored a scenario about a boy called Miguel who is being bullied by other children at school, they spoke of how he would feel 'traumatised', 'scared', and 'alone,' and how this could seriously affect his education and his future.

²⁶⁵ Wolke, D., Copeland, W.E., Angold, A., Costello, E.J., 'Impact of Bullying in Childhood on Adult Health, Wealth, Crime and Social Outcomes, *Journal of Psychological Violence*, October 2013, vol. 24 no. 10

11.1.5 Impact of violence against children on self esteem

Overall the biggest impact of violence against children appears to be in relation to children's self-esteem. Exposure to all types of violence was significantly associated with low self-esteem: children who reported being subject to physical violence, by a teacher in the last 12 months, or sexual violence were around 3 times more likely to say that they felt bad about themselves or like they had let themselves or their family down compared to children who had not been subject to violence; children who reported being bullied by peers were around 4.5 times more likely to report feeling bad about themselves than children who were not bullied; and children who reported being subject to emotional violence by a teacher were as much as 5.7 times more likely than other children to report feelings of low self-esteem.

11.2 Social impacts of violence

As discussed in Section 6.2 participants in the research frequently relayed accounts of 'revenge' attacks at school, perpetrated by students, parents, teachers and others: one teacher told researchers of a recent incident that had been particularly traumatic: *"a girl came to the school with a knife, her mother with a machete. They came to the school. They were looking for me – to kill me. I felt like I would have died in that moment."*²⁶⁶

Whilst discussing measures to prevent and respond to violence at school, participants explained that it is difficult to change violent practices at schools, given the violent characters of children, families and the community at large. As participants explained:

*"Violence is a normal thing in our environment; it is difficult to stop it."*²⁶⁷

*"The character of Timorese children is different. If you shout the student will not be silent, therefore it is difficult to end violence against children at school."*²⁶⁸

Participants sometimes also drew links between the political climate of the country, and in particular the Timor Leste's history of invasion and political conflict, and violence perpetrated against children both at schools and in other contexts; as one parent explained:

*"We have been invaded - we need time to change. Back from history we have had experiences of violence so it still happens today. In my time I still use beating methods. Maybe my grandchildren will behave differently."*²⁶⁹

In the same way that violence in families and communities perpetuates violence at school, violence at school, in turn, impacts on violence elsewhere; as one participant aptly explained: *"[children's] mentality is not stable. They learn this [violent] behaviour from their teacher. They copy their actions, and do the same to their children and their wives."*²⁷⁰

²⁶⁶ Individual interview, school Director, secondary school, 1 June 2015

²⁶⁷ Individual interview, school Director, secondary school, 22 May 2015

²⁶⁸ Individual interview, teacher, pre-secondary school, 23 May 2015

²⁶⁹ FGD, community chiefs, Viqueque, 22 May 2015

²⁷⁰ FGD, civil society service providers, Dili, 21 May 2015

These findings are supported by a body of research that has explored how experiences of violence, including political violence, and violence in family and other settings, have consequences for children's psychological development and future behaviour, and consequently the social and cultural environments in which they live at large.²⁷¹

*"Our society has formed in this way. Therefore, eliminating violence is very hard at school, because students come with violent characters, as the society and families they come from have filled [their lives] with violence every day."*²⁷¹

This highlights the difficulty of addressing problems of violence at schools in isolation. Rather, schools have a vital role to play in the development of a comprehensive child protection system, which has the capacity to respond to violence, abuse, maltreatment and neglect of children in all settings, and engages different actors and agencies in ending violence against children at multiple levels.

This analysis has particularly implications for findings in Section 10.2 which highlight how educational actors see their role in addressing violence against children to be limited to responding to violence which takes place on school property, and suggests that more work should be done to integrate the role of schools into a broader and more systematic approach to ending violence against children.

²⁷¹ E.g. M. Minow, *Breaking the cycles of violence: memory, law and repair*, Princeton University Press, 2002; M. Schuld, 'The Prevalence of Violence in Post Conflict Societies: A Case Study of Kwazulu-Natal, South Africa', *Journal of Peacebuilding and Development*, Volume 8 Issue 1 2013 pp. 60-73



IMPLICATIONS OF THE RESEARCH



12. Conclusions

This mixed methods study commissioned by UNICEF, in partnership with the Ministry of Education and Commission on the Rights of the Child in Timor-Leste, provides evidence on the extent, nature, causes and impact of violence against children in and around educational settings in Timor-Leste.

Overall the findings demonstrate high levels of reported violence against children in schools: with 91% of children reporting having been subject to at least one type (physical, emotional, sexual) of violence in school. Rates of reported physical and emotional violence perpetrated by teachers appear to be particularly high, and there appears to be widespread impunity for teachers who perpetrate violence against children, despite the MoE's 2008 'Zero Tolerance' statement prohibiting violence against children in schools.

Safety on the way to and from school is also an issue of serious concern with children reporting having been subject to sexual harassment, violent attacks, and environmental hazards when walking to and from school.

A child's sex appears to be a significant predictor of violence, with boys more likely to be subject to physical violence, and girls more likely to be victims of sexual violence. A child's age also appears to be indicative of being subject to physical violence perpetrated by teachers, but not of other types of violence. Poverty and ethnicity were also associated with higher incidence of multiple forms of violence.

Children's experiences of violence against children in and around school were significantly associated with a range of poor health outcomes, including compromised physical health, depression, anxiety, low self-esteem, thoughts of self-harm, smoking and alcohol consumption.

Overall the findings highlight the urgent need for measures to prevent and respond to violence against children in around educational settings in Timor-Leste. The findings revealed significantly reduced rates of physical and emotional violence against children perpetrated by teachers in pre-secondary schools attached to primary Child Friendly Schools supported by UNICEF. These findings suggest that rolling out such programs on a broader scale may have the potential to address some of the most prevalent forms of violence against children in schools.



13. Recommendations

This report, written for the Ministry of Education in Timor-Leste and the Commission on the Rights of the Child is timely.

During the 70th session of the Committee on the Rights of the Child held in Geneva in September 2015, the State of Timor-Leste received its Concluding Observations from the Committee in relation to the submission of its combined second and third periodic reports. In these observations the Committee raised a number of concerns in relation to violence against children and made recommendations for action. In particular, the Committee expressed concern about the widespread acceptance of corporal punishment as a way to discipline children, and the prevalence of sexual violence, abuse and neglect of children. The Committee also noted its concern about the lack of data on the prevalence of violence against children in all settings. Encouragingly, this research study contributes significant progress towards addressing this recommendation, and filling the gap in evidence in relation to violence against children in and around educational settings.

In addition, the Sustainable Development Goals (SDGs) endorsed by countries and the international community on September 2015, includes several goals and targets linked to ending violence against children. Goals 5 and 16 are particularly relevant to violence against children, wherein countries committed to take steps to reduce significantly all forms of violence against children, and to end abuse, exploitation, trafficking and torture of children.²⁷² Countries also committed to eliminate all violence against women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation, and to eliminate all harmful practices.²⁷³ This is, therefore, an important moment in time to consider what baseline evidence exists on violence against children and what further information and action is needed, to measure the progress of the Government of Timor-Leste in achieving the SDGs.

On the basis of outcomes from this research, the following actions are recommended for implementation by government and development partners in Timor-Leste.

²⁷² SDG 16 <http://www.un.org/sustainabledevelopment/peace-justice/>

²⁷³ SDG 5 <http://www.un.org/sustainabledevelopment/gender-equality/>



13.1 A public awareness programme

The research indicates a lack of knowledge and understanding about the right of the child to physical integrity and the right to be protected from all forms of abuse, and the effects of violence on children. As can be seen from the qualitative evidence, violence in schools is frequently trivialised, is regarded as a normal part of a child's life, and is justified when used by adults. Attitudinal change is essential if violence is to be reduced or eliminated. Perhaps the most effective way to shift attitudes is through public discussion of the use of violence, and by hearing the voices of children who are the victims of violence. Raising public awareness on rights, the use and the impact of violence against children should be an essential, underpinning component of any national action plan to reduce violence against children and should be regarded as a priority.

13.2 Legislative amendments

In order to safeguard children against violence more effectively, we would recommend some legislative changes. In particular, we would recommend that:

- It should become a criminal offence for a teacher to have a sexual relationship with any child in the school, in recognition that a teacher has a position of authority over a child.²⁷⁴ The transfer of teachers who committed sexual abuse from one school to another, new school should be prohibited. Clear disciplinary procedures should be developed to address the situation where an allegation of physical or sexual abuse of a child is made against a teacher. This should include the suspension of a teacher while an investigation is taking place, and where a teacher is found to have committed abuse, whether or not that results in a criminal conviction, dismissal from his or her job.
- Secondary legislation should require the MoE to keep a list of teachers who have been dismissed for sexual abuse or convicted of a sexual offence against a child and such a person should not be employed thereafter as a teacher in any school.
- Teachers who have been found to have committed serious physical abuse against a child, or have been convicted of an offence of violence against a child should also be ineligible for any further employment in a school.

²⁷⁴ Articles 171 to 173 of the Penal Code of the Democratic Republic of Timor-Leste (approved by Decree-Law No. 19/2009) stipulates that sexual coercion and rape of a minor (aged less than 17 years) is punishable with 4 to 12 years imprisonment for sexual coercion and 5 to 20 years imprisonment for rape.

13.3 Developing a National Education Policy on Child Protection²⁷⁵

The Ministry of Education could consider developing and implementing a National Education Policy on Child Protection, which establishes clear obligations on Educational Officials at National and Sub-national levels to prevent, identify and respond to child protection concerns.

This policy should set out clear and specific guidance for Education staff at all levels concerning their obligations, roles and responsibilities with regard to the protection of all students under their care.

The policy should cover:

- Procedures for screening and recruitment of staff at educational institutions, including staff background and reference checks;
- Code of conduct for all education staff who have contact with children;
- Pre- and in-service training for staff concerning the purpose and implementation of the child protection policy, and staff duties under the policy;
- Instructions on how to identify at risk children and to minimise and manage child protection risks more broadly;
- Procedures for reporting and responding to child protection concerns; including cases where a child is being abused at school (by staff or by another student) as well as cases where it is suspected that a child may be subject to abuse at home or elsewhere;
- Information on how child protection cases should be recorded and managed: procedures to protect confidentiality, and manage case referral;
- Disciplinary procedures where a teacher is accused of the use of violence against a child;
- Process for monitoring and evaluating progress towards implementing the national education policy.

The points above should also be reflected in the National Child and Family Welfare policy as appropriate.

²⁷⁵ This is further recommended in UNICEF's recent publication 'Child Protection in Educational Settings, findings from six countries in East Asia and the Pacific, 2012, available at http://www.unicef.org/eapro/CP-ED_Setting.pdf

13.4 Addressing corporal punishment

Legal Prohibition on Corporal Punishment

It is commendable that in 2015 the MoE released a Zero Tolerance for violence against children in schools directive. To build on this action, and in accordance with the CRC Committee's 2015 Concluding Observations to Timor-Leste, it is recommended that the government consider implementing a formal legal prohibition on the use of corporal punishment in schools. See recommendation above on developing a national education policy on child protection.

Implementation of existing policies

The MoE's Guidelines on Technical and Teaching and Learning Methodology for the First and Second Basic Education Cycles approved by the Minister of Education in a Ministerial Dispatch issued on 13 April 2015 encourages teachers to refrain from using various forms of physical or psychological punishment. It is important for the MOE to ensure the implementation of this Guidelines along with the MOE's Zero Tolerance Policy which gives a clear directive to teachers to refrain from using various forms of physical or psychological punishment. This aspect should be highlighted in pre- and in-service teacher trainings as well.

Pre- and in-service teacher training

It is recommended that pre-service training for pre-school and basic education teachers is established to include principles on child rights, positive discipline and the importance of creating a nurturing, safe and child-friendly environment in schools. The current in-service teacher training and a pre-service teacher training if established should also focus on:

- Understanding child development and classroom behaviour management;
- The importance of child participation in education delivery;
- The importance and effectiveness of positive discipline techniques: how to discipline students in a non-punitive, constructive manner;
- What corporal punishment is and why it is ineffective and harmful with links to child development and why children at different ages behave in a certain way.

School inspectors

The MoE could also consider mandating school inspectors with a specific role for monitoring teacher discipline practices, and mentoring teachers in applying non-violent methods of classroom management. Instructions and a checklist could be developed and inspectors could be provided with training and a toolkit on how to carry out effective inspections. This should include instruction on how to interview children in relation to violence.

Promoting non-violent discipline in all settings

The research drew attention to the challenges associated with ending corporal punishment in schools, when these methods are so prevalent in the home and other settings.

It is recommended that the government consider devising multi-sector, large scale programmes and campaigns promoting non-violent discipline in all settings. The ASEAN Guidelines for a Non-Violent Approach to Nurturing, Care and Development of Children, sponsored by Thailand could be used as a model.

Child Friendly Schools

Efforts to address violence in schools gained a boost following the integration of CFS/ Eskola Four principles into the new basic education curriculum and teacher training rolled out in 2015. Positive discipline techniques should be included and emphasized in the teacher training program as part of the rollout of the new curriculum.

13.5 Creating a gender-equitable and non-violent educational environment

Findings from the research suggest a need to address harmful and discriminatory attitudes towards sexual violence as a priority.

In line with Article 11 of the Law on Domestic Violence No 7/2010, The MoE could consider developing curriculum resources to address harmful gender stereotypes, including notions of masculinity and femininity that are associated with perpetration of and impunity for sexual violence. The Draft School-Related Gender-Based Violence Curriculum Resources developed within the framework of the UN Girl's Education Initiative could serve as a key reference point.

The MoE could consider building on work being done by UN Women and partners to address harmful gender stereotypes more including: community engagement workshops to discuss attitude and behaviour change, mentoring schemes, and school prevention campaigns.²⁷⁶

It should be noted, however, that there are considerable levels of violence between boys. The MoE should also consider, therefore, how best to strengthen school-based and after-school programmes to promote human rights, gender equality and peaceful conflict resolution, including in relation to peer-to- peer violence, and interpersonal relationships.

²⁷⁶ UN Women, UN Women's Respectful Relationships School Project, Presentation available on request.

13.6 Online abuse

The research revealed growing concerns regarding online abuse of children and cyber-bullying.

It is recommended that further research be conducted on the prevalence, nature and context and causes of online abuse of children and measures that can be taken to address it.

The MoE could consider developing a formal policy to address online abuse, drawing on the Asia-Pacific Policy Guidelines on Safe and Responsible use of Information and Communication Technologies in the Education Sector.²⁷⁷

13.7 Safety on the way to and from school

The research highlighted that children have environment-related safety concerns, both in school and, particularly, on their way to and from school.

The MoE could consider developing instruction manuals for schools and PTAs on how to carry out a school risk assessment, which would help to identify the places within and around schools that children find unsafe. Strategies could be developed to ensure that the risk of violence in and around schools is reduced, and could include, for example, 'walk groups', in which children walk to and from school together with a teacher, member of the PTA; 'pick up points' for students who want to walk to school together with parents; and provision of free passes for students who can take buses to school, so that they can travel for free.

13.8 Promoting partnerships to improve child protection in education settings

It is recommended that the MoE engage Parent-Teacher Associations in identifying and addressing child protection concerns in schools, and promote links between PTAs and Child Protection Networks.

It is also recommended to strengthen and maintain links between school authorities and child protection professionals at the local level – CPOs, VPUs, social animators, and community police. Referral protocols could be developed between schools and local child protection professionals, setting out circumstances in which referrals can be made, time frames and responses.

Schools should work closely with the police and have a policy on when and how to report incidences of violence in school to the police.

²⁷⁷ Available at www.unescobkk.org



13.9 Response to violence against children: addressing impacts of violence

The research revealed powerful evidence concerning the impact that exposure to violence has on children, particularly in relation to their mental health.

It is recommended that the MoE develop strategies and programs to respond to the needs of children who have been victim to violence. These could include, for example:

- Psychological assessment and child-sensitive counselling services in schools for children who have been subject to violence and abuse.
- Mentoring and peer-to-peer support programs for children who have been subject to bullying.





ANNEXES



ANNEX A: Descriptive tables of results

Table 1: Experiences of physical violence perpetrated by teachers at school in the last 12 months as reported by children grades 7 to 12

	Boys			Girls		
	N	%	N	N	%	N
Pre-secondary schools	349	79.9	437	303	68.7	441
Secondary schools	178	67.9	262	166	63.6	261

Notes: To measure **physical violence** student respondents were asked in the last 12 months, have any of your teachers hit, slapped or kicked you with their hand or other parts of the body; hit you with a stick, ruler or object; and pinched, pulled your hair, ear or other similar action?

"n" stands for the number of respondent who reported particular experience while "N" is total number of respondent who were asked and answered the question.

Table 2: Experiences of being hit/ kicked/ slapped by teachers at school in the last 12 months as reported by children grades 7 to 12, by Municipality

	Hit/ Kicked/ Slapped by teacher (%)					Total Number of Respondents
	Never	Once or twice	Every month	Every week	Every day	
Ainaro	75.4%	24.2%	0.4%	0.0%	0.0%	240
Covalima	47.9%	42.1%	1.7%	6.7%	1.7%	240
Dili	35.1%	47.3%	4.5%	11.0%	2.0%	245
Ermera	46.1%	41.5%	0.0%	7.9%	4.6%	241
Oecusse	41.3%	41.7%	0.4%	9.1%	7.4%	242
Viqueque	44.1%	48.7%	1.5%	3.6%	2.1%	195
Total	48.4%	40.7%	1.4%	6.5%	3.0%	1,403

Table 3: Experiences of being hit by a stick or object by a teacher at school in the last 12 months reported by children grades 7 to 12, by Municipality

	Hit/ Kicked/ Slapped by teacher (%)					Total Number of Respondents
	Never	Once or twice	Every month	Every week	Every day	
Ainaro	58.3%	40.8%	0.4%	0.4%	0.0%	240
Covalima	33.8%	58.3%	3.8%	3.8%	0.4%	240
Dili	39.2%	44.1%	3.3%	10.6%	2.9%	245
Ermera	40.7%	46.5%	0.4%	9.5%	2.9%	241
Oecusse	42.1%	47.1%	0.0%	10.3%	0.4%	242
Viqueque	28.1%	62.8%	2.0%	4.1%	3.1%	196
Total	40.7%	49.5%	1.6%	6.6%	1.6%	1404

Table 4: Experiences of being pinched or pulled by a teacher at school in the last 12 months reported by children grades 7 to 12, by Municipality

	Pinched or pulled by teacher					Total Number of Respondents
	Never	Once or twice	Every month	Every week	Every day	
Ainaro	64.6%	34.6%	0.8%	0.0%	0.0%	240
Covalima	47.1%	47.1%	0.4%	3.8%	1.7%	240
Dili	46.5%	40.0%	2.4%	8.2%	2.9%	245
Ermera	47.7%	42.3%	0.0%	6.6%	3.3%	241
Oecusse	38.8%	53.3%	0.8%	6.6%	0.4%	242
Viqueque	46.9%	47.4%	0.0%	2.6%	3.1%	196
Total	48.6%	44.0%	0.8%	4.7%	1.9%	1,404

Table 5: Experiences of emotional violence perpetrated by teachers at school in the last 12 months as reported by children grades 7 to 12, by Sex

	Boys			Girls		
	N	%	N	N	%	N
Pre-secondary schools	362	67.4	537	329	63.8	516
Secondary schools	199	65.7	303	200	63.9	313

Notes: To measure **emotional violence** student respondents were asked how often do teachers at school, call you bad names or made you feel really bad on purpose in front of others; say insulting things about you or your family in front of others; tell you that you are stupid; make you feel frightened through threats of violence for example, putting a cane on their desk, or similar action?

“n” stands for the number of respondent who reported particular experience while “N” is total number of respondent who were asked and answered the question.

Table 6: Experiences of emotional violence perpetrated by teachers at school in the last 12 months as reported by children grades 7 to 12, by Municipality

MUNICIPALITY	Pre-secondary			Secondary		
	n	%	N	n	%	N
Ainaro	113	58.9	192	48	49.5	97
Covalima	128	64.6	198	54	63.5	85
Dili	137	72.9	188	30	70.3	71
Ermera	131	67.5	194	51	50	101
Oecusse	95	60.1	158	104	75.9	137
Viqueque	87	64.4	135	71	72.4	98

Note: "n" stands for the number of respondent who reported particular experience while "N" is total number of respondent who were asked and answered the question.

Table 7: Experiences of emotional violence perpetrated by teachers at school in the last 12 months as reported by children grades 7 to 12, by type of school

	Public (non-CFS)			Public CFS			Private		
	n	%	N	n	%	N	n	%	N
Pre-secondary schools	281	66.7	421	128	57.8	303	235	68.9	341
Secondary schools	234	69.9	335	--	--	--	119	58.1	284

Note: "n" stands for the number of respondent who reported particular experience while "N" is total number of respondent who were asked and answered the question.

Table 8: Bullying experienced at school in the last 12 months as reported by children grades 7 to 12

	Boys			Girls		
	n	%	N	n	%	N
Pre-secondary schools						
Any bullying	314	72.7	432	255	58.5	436
Physical bullying	153	35	437	97	22	440
Emotional bullying	284	65.6	433	239	54.2	441
Stealing and threats	124	28.3	437	84	19.1	439
Victim of gang violence	166	38.1	436	85	19.2	439
Secondary schools						
Any bullying	160	62	258	173	66	262
Physical bullying	65	24.9	196	48	18.2	264
Emotional bullying	141	54	261	150	56.8	264
Stealing and threats	63	24	263	57	21.7	263
Victim of gang violence	83	31.7	262	41	15.6	263

Note: "n" stands for the number of respondent who reported particular experience while "N" is total number of respondent who were asked and answered the question.

Table 9: Bullying experienced at school (any physical violence) in the last 12 months as reported by children grades 7 to 12

	Boys			Girls		
	n	%	N	n	%	N
Ainaro	80	50.6	158	34	42.5	80
Covalima	108	67.5	160	42	52.5	80
Dili	113	72.4	156	55	67.1	82
Ermera	113	58.2	159	57	70.4	81
Oecusse	84	70	120	98	82.4	119
Viqueque	71	61.7	115	47	60.3	78

Note: "n" stands for the number of respondent who reported particular experience while "N" is total number of respondent who were asked and answered the question.

Table 10: Bullying experienced at school in the last 12 months as reported by children grades 7 to 9

	Public (non-CFS)			Public CFS			Private		
	n	%	N	n	%	N	n	%	N
Pre-secondary schools	210	59.8	351	160	66.4	241	199	72.1	276
Secondary schools	184	66.2	278	--	--	--	149	61.6	242

Note: "n" stands for the number of respondent who reported particular experience while "N" is total number of respondent who were asked and answered the question.

Table 11: Experiences of sexual violence at school as reported by children grades 7 to 12

	Boys			Girls		
	n	%	N	n	%	N
Pre-secondary schools						
Any sexual violence	31	7.2	429	39	9	432
Forced sex	0	0	435	4	0.9	434
Sexually touched by teacher	11	2.5	437	16	3.6	441
Sexually harassed (verbally) by teacher	14	3.2	436	23	5.2	440
Sexually abused/ harassed by student	11	2.5	433	19	4.3	438
Secondary schools						
Any sexual violence	17	6.6	259	28	10.8	259
Forced sex	0	0	262	4	1.5	263
Sexually touched by teacher	7	2.7	263	13	4.9	264
Sexually harassed (verbally) by teacher	11	4.2	262	12	4.6	262
Sexually abused/ harassed by student	9	3.5	260	16	5.3	260

Notes: To measure **sexual violence**, student respondents were asked has a teacher in your school: ever touched you in a sexual way, e.g. fondled you, pinched you, grabbed you or touched you in a way that made you feel uncomfortable; ever made sexual comments or advance towards you; to your knowledge do teachers in your school ever offer students, money, food, or any other benefit in exchange for sex or sexual favours; has anyone in school ever had sex with you or committed sexual acts with you through force/ against your will for example through pressure, coercion, physical force, or because you were unable to say no?
“n” stands for the number of respondent who reported particular experience while “N” is total number of respondent who were asked and answered the question.

Table 12: Experiences of sexual violence (all types) at school as reported by children grades 7 to 12

	Public (non-CFS)			Public CFS			Private		
	n	%	N	n	%	N	n	%	N
Pre-secondary schools	28	7.9	353	17	7.1	239	25	9.3	269
Secondary schools	26	9.3	281	--	--	--	19	8	237

Note: “n” stands for the number of respondent who reported particular experience while “N” is total number of respondent who were asked and answered the question.

Table 13: Experiences of sexual violence at school as reported by children grades 7 to 12: sexual comments by teacher by Municipality

MUNICIPALITY	Sexual comments made by teacher				N
	Never happened		Once or twice		
	n	%	n	%	
Ainaro	238	99.2%	2	0.8%	240
Covalima	223	92.9%	17	7.1%	240
Dili	233	95.5%	11	4.5%	244
Ermera	229	95.8%	10	4.2%	239
Oecusse	226	93.8%	15	6.2%	241
Viqueque	191	97.4%	5	2.6%	196
Total	1340	95.7%	60	4.3%	1,400

Note: "n" stands for the number of respondent who reported particular experience while "N" is total number of respondent who were asked and answered the question.

Table 14: Experiences of sexual violence at school as reported by children grades 7 to 12: sexual comments by teacher by Sex

MUNICIPALITY	Sexual comments made by teacher				N
	Never happened		Once or twice		
	n	%	n	%	
Female	667	95.0%	35	5.0%	702
Male	673	96.4%	25	3.6%	698
Total	1,340	95.7%	60	4.3%	1,400

Note: "n" stands for the number of respondent who reported particular experience while "N" is total number of respondent who were asked and answered the question.

ANNEX B: Data Collection Tools ENGLISH**QUANTITATIVE DATA COLLECTION TOOL (SURVEY)***To be completed by respondents aged 12 – 18 years***GENERAL INFORMATION**

- A. Date of assessment: ____/____/____ (dd/mm/yy)
- B. Name(s) of enumerator(s): _____
- C. Location of survey: _____
- D. Name of school: _____
- E. Level of school: *(circle one response)* Pre-Secondary/ Secondary
- F. Type of school: *(circle one response)* CFS Public/ Non-CFS Public/ Private
- G. Size of school: *(circle one response)* _____

INFORMED CONSENT/ CHECK LIST

Our names are '____' and we are working with UNICEF. We are conducting some research about how teachers treat children in school – and their behaviour towards you. We also have a few questions about how you are treated by other students.

We would like to ask you some questions. It may take about 30 minutes. There are no right or wrong answers to the questions - we want to hear about your experiences.

We promise that we will never tell your teachers, your parents, or any other person what you have answered. You will not get into any trouble for your answers to any of the questions. Your name will not be on the answers so nobody will ever know who said what.

You do not have to speak to us if you don't want to, and you can choose not to answer any or all of the questions.

Would you like to speak with us?

Yes No

We would like to use some of what you tell us in our report but we will never use your name. Is that ok?

Yes No

Do you have any questions before we start?

Yes No

If the respondent has any questions make sure you answer these fully before starting

PART 1: Background information

1.1 Gender of respondent: *(circle one response)* Male/ Female

1.2 Age of respondent: *(number)* _____

1.3 Religion: Roman Catholic/ Protestant/ Muslim/ Animist/ Buddhist/ Hindu/ New religion/ Other

- 1.4 Ethnicity:** Tetum/ Mambae/ Tetun Terik/ Tukudede/ Bajkeno/ Tetum Prasa/ Chinese/ Papuan/ Portugese/ Makasae/ Naueti/ Other
- 1.5 Year in school:** (number) _____
- 1.6 Size of school:** (number of students) _____
- 1.7 Size of classroom:** (number of students) _____
- 1.7 Disability:** (circle one response) No disability/ Physical disability/ Learning difficulty

PART 2: Household circumstances

- 2.1 How many brothers and sisters do you have?** (number) _____
- 2.2 Which of the following best describes your family circumstance?:** (circle one response)
I am cared for by both my parents / I am cared for by a solo parent/ I am cared for by another relative/ Institutional care/ Nobody cares for me/ Other.
- 2.3 What is your parents' marital status?** (circle one response)
Single (including separated, divorced, mane faluk, widowed)/ Married with only one wife/ Married with more than one wife/ I am an orphan
- 2.4 How many meals do you eat per day on average?** (number) _____

2.5 How often does your household have enough money for the following items:	Sufficient Food	Clothes	Medicines	School items (uniform, books etc.)	Extra items (gifts, travel etc.)
	Always/ most of the time/ sometimes/ never				

- 2.6 If any, how many hours of work do you do per week for money or goods or other payment?** None/ (number) _____
- 2.7 How many hours of cooking, cleaning and childcare do you personally do per day on average?** None/ (number) _____
- 2.8 How many hours a day do you have for leisure/ play?** None/ (number) _____
- 2.9 How may days do you go to school each week?** (number, between 0-5) _____

PART 3: Safety

- 3.1 Which place do you feel most safe?** (circle one response)
- A) At home
 - B) At school
 - C) On the way to school
 - D) All of the above
 - E) None of the above.

3.2 What is the place that you feel least safe? *(circle one response)*

- A) At home
- B) At school
- C) On the way to school
- D) All of the above
- E) None of the above.

PART 4: Experiences of physical violence**4.1 In the last 12 months have any of your teachers hit you/ slapped you/ kicked you with their hand or other part of their body?** *(circle one response)*

As a clarification or prompt consider adding 'for example, as a form of punishment, or in any other circumstance'.

Every day/ Every week/ Every month/ happened once or twice/ never happens.

4.2 In the last 12 months have any of your teachers hit you with a stick, ruler or other object? *(circle one response)*

Every day/ Every week/ Every month/ happened once or twice/ never happens.

4.3 In the last 12 months have any of your teachers ever pinched you, pulled your hair, pulled your ear, or other similar action? *(circle one response)*

Every day/ Every week/ Every month/ happened once or twice/ never happens.

4.4 (Think of the most recent time you experienced any of the above) – How much did it hurt you? *(circle one response)*

- A) I was hurt so badly I had to go to hospital
- B) I had marks, bruises, or bleeding on my body
- C) I had no marks on my body but it hurt me very badly
- D) It hurt me a little bit
- E) It didn't hurt me at all
- F) Never experienced

4.5 (Think of the most recent time you experienced any of the above) - Did you tell anyone about what happened? *(circle one response)*

- A) No I didn't tell
- B) I only told a friend or family member
- C) I told another teacher
- D) I told a person in a position of authority or accessed a formal service outside of the school.
- E) Never experienced

(If participant said 'C' or 'D' skip to question 4.7)

4.6 (If participant said 'A' or 'B' to question above) **Why didn't you tell a teacher or another person in authority about this incident?** (circle one response)

- A) I was embarrassed, ashamed
- B) I did not think it was a problem
- C) I was worried I would be blamed, get into trouble, or it would make things worse
- D) I did not want to get the perpetrator into trouble
- E) I didn't think anyone would believe me
- F) I didn't think anyone would do anything about it
- G) I didn't want any help
- H) Not applicable

(Skip to part 5)

4.7 (If participant said 'C' or 'D' to question 4.5 above) **After you told your teacher or other person in authority, was the outcome/ result** (circle all that apply)

- A) No action was taken
- B) I got into trouble
- C) The teacher got into trouble
- D) I was given some help
- E) Not applicable

PART 5: Experiences of emotional violence/ degrading treatment

5.1 How often do teachers at school call you bad names or made you feel really bad on purpose in front of others? (circle one response)

Every day/ Every week/ Every month/ happened once or twice/ never happens.

5.2 How often do teachers at your school say insulting things about you or your family in front of others? (circle one response)

Every day/ Every week/ Every month/ happened once or twice/ never happens.

5.3 How often do teachers at school tell you that you are stupid? (circle one response)

Every day/ Every week/ Every month/ happened once or twice/ never happens.

5.4 Has any teacher made you do any of the following in the last 12 months? (circle all that apply)

- A) Stand in the hot sun
- B) Kneel on the ground
- C) Run around outside until you were tired
- D) Sent you out of the class
- E) None of these.

5.5 How often do teachers at your school make you feel frightened through threats of violence? (For example, putting a cane on their desk, or similar action). (circle one response)

Every day/ Every week/ Every month/ happened once or twice/ never happens.

5.6 (Think of the most recent time you experienced any of the above) - Did you complain to anyone about what happened? (circle one response)

- A) No I didn't tell
- B) I only told a friend or family member
- C) I told another teacher
- D) I told a person in a position of authority or accessed a formal service outside of the school.
- E) Never experienced

(If participant said 'C' or 'D' skip to question 5.8)

5.7 (If participant said 'A' or 'B' to question above) Why didn't you tell a teacher or another person in authority about this incident? (circle one response)

- A) I was embarrassed, ashamed
- B) I did not think it was a problem
- C) I was worried I would be blamed, get into trouble, or it would make things worse
- D) I did not want to get the perpetrator into trouble
- E) I didn't think anyone would believe me
- F) I didn't think anyone would do anything about it
- G) I didn't want any help
- H) Not applicable

(Skip to part 6)

4.7 (If participant said 'C' or 'D' to question 4.5 above) After you told your teacher or other person in authority, was the outcome/ result (circle all that apply)

- A) No action was taken
- B) I got into trouble
- C) The teacher got into trouble
- D) I was given some help
- E) Not applicable

PART 6: Experiences of sexual violence

6.1 Has a teacher in your school ever touched you in a sexual way, e.g. fondled you, pinched you, grabbed you or touched you in a way that made you feel uncomfortable? (circle one response)

Every day/ Every week/ Every month/ happened once or twice/ never happened.

6.2 Has a teacher in your school ever made sexual comments or advance towards you? (*circle one response*)

Every day/ Every week/ Every month/ happened once or twice/ never happened.

6.3 To your knowledge do teachers in your school ever offer students, money, food, or any other benefit in exchange for sex or sexual favours? (*circle one response*)

Happened to me/ happened to someone I know/ never happened.

6.4 Has anyone in school ever had sex with you or committed sexual acts with you through force/ against your will? For example through pressure, coercion, physical force, or because you were unable to say no? (*circle one response*)

A teacher/ a student/ another person/ never happened.

6.5 (If child reports experiencing any of the above) How old were you when this first happened? (*circle one response*)

Age: (number) _____ / Not applicable

6.6 (Think of the most recent time you experienced any of the above) - Did you report this incident to anyone? (*circle one response*)

- A) Did not report
- B) I only told a friend or family member
- C) I told a teacher
- D) I told a person in a position of authority or accessed a formal service outside of the school.
- E) Never experienced

(*If participant said 'C' or 'D' skip to question 6.8*)

6.7 (If participant said 'A' or 'B' to question above) Why did you not formally report this incident? (*circle one response*)

- A) I was embarrassed, ashamed
- B) I did not think it was a problem
- C) I was worried I would be blamed, get into trouble or it would make things worse
- D) I did not want to get the perpetrator into trouble
- E) I didn't think anyone would believe me
- F) I didn't think anyone would do anything about it
- G) I didn't want any help
- H) Not applicable

(Skip to part 7)

4.7 (If participant said 'C' or 'D' to question 4.5 above) After you told your teacher or other person in authority, was the outcome/ result (*circle all that apply*)

- A) No action was taken

- B) I got into trouble
- C) The perpetrator got into trouble
- D) I was given some help
- E) Not applicable

PART 7: Experiences of violence/ bullying by other students

7.1 How often do other children at school call you bad names or make you feel bad on purpose in front of others? (circle one response)

Every day/ Every week/ Every month/ happened once or twice/ never happens.

7.2 In the last 12 months has any other student in the school ever physically hurt you in a way that made you feel sad or frightened, left a mark on your body, caused you to bleed, or made you cry? (circle one response)

Every day/ Every week/ Every month/ happened once or twice/ never happens.

7.3 In the last 12 months has any other student ever threatened you with violence, or stolen money, food or other things from you? (circle one response)

Every day/ Every week/ Every month/ happened once or twice/ never happens.

7.4 In the last 12 months have you ever been threatened by a gang of children in school? (circle one response)

Every day/ Every week/ Every month/ happened once or twice/ never happens.

7.5 Has another student in your school ever made sexual comments or behaviour towards you in a way that made you feel uncomfortable or forced you to do something sexual that you didn't want to do? (circle one response)

Every day/ Every week/ Every month/ happened once or twice/ never happened.

7.6 (Think of the most recent time you experienced any of the above) - Did you tell anyone about what happened?

- A) Did not report
- B) I only told a friend or family member
- C) I told a teacher
- D) I told a person in a position of authority or accessed a formal service outside of the school.
- E) Never experienced

(If participant said 'C' or 'D' skip to question 7.8)

7.7 (If participant said 'A' or 'B' to question above) Why did you not tell a teacher or another person in authority about this incident? (circle one response)

- A) I was embarrassed, ashamed
- B) I did not think it was a problem
- C) I was worried I would be blamed, get into trouble or it would make things worse
- D) I did not want to get the perpetrator into trouble

- E) I didn't think anyone would believe me
 - F) I didn't think anyone would do anything about it
 - G) I didn't want any help
 - H) Not applicable
- (Skip to part 8)*

7.8 *(If participant said 'C' or 'D' to question 7.6 above)* **After you told your teacher or other person in authority, was any action taken?** *(circle all that apply)*

- A) No action was taken
- B) I got into trouble
- C) The perpetrator got into trouble
- D) I was given some help
- E) Not applicable

PART 8: Violence against children: norms, perceptions and attitudes

8.1 It is acceptable for a teacher to hit, kick or whip a student when they... *(circle all that apply)*

- A) Behave badly in class
- B) Are late to school
- C) Come dirty, unclean to class
- D) When all other forms have discipline have failed
- E) All of the above
- F) None of the above

8.2 Hitting a child is sometimes in their best interests. *(circle one response)*

Strongly agree / Agree / Neutral / Disagree / Strongly disagree

8.3 A student who has a sexual relationship with her/ his teacher should be expelled. *(circle one response)*

Strongly agree/ Agree/ Neutral/ Disagree/ Strongly Disagree

8.4 Which, if any, of the following disciplinary actions by teachers in the classroom are types of violence? ... *(circle all that are violence)*

- A) Calling a child a bad name
- B) Severe hitting with a stick
- C) 'Light' hitting with a stick
- D) Slapping a child on the hand
- E) Pulling a child's ear
- F) Making a child do hard work
- G) All of the above
- H) None of the above

8.5 It is not possible for a boy to be raped or sexually abused. (*circle one response*)

Strongly agree/ Agree/ Neutral/ Disagree/ Strongly Disagree

8.6 It is against the law to hit a child in school. (*circle one response*)

Always/ never/ only if the hitting is severe.

8.7 A girl is more likely to be sexually harassed or raped at school or on her way to school if she... (*circle all that apply*)

- A) Dresses provocatively
- B) Has a boyfriend
- C) Is sexually active before marriage
- D) Has many sexual partners
- E) Drinks too much or takes drugs
- F) All of the above
- H) None of the above

8.8 A girl who has been raped or sexual abused is a disgrace to her family. (*circle one response*)

Strongly agree/ Agree/ Neutral/ Disagree/ Strongly disagree

8.9 A girl who has been raped or sexual abused should immediately be married. (*circle one response*)

Strongly agree/ Agree/ Neutral/ Disagree/ Strongly disagree

8.10 It is sometimes necessary to beat a child if they continue to misbehave: (*circle one response*)

Strongly agree/ Agree/ Neutral/ Disagree/ Strongly disagree

8.11 Which, if any, of the following are types of violence? ... (*circle all that are violence*)

- A) Making sexual comments
- B) Touching someone sexually without their consent
- C) Forcing someone to have sex
- D) Offering someone money, food or favours in exchange for sex
- E) All of the above
- E) None of the above

8.12 It is more acceptable to hit or beat a boy than to hit or beat a girl: (*circle one response*)

Strongly agree/ Agree/ Neutral/ Disagree/ Strongly disagree

PART 9: Impact/ outcomes of violence against children

9.1 How would you rate the current state of your physical health? (*circle one response*)

Good/ Fair/ Poor.

9.2 How often in the last 30 days have you experienced feelings of depression: (*circle one response*)

Most days/ Some days/ Never.

9.3 How often in the last 30 days have you experienced feelings of anxiety, stress or worry: (*circle one response*)

Most days/ Some days/ Never.

9.4 How often in the last 30 days have you felt really bad about yourself, of felt that you have let yourself or your family down: (*circle one response*)

Most days/ Some days/ Never.

9.5 In the last 12 months have you had any thoughts of hurting yourself or that you would be better off dead?

Most days/ Some days/ Never.

9.6 Have you ever attempted suicide?

Yes/ No.

9.7 How often do you smoke? (*circle one response*)

Every day/ Most days/ Some days/ Never.

9.8 How often do you drink alcohol?(*circle one response*)

Most days/ Some days/ Never.

9.9 How often do you use drugs? (*circle one response*)

Most days/ Some days/ Never.

9.10 (Girls only) Have you ever been pregnant? (*circle one response*)

Yes/ No/ Not applicable

WRAP UP

Thank the child for their time. Ask them a couple of positive questions such as “*what do you want to do when you grow up/ finish school?*” And “*what more do you think could be done to help children in your area?*” to end the interview on a positive note.

Explain to the child that the study will help UNICEF know what happens to children, and what action to take to stop all violence against children in the future.

Remind them again that their name will not be included in the study, and that they will not get into any trouble for their responses.

Offer the child the opportunity to speak with a counsellor and provide them with information about support services for further questions or help related to violence against children.

QUANTITATIVE DATA COLLECTION TOOL (SURVEY)*To be completed by teachers***GENERAL INFORMATION**

- A. Date of assessment:** ____/____/____ (dd/mm/yy)
- B. Location of survey:** _____
- C. Name of school:** _____
- D. Level of school:** (circle one response) Pre-Secondary/ Secondary
- E. Type of school:** (circle one response) Public/ Private/ Child friendly school
- F. Size of school:** (number of students) _____

INFORMED CONSENT/ CHECK LIST

We are working with UNICEF. We are conducting some research about violence against children. We would like to ask you some questions. It may take about 30 minutes. There are no right or wrong answers to the questions, we want to learn from you. All of the information you give us will be kept strictly anonymous. You do not have to speak to us if you don't want to, and you can choose not to answer any or all of the questions.

PART 1: Background Information

- 1.1 Gender of respondent:** (circle one response) Male/ Female
- 1.2 Age of respondent:** (number) _____
- 1.3 Religion:** Roman Catholic/ Other Christian/ Muslim/ Animist/ Buddhist/ Hindu/ Other
- 1.4 Size of school:** (number of students) _____
- 1.5 Size of classroom:** (number of students) _____

PART 2

- 2.1 Do any teachers in this school ever hit, kick or beat children (e.g. as a form of punishment)?** (circle one response) Every day/ Every week/ Every month/ happened once or twice/ never happened.
- 2.2 How would the school deal with this type of incident?** (circle the most likely response) Nothing/ counsel the teacher/ discipline the teacher/ transfer the teacher to another school/ fire the teacher/ report the incident to the police.
- 2.3 How often do children in this school hit, kick or beat each other?** (circle one response) Every day/ Every week/ Every month/ Happened once or twice/ never happened.
- 2.4 How does/ did the school deal with this incident?** (circle the most likely response) Nothing/ call the children's parents and counsel them/ punish the perpetrator by hitting them/ punish the perpetrator through other means/ report the incident to the police/ take the victim to a service (e.g. hospital/ counsellor).

2.5 Has a child in this school ever seriously injured or harmed another child? Yes/ no/ I don't know.

2.6 How would the school deal with this incident(s)? (*circle the most likely response*) Nothing/ call the children's parents and counsel them/ punish the perpetrator by hitting them/ punish the perpetrator through other means/ report the incident to the police/ take the victim to a service (e.g. hospital/ counsellor).

PART 3

3.1 To your knowledge, has any teacher in your school ever offered a child better grades/ money/ any other favour in exchange for sex? No/ it happens/ I don't know.

3.2 How would the school deal with this type of incident? (*circle the most likely response*) Nothing/ counsel the teacher/ discipline the teacher/ transfer the teacher to another school/ fire the teacher/ report the incident to the police.

3.3 To your knowledge, has any teacher in your school ever had a sexual relationship with a student? Never/ once/ several times/ many times/ don't know.

3.4 How would the school deal with this type of incident? (*circle the most likely response*) Nothing/ counsel the teacher/ discipline the teacher/ transfer the teacher to another school/ fire the teacher/ report the incident to the police.

3.5 Has a child in this school ever sexually harassed or raped another child? Never/ once/ several times/ many times/ don't know.

3.6 How would the school deal with this incident(s)? (*circle the most likely response*) Nothing/ call the children's parents and counsel them/ punish the perpetrator by hitting them/ punish the perpetrator through other means/ report the incident to the police/ take the victim to a service (e.g. hospital/ counsellor).

PART 4

4.1 Do any teachers in this school ever call children bad names or deliberately humiliate them in front of others? Every day/ Every week/ Every month/ happened once or twice/ never happens.

4.2 How would/did the school deal with this incident(s)? (*circle the most likely response*) Nothing/ counsel the teacher/ discipline the teacher/ transfer the teacher to another school/ fire the teacher/ report the incident to the police.

4.3 How often does bullying of children take place at this school? Every day/ Every week/ Every month/ happened once or twice/ never happens.

4.4 How would/did the school deal with this incident? (*circle the most likely response*) Nothing/ call the children's parents and counsel them/ punish the perpetrator by hitting them/ punish the perpetrator through other means/ report the incident to the police/ take the victim to a service (e.g. hospital/ counsellor).

**PART 5**

5.1 Have you ever suspected that a child in your class was being abused at home? Never/ once/ several times/ many times/ don't know.

5.2 How would/ did you deal with this? (*circle the most likely response*). Nothing/ called the children's parents and counselled them/ contacted the police/ reported the incident to another teacher/ called a service (social welfare, hospital etc.)

5.3 Do children in your school ever come to class without having been washed or without clean and appropriate clothing? Never/ once/ several times/ many times/ don't know.

5.4 How would/ did you deal with this? (*circle the most likely response*). Nothing/ call the children's parents and counsel them/ punish the child for being dirty/ contacted the police/ report the incident to another teacher/ call a service (social welfare, hospital etc.)

PART 8

8.1 It is acceptable for a teacher to hit, kick or whip a student when they... (*circle all that are violence*)

- A) Behave badly in class
- B) Are late to school
- C) Come dirty, unclean to class
- D) When all other forms have discipline have failed
- E) All of the above
- F) None of the above

8.2 Hitting a child is sometimes in their best interests. (*circle one response*)

Strongly agree / Agree / Neutral / Disagree / Strongly disagree

8.3 A student who has a sexual relationship with her/ his teacher should be expelled. (*circle one response*)

Strongly agree/ Agree/ Neutral/ Disagree/ Strongly Disagree

8.4 Which, if any, of the following disciplinary actions by teachers in the classroom are types of violence? ...

(*circle all that are violence*)

- A) Calling a child a bad name
- B) Severe hitting with a stick
- C) 'Light' hitting with a stick
- D) Slapping a child on the hand
- E) Pulling a child's ear
- F) Making a child do hard work
- G) All of the above
- H) None of the above



8.5 It is not possible for a boy to be raped or sexually abused. (circle one response)

Strongly agree/ Agree/ Neutral/ Disagree/ Strongly Disagree

8.6 It is against the law to hit a child in school. (circle one response)

Always/ never/ only if the hitting is severe.

8.7 A girl is more likely to be sexually harassed or raped at school or on her way to school if she... (circle all that apply)

- A) Dresses provocatively
- B) Has a boyfriend
- C) Is sexually active before marriage
- D) Has many sexual partners
- E) Drinks too much or takes drugs
- F) All of the above
- H) None of the above

8.8 A girl who has been raped or sexual abused is a disgrace to her family. (circle one response)

Strongly agree/ Agree/ Neutral/ Disagree/ Strongly disagree

8.9 A girl who has been raped or sexual abused should immediately be married. (circle one response)

Strongly agree/ Agree/ Neutral/ Disagree/ Strongly disagree

8.10 It is sometimes necessary to beat a child if they continue to misbehave: (circle one response)

Strongly agree/ Agree/ Neutral/ Disagree/ Strongly disagree

8.11 Which, if any, of the following are types of violence? ... (circle all that are violence)

- A) Making sexual comments
- B) Touching someone sexually without their consent
- C) Forcing someone to have sex
- D) Offering someone money, food or favours in exchange for sex
- E) All of the above
- E) None of the above

8.12 It is more acceptable to hit or beat a boy than to hit or beat a girl: (circle one response)

Strongly agree/ Agree/ Neutral/ Disagree/ Strongly disagree

**PART 7**

7.1 If I was concerned that a child in this school was being abused at school I would know where to seek services and support for that child? Yes/ no

7.2 If I was concerned that a child in this school was being abused at home I would know where to seek services and support for that child? Yes/ no

7.3 I would like more services in this area to help children who are victims of violence at school and at home.
Yes/ no/ I don't know



Children: Focus Group Discussion Tool

Name of researcher(s):	
Date:	
Municipality, administrative post and village in which interview is conducted:	
School:	
Number of participants (male v female)	
Ages of the participants/Grade:	

Ideally, focus group discussions should be held with 5-8 children, of the age group 12-14, OR 15-17. Focus groups should be held with children of the same gender. They should be conducted in a private place, where respondents cannot be overheard by anyone, including school staff.

Introduce yourself and the study, explain that it is voluntary, gain informed consent and advise participants about anonymity.

"I am going to be asking a series of questions and statements and I'd like you to tell me your answers! Then we can talk more about your answers if you'd like to."

Section 1: General feelings about school

- 1. To start, tell us how you feel about school:**
 - a. What do you like about coming to school? What don't you like?
 - b. What is most fun about school? What is the least fun?
 - c. Are you ever worried about coming to school, or do not want to come for some reason? Do you ever feel afraid? What worries/ frightens you? Why?

Section 2: School environment

- 2. Are there any places in school, on your walk to school, or school events where you feel unsafe?**
 - a. Where are these places? Why are they unsafe? *[Probe about types of violence committed, how serious these cases are, the types of perpetrators and victims and the causes]*
 - b. How often do bad things happen in these places? What effect does this have on you? How does it make you feel?
- 3. Are there certain children who are most at risk of harm at school/ school events or on the way to school? For example, girls? Boys? Children with disabilities?**
 - a. Why are these children at risk? Please explain.

Section 3: Teachers

4. **How do you feel about your teachers?**
 - a. Do you like your teachers? Why? Why not?
 - b. How do your teachers treat you? How does that make you feel?
5. **Does your school have any rules about behaviour?**
 - a. What are they? How did you find out about the rules? What do you think of the rules?
6. **What happens if you misbehave at school or if you don't obey the rules?**
 - a. What does your teacher do? Why? *[Gauge if there are different responses for breaking different types of rules]*
 - b. Tell me about a time you (or a classmate) got in trouble: why were you in trouble? How were you punished? **How did you feel about what happened? Do you think the punishment was fair? Why/Why not? What should the teacher do instead?**

Section 4: Child protection procedures and practices

7. **If you were having a problem at school would you tell anyone?**
 - a. Why? Why not?
 - b. If so, who would you tell? Why would you tell this person?
 - c. Would you tell your teacher if you're having a problem? Why / why not?
 - d. What about if you were having a problem at home. Would you tell your teacher?
 - e. If you or another student told your teacher about a problem. What would they do? Can you give me an example from your own experience?

Section 5: Curriculum

8. **At school – does anybody teach you about children's rights, and violence against children?**
 - a. What do they teach you? When? Do they teach you how to protect yourself from violence? How? Is this helpful? Why/ why not?

Section 6: Participation

9. **Do you get involved in making any decisions about your school?**
 - a. What sorts of decisions? How? Can you give me an example?

Section 2: Scenarios

Now I am going to give you some made-up scenarios about children. I'd like you to tell me if this is the sort of thing that might happen to someone you know. Then I will ask you a bit about when and why this type of thing happens, and what the person in each story should do about this.

- a. **Discipline at school:** Jose is sometimes disruptive in class. When he is disruptive the teacher makes him sit facing the wall in the back of the classroom. Sometimes the teacher shouts at Jose and uses bad words. One day Jose shouted back at the teacher. The teacher responded by taking Jose outside and whipping him as punishment. Jose was badly hurt and went home from school.

Discussion questions: What do you think about this story? Do you think what the teacher did was okay? Why/why not? What should Jose do? Would he tell anyone? Why or why not? Who could he tell? What would this person do about it? Does it make a difference how hard the teacher whipped Jose, or whether it made a mark on not? Why?

Are the events described in the story things that sometimes happen? Can you tell me a case?

- b. Sexual abuse:** Your friend Ana has a crush on her teacher. She often comes to school dressed in a slightly sexy way. You start to realise that Ana is getting much better grades than usual at school, and she has new clothes and a new phone. You ask Ana what is going on, and she confides in you that she is having a sexual relationship with her teacher, and he is giving her gifts.

Discussion questions: What do you think about this story? Who do you think is to blame? Why? What should be done about the situation? What should happen to Ana? What about her teacher? Why?

Are the events described in the story things that sometimes happen? Can you tell me a case?

- c. Gang violence:** Miguel has trouble with a group of boys at school. They often threaten to hurt him, and sometimes they wait for him outside of the school, and when he comes outside they steal his books, food and money and sometimes hit him. One day they gave Miguel a note, threatening to tell people he was gay. Miguel was so afraid that he stopped coming to school. No one sees him anymore.

Discussion questions: What do you think about this story? If this happened in your school, do you think your teachers would notice? If so, what would they do? What should Miguel do? Would he tell anyone? Who could he tell? Is there anything this person could do? What?

Are the events described in the story things that sometimes happen? Can you tell me a case?

- d. Abuse at home:** Lucia was coming to school with bruises and told her friends that her aunt was hitting her badly when she didn't do her chores properly. She was frightened about going home.

Discussion questions: What do you think about this story? If this happened in your school, do you think your teachers would notice? If so, what would they do? Would Lucia tell anyone? Who? What would that person do? What should Lucia do? Why?

Are the events described in the story things that sometimes happen? Can you tell me a case?

- e. Sexual harassment:** Megan was upset because some boys in her school were teasing her. They sometimes followed her after school and made rude remarks, including sexual comments about her looks and her body. Megan felt so ashamed that she didn't want to tell anyone, but she was becoming increasingly frightened.

Discussion questions: What do you think about this story? Are the events described in the story things that sometimes happen? If this happened in your school, do you think your teachers would notice the boys' behaviour? If so do you think they would do anything? What? What, if anything, should Megan do?

Are the events described in the story things that sometimes happen? Can you tell me a case?



Section 3: Recommendations

10. What do you think would make school safer and better for the students in your school?
 - a. Do you have any recommendations for what the Ministry of Education should do to make things better for children in your school?

Thank the children for their time. Explain to the children that the study will help the Ministry of Education to know what happens to children in school, and what action to take to stop all violence against children in the future.



Parents: Focus Group Discussion Tool

Name of researcher(s):	
Date:	
Municipality, administrative post and village in which interview is conducted:	
School:	
Number of participants (male & female)	
Religion:	

Ideally, focus group discussions should be held with 5-8 parents of the same gender. They should be conducted in a private place, where respondents cannot be overheard by anyone.

Introduce yourself and the study, explain that it is voluntary, gain informed consent and advise participants about anonymity.

"I am going to be asking a series of questions and statements and I'd like you to tell me your answers! Then we can talk more about your answers if you'd like to."

Section 1: Background information

11. To begin, let's talk a bit about your families. How many children do you have? What are their ages?

Section 2: General safety

12. As parents do you worry about your children's safety? Why? **What are the least safe spaces for children in this community? Are there places where you worry for your children to go?**

- a. Are there some places that you are more worried about girls going to than boys or vice versa? Which places? Why?

Section 3: Safety at school

13. **Do you worry about your children's safety at school/ on the way to school/ at school events?** Why? Why not?

- a. What are the main risks that children face going to school? What, if any, are the main types of violence that they are exposed to? [Probed to determine how violence is defined by participants in the group].
- b. Are there particular groups of children who are more at risk? Are there any types of violence that affect particular groups of children more [e.g. girls?]?
- c. Are there any places at or near school that are unsafe for children?

14. What methods do teachers use to discipline students and keep order in the classroom?

- a. As parents - what do you think about these methods?
- b. Do your children even complain to you about the way that their teachers treat them? Why/ why not? Can you give an example? What did you do/ would you do if this happened? What, if any, action can be taken?

15. Do children face violence by other children at school? If so what forms does this violence take?

- a. Do your children even complain to you about bullying/ violence from other students at school? Can you give an example? What did you do/ would you do if this happened? What, if any, action can be taken?
- b. Do teachers pick up on this type of violence? Do you think that they do enough? What more could be done?

Section 4: Scenarios

Now I am going to give you some made-up scenarios about children. I'd like you to tell me if you think the events in the story are realistic, and whether and why this type of thing happens. Then I will ask you what the person in each story should do in this type of situation.

- 16. Discipline at school:** Your 12 year old daughter, Ana, has difficulties with school. She doesn't like going to school and doesn't feel that her teachers are supportive of her. Because of this, she is sometimes disruptive in class. When she is disruptive the teacher makes her sit facing the wall in the back of the classroom. Sometimes the teacher shouts at Lela and uses bad words. One day Lela shouted back at the teacher. The teacher responded by taking Lela outside and whipping her as punishment. Lela was badly hurt and went home from school.

Discussion questions: What do you think about this story? Do you think what the teacher did was okay? Why/ why not? What would you do as Ana's parent? Would you take any action? What? Why/ why not? What would the school do? Would it make a difference how hard the teacher whipped Ana, or whether it made a mark or not? Why?

Are the events described in the story things that sometimes happen? Can you tell me a case?

- 17. Gang violence:** Your son Miguel is frightened to go to school. When he comes home from school he often looks disheveled and sometimes you notice marks and bruises on his body. One day you ask him about it and he confesses that he is having trouble with a gang of boys at school. They often threaten to hurt him, and sometimes they wait for him outside of the school, and when he comes outside they steal his books, food and money and sometimes hit him.

Discussion questions: What do you think about this story? If this happened in your school, do you think your teachers would notice? If so, what would they do? What should Miguel do? Would he tell anyone? Who could he tell? Is there anything this person could do? What?

Are the events described in the story things that sometimes happen? Can you tell me a case?

18. Harmful traditional practice: Your sister's daughter Lucia is 15 years old and very beautiful. Everybody knows that she is very close to a boy in the community called Luke. Luke is a few years older than Lucia. He has already left school and has a small business. People have started to gossip that Lucia and Luke are having a relationship, and are saying increasingly bad things about Lucia behind her back. Your sister confides in you that she is worried about Lucia – what if she were to get pregnant? She has decided that it is best to have Lucia married as soon as possible, and her husband agrees.

Discussion questions: What do you think about this story? What would you advise your sister to do? Why? Why not? What might the different outcomes be? Would you do anything to intervene? Who do you think is right, and who is wrong in this situation?

Are the events described in the story things that sometimes happen? Can you tell me a case?

Section 5: Recommendations

19. What do you think would make school safer and better for your children and the children in your community?

- a. Do you have any recommendations for what the Ministry of education should do to make things better for children in school and on the way to school?

Thank the participants for their time. Explain that the study will help the Ministry of Education to know what happens to children in school, and what action to take to stop all violence against children in the future.

INTERVIEW SCHEDULE: OFFICIALS/ NGOs/ Other key informants

Date:	
Municipality, Administrative Post and village in which interview is conducted:	
Department interviewee works in:	
Interviewee's professional title:	
Male/Female:	

This is a qualitative tool, which will be used for interviewing key informants, including: doctors/health-workers; social workers; community leaders/local government; and NGO staff.

Introduce yourself and the study, explain that it is voluntary, gain informed consent and advise participants about anonymity.

Ask the respondent for permission to refer to his or her title, position and comments in the research report.

Section 1: Role and responsibilities

1. **What are your duties as [professional title of interviewee]?**
 - a. For how long have you held this role?
 - b. What was your previous role?
2. *[Briefly]* **Do your duties relate to addressing the issue of violence against children in and around schools? If so, how?**

Section 2: Introduction to violence

3. **Tell me a little bit about the children in your community?** How do their families make a living? What kinds of challenges and hardships do they face?
4. **What do you perceive to be the most common forms of violence, abuse, exploitation and neglect in schools/ around schools/ at school events?** *[Prompt: mention forms of violence they do not state to ask whether this occurs.]*
 - a. *[For each form of violence mentioned]* Which children are at greatest risk? E.g. girls? Boys? Disabled students? Students from poor families? Orphans? Migrant children?
 - b. **In which types of schools do these forms of violence against children normally occur?** E.g. urban/ rural? Primary/ pre-secondary/ secondary? Public/ private?
 - c. **Who are the perpetrators?** Are there cases where adults are the perpetrators? What about other children?
 - d. **What do you perceive as the main causes of violence?**

5. **Are there discipline techniques used by teachers at school that you feel are harmful to children?** What are they? When and why are they used? Are there any discipline techniques, which are officially prohibited? Is this prohibition enforced? How?
6. **What impact do you think VIOLENCE AGAINST CHILDREN in and around schools has had/ is having/ will have, one:**
 - a. Children?
 - b. Schools?
 - c. Communities?

Section 3: Response

7. **Are you involved in preventing/ or responding to any forms of violence against children?** Can you tell me about any specific cases that you've had to deal with or have come across in your work?
 - a. What happened? *Who was the child? What was the background to the event? What happened to the child? Who was the perpetrator? When did this happen?*
8. **How did the case come to your attention** (or the attention of your colleagues)? Who reported the case? When was the case reported?
9. **What was the response?** Who was involved in the response (ie was it just your department or were there others involved)? Why/why not?
10. **What was the outcome?** Do you think the case was effectively addressed? Why or why not?
11. **Are there cases of violence against children that go unreported in your community?** Why do you think this is? Who usually reports cases? What are the barriers to reporting cases?
12. What about cases that are reported – **Is it always possible to take action?** Why? Why not? What are some of the barriers to resolving difficult cases?

Section 4: Mapping existing systems, procedures and processes

Some of this information may already have come up. Don't ask the participant to repeat information, only ask questions that have not already been covered.

13. **What child protection laws, policies and/or programmes have been put in place to address the issue of violence against children in and around schools?** Examples may include any of the below:
 - a. Drafting of new child protection laws (such as the Child Right's Code and the Law on Child Protection);
 - b. Zero Tolerance Policy against violence against children
 - c. Eskola Foun
 - d. National Quality School Standards Framework

- 14. How do these laws, policies and/or programmes seek to address violence against children in and around schools?** [E.g. Codes of conduct and capacity building of teachers? Referral mechanisms? Response mechanisms and services? Information and management systems? Coordination and collaborations mechanisms?]
- Do they target specific types of schools or certain types of violence against children?
 - Are the primarily prevention or response initiatives?
 - Are these initiatives across Timor-Leste or limited to certain parts of the country?
 - Which stakeholders are involved in these initiatives?
 - At what levels do initiatives operate? (E.g. National? Municipality? Village/sub-village?)
- 15. Do you think there are there any gaps in these child protection laws, policies and/or programmes with regard to dealing with cases of violence against children in and around schools?** If so, where are the gaps? At what levels are the gaps? (National? Municipality? Village/sub-village?)
- 16. How successful have these steps been in addressing the issue of violence against children in and around schools?** [If possible, try to obtain evidential data e.g. stats etc.]; OR
- Are there any plans to implement these steps? [Follow-up for details e.g. time-scale, selected regions/schools etc.]
 - What have the challenges been in Implementation?

Section 4: Inspections

Only if the participant is an education official or has knowledge about the school/ education system.

- 17. Do schools get inspected by the Ministry of Education or an independent body?** If yes, how often? By whom? How many times in the last 3 years?
- [if yes] What do the inspectors look at in particular? [Probe whether they examine measures to identify and address violence against children?]
 - Do the inspectors interview any children during their visits?

Section 8: Recommendations

- 18. Are there any other steps you think should be taken to address violence against children in and around schools?**
- Who do you think is responsible for taking these steps/making these changes?
 - At what levels should this action be taken? [For example, national? Municipality? Administrative Post?]
- 19. Do you have any recommendations for the Ministry of Education for preventing and addressing violence against children in and around schools?**

Thank the participant for his/her time. Explain that the study will help the Ministry of Education to know what happens to children in school, and what action to take to stop all violence against children in the future.

INTERVIEW SCHEDULE: POLICE

Date:	
Municipality, Administrative Post and village in which interview is conducted:	
Department interviewee works in:	
Interviewee's professional title:	
Male/Female:	

Introduce yourself and the study, explain that it is voluntary, gain informed consent and advise participants about anonymity.

Ask the respondent for permission to refer to his or her position and comments in the research report, but assure them that all comments will be kept strictly anonymous.

Section 1: General

1. **To start, please briefly describe your role and you duties in the police?**
 - a. For how long have you held this role?
 - b. What was your previous role?
2. **Are there any specially trained police officers or police units that work with child victims?** If so, what is their role?
3. **In particular what is your/ their role in identifying and responding to children in need?**
4. **How do child victims come to the police's attention?** Where and who are they typically referred from?

Section 2: Introduction to violence

5. **Tell me a little bit about the children in your community? How do their families make a living? What kinds of challenges and hardships do they face?**
6. **What do you perceive to be the most common forms of violence, abuse, exploitation and neglect in schools/ around schools/ at school events?** *[Prompt: mention forms of violence they do not state to ask whether this occurs.]*
7. **Can you tell me about any specific cases of violence against children** (particularly in and around school) that you've had to deal with or have come across in your work?
 - a. What happened? Who was the child? What was the background to the event? How was the case referred? Who reported it? What happened to the child? Who was the perpetrator? When did this happen? What was the response?

b. What was the outcome of the case?

8. Have you had any cases where a teacher has been investigated harmful treatment of children (in the context of violence or otherwise)?

- a. What happened? Who was the child? What was the background to the event? How was the case referred? Who reported it? What happened to the child?
- b. What was the outcome of the case?

9. Have you had any cases where a teacher has been investigated for sexual abuse of a child?

- a. What happened? Who was the child? What was the background to the event? How was the case referred? Who reported it? What happened to the child?
- b. What was the outcome of the case?

10. When cases are reported is it always possible to take action? Why? Why not? What are some of the barriers to resolving difficult cases?

Section 4: Links with schools/ other services

11. Do schools ever refer children to police officers where they are concerned that a child has experienced or is at risk of violence, exploitation, abuse or neglect? Why/ why not?

12. Are police officers able to refer children to social welfare services? If so, when does this happen in practice? If not, why not?

13. Do police officers do any 'outreach' work in schools? If so, what is the nature and purpose of this work? If not, why not?

14. Do you think there are good links between schools and police officers? Why/ why not?

Section 4: Recommendations

15. In your opinion, how can the police help schools to better protect children from violence against children?

16. Are there any other steps you think should be taken to address violence against children in and around schools?

- a. Who do you think is responsible for taking these steps/making these changes?
- b. At what levels should this action be taken? [For example, national? Municipality? Administrative Post?]

17. Do you have any recommendations for the Ministry of Education for preventing and addressing violence against children in and around schools?

Thank the participant for his/her time. Explain that the study will help the Ministry of Education to know what happens to children in school, and what action to take to stop all violence against children in the future.

INTERVIEW SCHEDULE: TEACHERS

Date:	
Municipality, Administrative Post and village in which interview is conducted:	
Department interviewee works in:	
Interviewee's professional title:	
Male/Female:	

Introduce yourself and the study, explain that it is voluntary, gain informed consent and advise participants about anonymity.

Ask the respondent for permission to refer to his or her comments in the research report, but assure them that all comments will be kept strictly anonymous.

Section 1: General

1. To start, please briefly describe **your role and responsibilities at this school?** For example, what ages and subjects do you teach?
2. **Tell me a little bit about the students in your school?** What are their backgrounds? What types of communities do they come from? How do their families make a living? What is the gender ratio at your school?
3. **Is this a child-friendly school/ Eskola Foun?** If so, what does that mean to you? Does it affect any activities at the school? How so?

Section 2: Discipline and punishment

4. **Tell me about your discipline techniques in this school?** How do children misbehave in your classroom? What discipline techniques do you use and when? Which techniques are most effective? Why do you think this is? Do you use different techniques depending on the age of the child? Do you use different techniques for girls and boys?
5. *(If not addressed in response to questions above)* **Would you ever use physical force to discipline a child?** What types of force? In what circumstances? Are there types of physical force that are acceptable and others that are unacceptable? Why? Do you ever threaten to do something to a child, even if you might not do it in practice? What kind of threats do you make? Do you ever 'make an example of a child' in front of the classroom? How so?

6. **Are there discipline techniques that teachers use in your school which you feel are harmful to children?** What are they? When and why are they used? Are there any discipline techniques, which are officially prohibited? Is this prohibition enforced? How?
7. **Are there any disciplinary techniques used at school that are different to the techniques that parents use at home and vice versa? If so, why? What are these?**

Section 3: Violence

8. **What are the main safety risks that children face:**
 - a. At school?
 - b. On the way to/ from school?
 - c. At school sponsored events?
 - d. Are there any particular groups of children that are most at risk?
9. **What are the most common forms of violence commented against children in and around your school:** *[probe to understand the participant's definition and understanding of the term 'violence'.]*
 - a. Who are the victims? Who are the perpetrators?
 - b. Are there any types of violence/ risk that are most likely to be experienced by particular groups of children (for example girls? boys? disabled students? students from poor families? migrant children?)
 - c. Where does this violence normally occur? In the class room? In the playground? At the lunch area? On the way to/ from school? At school events open to the public? Other?
10. *[If not already covered]* **Do children face violence by other children at school? (If so)** What forms does this violence take? When and why does this occur? Are certain children particularly victimised? Which children? Why? Can you give me an example?
11. **What do you do when you find out a child has experienced violence?** Has a child ever reported a case of violence to you (or another member of staff)? If you learned that a child was experiencing violence, would you report this? Who would you report it to? Has this ever happened before? (If so) Can you tell me about the case?

Section 4: Sexual violence

12. **Have there been any cases where teachers have married/started relationships with any students at the school?** Can you tell me of any cases? What happened/ was the outcome? Are the teacher and student still at school? Why/ why not? How do you feel about such cases? Does the school have any policies on issues related to this?
13. **Have there been any cases of sexual violence, abuse and harassment at school, either between a teacher and a student, or between two students?** Can you tell me about this? What does this violence consist of? When these cases arise, how do you react? Can you give me an example of an incident of sexual violence against a student? Has a child ever reported such a case? What was the response?

Section 5: Addressing violence

- 14. Have any child protection policies or projects been developed to address the issue of violence against children in and around your school?** Could you describe these? Have they been effective? Why/ why not? Are there any further plans for the future?
- 15. Have you received any training on issues related to violence against children?** If so, can you describe this? In your view, was this valuable? Why/ why not?
- 16. Do you teach students about violence against children in school?** What do you teach them? Is this part of the curriculum? In your view, was this valuable? Why/ why not?
- 17. Can children complain if they do not like the way they are treated at school?** (Either by teachers or others?) If so how?
- Does the school have a written policy on this? What is this?
 - What challenges do children face in making a complaint?
 - What, if any, might the outcome of the complaint be? Can you tell me of any cases?
 - Is there any follow up after the case has been resolved?
- 18. Can a teacher do anything if it becomes clear that a student is experiencing violence and abuse outside school/ at home/ in the community?** What, if anything, would you do? Why? Can you tell me any recent cases/ examples of this? What happened? What was the outcome?

Section 6: Inspections

- 19. Do schools get inspected by the Ministry of Education or an independent body?** If yes, how often? By whom? How many times in the last 3 years?
- [if yes]* **What do the inspectors look at in particular?** *[Probe whether they examine measures to identify and address violence against children?]*
 - Do the inspectors interview any children during their visits?

Section 7: Participation

- 20. Are students/ children involved in your school's governance structures?** If so, can you please describe the nature of their involvement? *[Probe: are children able to participate in decisions about what the school can do to address and identify violence, exploitation, abuse and neglect?]*

Section 8: Recommendations

- 21. Are there any other steps you think should be taken to address violence against children in and around your school?** Why? Who should be responsible?
- Do you have any recommendations for the Ministry of Education for preventing and addressing violence against children in and around schools?

Thank the teacher for his/her time. Explain that the study will help the Ministry of Education to know what happens to children in school, and what action to take to stop all violence against children in the future.

ANNEX C: Data Collection Tools TETUM**INSTRUMENTU HALIBUR DADUS KUANTITATIVU (LEVANTAMENTU DADUS)***Tenke kompleta husi Respondente ho idade 12 – 18***INFORMASAUN JERÁL**

- A. Data avaliasaun: ____/____/____ (lor/ful/tin)
- B. Enumerador (sira) nia Naran: _____
- C. Fatin Levantamentu Dadus: _____
- D. Eskola nia naran: _____
- E. Nivel eskola: (*hili resposta ida*) Pre-Sekundaria/ Sekundária
- F. Tipu eskola: (*hili resposta ida*) CFS Públiku/ Naun-CFS Públiku/ Privadu
- G. Eskola nia medida: (*Total número estudante*) _____

KONSENTIMENTU INFORMADU / LISTA-VERIFIKASAUN

Ami-nia naran mak '____' no ami serbisu ho NGO Belun no parseria ho CORAM - Sentru Legalidade ba Labarik no apoiu husi UNICEF ho Ministeriu da Edukasaun. Ami halo peskiza kona-ba tratamentu profesór/a ba labarik sira iha eskola – no sira-nia hahalok ba ita boot. Ami mós iha pergunta balu kona-ba oinsá estudante seluk halo tratamentu ba ita boot.

Ami hakarak husu pergunta balu ba ita. Dalaruma presiza minutu 30. Laiha resposta ne'ebé loos ka la loos ba pergunta hirak-ne'e – ami hakarak rona de'it ita-nia esperiénsia.

Ami promete katak ami sei la fó-hatene ita boot-nia profesór/a sira, Ita boot-nia inan-aman, ka ema seluk kona-ba ita boot-nia resposta. Ita boot sei la hetan problema bainhira responde ba pergunta hirak-ne'e. Ita boot-nia naran sei la hakerek iha pergunta sira, ho nune'e ema seluk sei lahatene sei mak fó resposta sira.

Ita boot la presiza ko'alia ho ami karik lakohi, no Ita bele decide atu la responde ba pergunta balu ka pergunta hotu-hotu. Ita boot hakarak ko'alia ho ami?

Sin Lae

Ami hakarak uza Ita boot-nia resposta balu, maibé ami sei la uza ita boot-nia naran. Di'ak ka?

Sin Lae

Ita boot iha pergunta ruma molok ita boot hahú?

Sin Lae

Karik respondente iha pergunta ruma, tenke responde ba nia pergunta ho didi'ak molok hahú

PARTE 1: Informasaun antesedénsia

1.1 Respondente nia jéneru: (*hili resposta ida*) Mane/ Feto

1.2 Respondente nia idade: (númeru) _____

1.3 Relijiaun: Roma Katóliku/ Kristaun seluk/ Musulmanu/ Animista/ Budha/Hindu/Seluk

1.4 Etnisidade: Tetum/ Mambae/ Tetun Terik/Tokodede/ Baikenu/Tetun Prasa/ Xinés/ Papua/ Portugése/ Makasae/Naueti/Seluk

1.5 Klase iha eskola: (númeru) _____

1.6 Klase nia boot (Total númeru estudante) _____

1.7 Defisiénsia: (hila resposta ida) Laiha defisiénsia/ Defisiénsia fízika / Difikuldade iha aprendizajen

PARTE 2: Situaun iha uma laran

2.1. Ita bo'ot iha maun/bin-alin na'in hira? (númeru) _____

2.2 Entre resposta sira iha okos, ida-ne'ebé deskreve di'ak liu ita boot-nia situaun família?: (hili resposta ida)
Ha'u-nia inan-aman tau matan ba ha'u / Ha'u-nia inan ka aman de'it mak tau matan ba ha'u/ Iha membru seluk husi família ne'ebé tau matan ba ha'u / Ha'u hela iha instituisaun laran / Laiha ema ida tau matan ba ha'u / Seluk.

2.3 Ita boot-nia inan-aman nia estadu sivil? (hili resposta ida)

Solteiru/a (inklui fahe-malu, soe-malu, feto faluk)/ Kaben ho feen ida de'it / Kaben ho feen liu ida / Ha'u nu'udar oan-kiak

24. Ita boot han dala hira iha laron ida (númeru) _____

2.5 Dala hira ita boot-nia familia iha osan sufisiente hodi sosa sasán sira tuir mai:	Ai-han sufisiente	Roupa	Ai-moruk	Sasán eskola (farda, livru nst.)	Sasán adisionál (presente, viajen nst.)
	Sempre/ kuaze sempre/ dalaruma/ nunka				

2.6 Karik iha, Ita boot serbisu oras hira iha semana ida nia laran hodi simu osan ka sasán ka pagamentu seluk? Laiha/ (númeru) _____

2.7 Ita boot rasikte'in, hamoos ka haree labarik maizumenus ba oras hira iha laron ida? Laiha/ (númeru) _____

2.8 Ita boot bele halimar/deskansa ba oras hira iha laron ida nia laran? Laiha/ (númeru) _____

2.9 Ita boot tama eskola iha laron hira kada semana? (númeru) _____ (númeru husi 0-5)

PARTE 3: Fatin seguru**3.1 Ita boot sente seguru liu iha ne'ebé? (hili resposta *ida*)**

- A) Iha uma
- B) Iha eskola
- C) Bainhira la'ó ba eskola
- D) Resposta hotu-hotu iha leten
- E) Resposta hotu-hotu iha leten la loos hotu.

3.2 Ita boot sente la seguru tebes iha ne'ebé? (hili resposta *ida*)

- A) Iha uma
- B) Iha eskola
- C) Bainhira la'ó ba eskola
- D) Resposta hotu-hotu iha leten
- E) Resposta hotu-hotu iha leten la loos hotu.

PARTE 4: Esperiência ho violéncia fíziku**4.1 Iha fulan 12 liu ba, ita boot-nia profesór/a baku Ita/ basa Ita/ baku Ita ho sira-nia liman ka parte seluk husi sira-nia isin-lolon? (hili resposta *ida*)**

Nu'udar klarifikasaun, ka hodi buka informasaun adisionál, bele konsidera atu aumenta tan 'por ezemplu, nu'udar forma kastigu, ka iha sirkunstánsia seluk'.

Kada loron/ Kada semana/ Kada fulan/ akontese dala ida ka dala rua/ nunca akontese.

4.2 Iha fulan 12 liu ba, ita boot-nia profesór/a baku Ita ho ai, régua ka sasán seluk? (hili resposta *ida*)

Kada loron/ Kada semana/ Kada fulan/ akontese dala ida ka dala rua/ nunca akontese.

4.3 Iha fulan 12 liu ba, ita boot-nia profesór/a ku'u ita boot, rasta ita-nia fuuk, dada ita-nia tilun, ka asaun seluk hanesan ne'e? (hili resposta *ida*)

Kada loron/ Kada semana/ Kada fulan/ akontese dala ida ka dala rua/ nunca akontese.

4.4 (Hanoín to'ok karik foin daudaun Ita boot hetan esperiência hanesan mensiona iha leten) –Ita boot sente moras oinsá?

- A) Ha'u moras todan, no tenke bá ospítal
- B) Ha'u-nia isin kór-metan/mean, bubu ka iha raan sai
- C) Ha'u-nia isin laiha kór-metan/mean, maibé ha'u sente moras tebes
- D) Ha'u sente moras uitoan
- E) La moras ida
- F) Nunca iha esperiensa

4.5 (Hanoin to'ok karik foin daudaun Ita boot hetan esperiénsia hanesan mensiona iha leten) –Ita boot fó-hatene ema ruma kona-ba saida mak akontese?

- A) Lae, ha'u la fó-hatene ema ruma
- B) Ha'u só fó-hatene kolega ka membru família
- C) Ha'u fó-hatene profesór/a seluk
- D) Ha'u fó-hatene ema ida ne'ebé iha autoridade, ka hetan asesu ba servisu formál ida iha eskola nia lí'ur
- E) Nunka iha esperienisia

(Karik partisipante responde 'C' ka 'D', entaun hakat kedas ba pergunta 4.7)

4.6 (Karik partisipante hatete 'A' ka 'B' hodi responde ba pergunta iha leten) Tanbasá Ita boot la fó-hatene profesór/a ka ema seluk ne'ebé iha autoridade kona-ba insidente ida-ne'e? (hili resposta ida)

- A) Ha'u sente moe
- B) Ha'u la hanoin katak ida-ne'e hanesan problema ba ha'u
- C) Ha'u preokupa katak ema sei tau sala ba ha'u, ha'u bele hetan problema, ka bele halo situasaun aat liu tan
- D) Ha'u lakohi hamosu problema ba ema ne'ebé halo insidente ne'e
- E) Ha'u hanoin katak ema seluk sei la fiar ha'u
- F) Ha'u hanoin katak ema seluk sei la halo buat ida kona-ba insidente ne'e
- G) Ha'u lakohi ajuda ruma
- H) Laiha iha lista

(Hakat kedas ba parte 5)

4.7 (Karik partisipante responde 'C' ka 'D' ba pergunta 4.5 iha leten) Depoizd e Ita boot fó-hatene profesór/a ka ema seluk iha autoridade, rezultadu aksaun mak saida? ? (hili resposta hotu-hotu ne'ebé loos)

- A) Laiha asaun ruma
- B) Ha'u mak hetan problema
- C) Profesór/a mak hetan problema
- D) Ha'u hetan ajuda
- E) Laiha iha lista

PARTE 5: Esperiéncia ho violénsia emosional / tratamentu degradante

5.1 Dala hira profesór/a iha eskola tolok Ita boot ka ho intensaun nia halo Ita sente la di'ak tebes iha ema seluk nia oin? (hili resposta ida)

Kada loron/ Kada semana/ Kada fulan/ akontese dala ida ka dala rua/ nunka akontese.

5.2 Dala hira profesór/a iha eskola insulta Ita ka ita boot -nia família iha ema seluk nia oin? (hili resposta ida)

Kada loron/ Kada semana/ Kada fulan/ akontese dala ida ka dala rua/ nunka akontese.

5.3 Dala hira profesór/a iha eskola hatete katak Ita boot beik-teen? (hili resposta ida)

Kada loron/ Kada semana/ Kada fulan/ akontese dala ida ka dala rua/ nunka akontese.

5.4 Karik profesór/a obriga Ita boot halo asaun ruma ne'ebé temi iha okos durante fulan 12 liu bai? (*hili resposta hotu-hotu ne'ebé loos*)

- A) Hamriik iha loron manas
- B) Hakne'ak iha rai
- C) Halai bá-mai iha li'ur to'o kole
- D) Haruka Ita sai husi aula
- E) Resposta hotu-hotu iha leten la loos hotu.

5.5 Dala hira profesór/a iha eskola halo Ita boot sente ta'uk tanba ameasa atu uza violénsia? (Porezemplu, tau rota iha meza leten, ka asaun hanesan ne'e). (*hili resposta ida*)

Kada loron/ Kada semana/ Kada fulan/ akontese dala ida ka dala rua/ nunka akontese.

5.6 (Hanoin to'ok karik foin daudaun ne'e Ita boot hetan esperiénsia hanesan mensiona iha leten) –Ita boot halo keixa ba ema ruma kona-ba saida mak akontese?

- A) Lae, ha'u la fó-hatene ema ruma
- B) Ha'u só fó-hatene kolega ka membru família
- C) Ha'u fó-hatene profesór/a seluk
- D) Ha'u fó-hatene ema ida ne'ebé iha autoridade, ka hetan asesu ba servisu formál ida iha eskola nia li'ur.
- E) Nunka iha esperiénsia

(*Karik partisipante responde 'C' ka 'D', entaun hakat kedas ba pergunta 5.8*)

5.7 (Karik partisipante hatete 'A' ka 'B' ba pergunta iha leten) Tanbasá Ita boot la fó-hatene profesór/a ka ema seluk ho autoridade kona-ba insidente ida-ne'e? (*hili resposta ida*)

- A) Ha'u sente moe
- B) Ha'u la hanoin katak ida-ne'e hanesan problema ba ha'u
- C) Ha'u preokupa katak ema sei tau sala ba ha'u, ha'u bele hetan problema, ka bele halo situaun aat liu tan
- D) Ha'u lakohi hamosu problema ba ema ne'ebé halo insidente ne'e
- E) Ha'u hanoin katak ema seluk sei la fiar ha'u
- F) Ha'u hanoin katak ema seluk sei la halo buat ida kona-ba insidente ne'e
- G) Ha'u lakohi ajuda ruma
- H) Laiha iha lista

(*Hakat kedas ba parte 6*)

5.8 (Karik partisipante responde 'C' ka 'D' ba pergunta 5.6 iha leten) Depoiz de Ita boot fó-hatene profesór/a ka ema seluk ho autoridade, rezultadu aksaun mak saida? (*hili resposta hotu-hotu ne'ebé loos*)

- A) Laiha asaun ruma
- B) Ha'u mak hetan problema
- C) Profesór/a mak hetan problema
- D) Ha'u hetan ajuda
- E) Laiha iha lista

PARTE 6: Esperíensia ho violénsia seksuál

6.1 Karik profesór/a iha eskola kaer Ita boot ho maneira seksuál, n.e. lamas, ku'u, kaer ka dada Ita boot ho maneira ne'ebé halo Ita boot sente la di'ak? (hili resposta *ida*)

Kada loron/ Kada semana/ Kada fulan/ akontese dala ida ka dala rua/ nunca akontese.

6.2 Karik profesór/a ida iha eskola halo komentáriu seksuál ka halo maneira asaun seksuál ba ita boot? (hili resposta *ida*)

Kada loron/ Kada semana/ Kada fulan/ akontese dala ida ka dala rua/ nunca akontese.

6.3 Tuir ita boot-nia hanoin, karik profesór/a sira iha eskola oferese osan, ai-han ka benefísiu ba estudante sira hodi hetan relasaun seksuál ka aktu seksuál? (hili resposta *ida*)

Akontese ba ha'u / Akontese ba ema ne'ebé ha'u koñese/ Nunca akontese.

6.4 Karik ema ruma iha eskola halo relasaun seksuál ka aktu seksuál ho Ita boot no uza forsa/maski Ita boot lakohi? Nu'udar ezemplu, uza presau, koersaun, forsa fizika, ka tanba Ita boot labele rejeita? (hili resposta *ida*)

Profesór/ estudante/ ema seluk/nunca akontese

6.5 (Karik labarik hatete katak nia hetan esperiénsia ruma ne'ebé mensiona iha leten) Bainhira insidente ne'e akontese ba dala uluk, ita bioot nia tinan hira? (hili resposta *ida*)

Idade: (númeru) _____ / laiha iha lista

6.6 (Hanoin to'ok karik foin daudaun Ita boot hetan esperiénsia hanesan mensiona iha leten) –Ita boot fó-hatene ema ruma kona-ba insidente ne'e? (hili resposta *ida*)

- A) La fó-hatene ema ida
- B) Ha'u só fó-hatene kolega ka membru família
- C) Ha'u fó-hatene profesór/a
- D) Ha'u fó-hatene ema ida ne'ebé iha autoridade ka hetan asesu ba servisu formál ida iha eskola nia li'ur.
- E) Nunca akontese

(Karik partisipante responde 'C' ka 'D', entaun hakat kedas ba pergunta 6.8)

6.7 (Karik partisipante responde 'A' ka 'B' ba pergunta iha leten) Tanbasá Ita boot la hato'o keixa formál kona-ba insidente ne'e? (hili resposta *ida*)

- A) Ha'u sente moe
- B) Ha'u la hanoin katak ida-ne'e hanesan problema ba ha'u
- C) Ha'u preokupa katak ema sei tau sala ba ha'u, ha'u bele hetan problema, ka bele halo situasaun aat liu tan
- D) Ha'u lakohi hamosu problema ba ema ne'ebé halo insidente ne'e
- E) Ha'u hanoin katak ema seluk sei la fiar ha'u

- F) Ha'u hanoin katak ema seluk sei la halo buat ida kona-ba insidente ne'e
G) Ha'u lakohi ajuda ruma
H) Laiha iha lista

(Hakat kedas ba parte 7)

6.8 *(Karik partisipante responde 'C' ka 'D' ba pergunta 6.6 iha leten)* **Depoiz de ita boot fó-hatene profesór/a ka ema seluk ho autoridade, rezultadu aksaun mak saida?** *(hili resposta hotu-hotu ne'ebé loos)*

- A) Laiha asaun ruma
B) Ha'u mak hetan problema
C) Autor/pelaku mak hetan problema
D) Ha'u hetan ajuda
E) Laiha iha lista

PARTE 7: Esperiência ho violéncia / intimidasaun husi estudante seluk

7.1 **Dala hira labarik seluk iha eskola tolok Ita boot ka ho intensaun sira halo Ita boot sente la di'ak tebes iha ema seluk nia oin?** *(hili resposta ida)*

Kada loron/ Kada semana/ Kada fulan/ akontese dala ida ka dala rua/ nunca akontese.

7.2 **Iha fulan 12 liu ba, karik estudante seluk iha eskola halo agresaun fízika ba Ita boot no ida-ne'e halo Ita boot sente triste, ta'uk, halo isin-metan/mean, raan sai, ka halo Ita tanis?** *(hili resposta ida)*

Kada loron/ Kada semana/ Kada fulan/ akontese dala ida ka dala rua/ nunca akontese.

7.3 **Iha fulan 12 liu ba, karik estudante seluk iha eskola ameasa atu halo violéncia hasoru Ita boot, ka na'ok ita boot nia osan, ai-han ka sasán seluk?** *(hili resposta ida)*

Kada loron/ Kada semana/ Kada fulan/ akontese dala ida ka dala rua/ nunca akontese.

7.4 **Iha fulan 12 liu ba, karik grupu labarik iha eskola ameasa Ita boot?** *(hili resposta ida)*

Kada loron/ Kada semana/ Kada fulan/ akontese dala ida ka dala rua/ nunca akontese.

7.5 **Karik estudante seluk iha eskola halo komentáriu seksuál ka hahalok seksuál ba Ita boot ho maneira ne'ebé halo Ita boot sente la di'ak, ka obriga Ita halo aktu seksuál ne'ebé Ita boot lakohi halo?** *(hili resposta ida)*

Kada loron/ Kada semana/ Kada fulan/ akontese dala ida ka dala rua/ nunca akontese.

7.6 *(Hanoin to'ok karik foin daudaun Ita boot hetan esperiência hanesan mensiona iha leten)* **Ita boot fó-hatene ema ruma kona-ba saida mak akontese?**

- A) Ha'u la fó-hatene ema ruma
B) Ha'u só fó-hatene kolega ka membru família
C) Ha'u fó-hatene profesór/a

- D) Ha'ú fó-hatene ema ida ne'ebé iha autoridade, ka hetan asesu ba servisu formál ida iha eskola nia lí'ur.
- E) Laiha esperiensa

(Karik partisipante responde 'C' ka 'D', entaun hakat kedas ba pergunta 7.8)

7.7 (Karik partisipante responde 'A' or 'B' ba pergunta iha leten) Tanbasá Ita boot la fó-hatene profesór/a ka ema seluk ne'ebé iha autoridade kona-ba insidente ida-ne'e? (hili resposta ida)

- A) Ha'ú sente moe
- B) Ha'ú la hanoin katak ida-ne'e hanesan problema ba ha'ú
- C) Ha'ú preokupa katak ema sei tau sala ba ha'ú, ha'ú bele hetan problema, ka bele halo situasaun aat liu tan
- D) Ha'ú lakohi hamosu problema ba ema ne'ebé halo insidente ne'e
- E) Ha'ú hanoin katak ema seluk sei la fiar ha'ú
- F) Ha'ú hanoin katak ema seluk sei la halo buat ida kona-ba insidente ne'e
- G) Ha'ú lakohi ajuda ruma
- H) Laiha lista

(Hakat kedas ba parte 8)

7.8 (Karik partisipante responde 'C' ka 'D' ba pergunta 7.6 iha leten) Depoizde Ita boot fó-hatene profesór/a ka ema seluk ho autoridade, sira foti asaun ruma? (hili resposta hotu-hotu ne'ebé loos)

- A) Laiha asaun ruma
- B) Ha'ú mak hetan problema
- C) Profesór/a mak hetan problema
- D) Ha'ú hetan ajuda
- E) Laiha lista

PARTE 8: Violénsia hasoru labarik: norma, persesaun no atitude sira

8.1 Profesór/a bele ka lae baku, tebe, ka baku ho xikote ba estudante ida bainhira estudante ne'e... (hili resposta hotu-hotu ne'ebé loos)

- A) Iha hahalok la dí'ak iha aula laran
- B) Tama eskola ho tarde
- C) Tama aula ho rounpa fo'er, la moos
- D) Bainhira dixiplina sira seluk la hetan susesu
- E) Resposta hotu-hotu iha leten
- F) Resposta hotu-hotu iha leten la loos hotu

8.2 Baku labarik dalaruma tane aas labarik nia interese dí'ak. (hili resposta ida)

Konkorda tebes / Konkorda / Neutrál / La konkorda / La konkorda tebes

8.3 Bainhira estudante ida iha relasaun seksuál ho nia profesór/a, tenke hasai estudante ne'e husi eskola. (hili resposta ida)

Konkorda tebes / Konkorda / Neutrál / La konkorda / La konkorda tebes

8.4 Entre asaun dixiplinár sira tuir mai, identifika asaun sira ne'ebé hanesan tipu violénsia, karik iha? ... (hili hotu-hotu ne'ebé hanesan violénsia)

- A) Tolok labarik
- B)) Baku maka'as ho ai
- C) Baku 'kmaan' ho ai
- D) Basa labarik nia liman
- E) Dada labarik nia tilun
- F) Haruka labarik halo tarefa/serbisu barak
- G) Resposta hotu-hotu iha leten
- H) Resposta hotu laiha leten

8.5 Imposivel ba labarik mane atu hetan violasaun seksuál ka abuzu seksuál. (hili resposta ida)

Konkorda tebes / Konkorda / Neutrál / La konkorda / La konkorda tebes

8.6 Ilegál (kontra lei) atu baku labarik iha eskola. (hili resposta ida)

Sempre/ nunca/ só ilegal bainhira baku ho maka'as.

8.7 Labarik feto provavelmente sei hetan asédiu/pelecehan seksuál ka violasaun seksuál iha eskola ka enkuantu nia la'ó bá eskola karik nia ... (hili resposta hotu-hotu ne'ebé loos)

- A) Hatais rounpa ho forma provokadora
- B) Iha namoradu
- C) Halo relasaun seksuál molok nia kaben
- D) Halo relasaun seksuál ho ema barak
- E) Hemu alkol barak ka uza droga
- F) Resposta hotu-hotu iha leten
- G) Resposta hotu-hotu iha leten la loos hotu

8.8 Labarik feto ne'ebé hetan violasaun seksuál ka abuzu seksuál halo moe boot ba nia família. (hili resposta ida)

Konkorda tebes / Konkorda / Neutrál / La konkorda / La konkorda tebes

8.9 Labarik feto ne'ebé hetan violasaun seksuál ka abuzu seksuál tenke kaben kedas. (hili resposta ida)

Konkorda tebes / Konkorda / Neutrál / La konkorda / La konkorda tebes

8.10 Dalaruma tenke baku labarik ida bainhira nia kontinua hahalok ne'ebé la di'ak: (hili resposta ida)

Konkorda tebes / Konkorda / Neutrál / La konkorda / La konkorda tebes

8.11 Entre asaun sira tuir mai, identifika asaun ne'ebé hanesan tipu violénsia, karik iha? ... (hili hotu-hotu ne'ebé hanesan violénsia)

- A) Halo komentáriu seksuál
- B) Kaer ema ida ho maneira seksuál, maibé nia la fó konsentimentu
- C) Obriga ema ida atu halo relasaun seksuál
- D) Oferese osan, ai-han ka favorese ba ema ida hodi hetan relasaun seksuál
- E) Resposta hotu-hotu iha leten
- F) Resposta hotu-hotu iha leten la loos hotu

8.12 Di'ak liu atu baku labarik mane ida, duké baku labarik feto ida: (hili resposta ida)

Konkorda tebes / Konkorda / Neutrál / La konkorda / La konkorda tebes

PARTE 9: Impaktu/ rezultadu husi violénsia hasoru labarik

9.1 ita boot nia saúde fíziku agora daudaun oinsá? (hili resposta ida)

Di'ak/ Natoon/ La Di'ak.

9.2 Dala hira iha loraun 30 liu ba, Ita boot sente depresaun: (hili resposta ida)

Kuaze sempre/ Dalaruma/ Nunka.

9.3 Dala hira iha loraun 30 liu ba, Ita boot sente laran lametin, estrese ka hanoin barak: (hili resposta ida)

Kuaze sempre/ Dalaruma/ Nunka.

9.4 Dala hira iha loraun 30 liu ba, Ita boot sente aat tebes kona-ba ita boot nia an rasik, ka sente katak Ita halo dezapontamentu ba ita-nia an rasik ka ita-nia família: (hili resposta ida)

Kuaze sempre/ Dalaruma/ Nunka.

9.5 Iha fulan 12 ikus liubá, Ita boot hanoin atu hakanek an, ka di'ak liu atu mate de'it?

Kuaze sempre/ Dalaruma/ Nunka.

9.6 Ita boot koko atu oho an ka lae?

Sin/ Lae.

9.7 Dala hira Ita boot fuma sigarru? (hili resposta ida)

Loraun-loraun/Kuaze sempre/ Dalaruma/ Nunka.

9.8 Dala hira Ita boot hemu alkol? (hili resposta ida)

Kuaze sempre/ Dalaruma/ Nunka.

9.9 Dala hira Ita boot uza droga? (hili resposta ida)

Kuaze sempre/ Dalaruma/ Nunka.

**9.10 (Labarik feto de'it) akontese isin-rua iha ita boot nia moris? (hili resposta *ida*)**

Sin/ Lae/laiha lista

TAKA ENTREVISTA

Hato'o obrigadu ba labarik tanba nia partisipa iha entrevista. Husu nia pergunta rua ne'ebé pozitivu, hanesan "saida mak ita boot hakarak halo karik boot ona/bainhira remata eskola?" No "tuir ita boot nia hanoin, bele halo saida tan iha ita boot nia área hodi ajuda labarik sira?", hodi taka entrevista ho buat pozitivu.

Esplika ba labarik katak, estudu ne'e sei ajuda Ministeriu da Edukasaun hatene saida mak akontese ba labarik sira, no asaun saida mak nesesáriu hodi hapara violénsia hotu-hotu kontra labarik sira iha futuru.

Dala ida tan fó-hatene sira katak sei la inklui sira-nia naran iha estudu ne'e, no sira sei la hetan problema ba sira-nia resposta.

Fó oportunidade ba labarik atu ko'alia ko konseleiru ida no fó informasaun ba sira kona-ba servisu apoiu bainhira sira hakarak hetan informasaun ka ajuda adisionál ne'ebé relasiona ho violénsia kontra labarik.

INSTRUMENTU HALIBUR DADUS KUANTITATIVU

Tenke kompleta husi Profesor/a sira

INFORMASAUN JERAL

- A. Data avaliasaun ____/____/____ (lor/ful/tinan)
- B. Fatin halo Survei: _____
- C. Naran Eskola: _____
- D. Nivel Eskola: *(Hili resposta ida)* Pre-Sekundaria/ Sekundaria
- E. Tipu Eskola: *(hili resposta ida)* Publiku/ Privadu/Eskola Amizade ba Labarik (CFS)
- F. Eskola nia boot: *(Total númeru estudante)* _____

KONSENTIMENTU KONFIRMADU/LISTA VERIFIKASAUN

Ami serbisu ho Belun, parseria CORAM CCLC ho apoiu husi UNICEF ho Ministeriu da Edukasaun. Ami hala'ó atividade peskiza balun kona-ba violénsia hasoru labarik.

Ami hakarak atu husu perguntas balu ba ita boot. Ne'e sei foti minutu 30. Laiha resposta ne'ebé mak loos ba pergunta hirak ne'e. Ami hakarak aprende no rona husi ita boot. Informasaun hotu ita boot fó mai ami sei kuidadu no la hakerek ita boot nia naran iha perguntas sira.

Ita boot la presiza koa'lia ho ami karik lakohi, ita bele decide atu la responde ba pergunta balun ka pergunta hotu-hotu.

PARTE 1: INFORMASAUN ANTESEDENSIA

- 1.1 Respondente nia Jéneru:** *(hili resposta ida)* Mane/ Feto
- 1.2 Respondente nia idade:** *(númeru)* _____
- 1.3 Relijiaun:** Roma Katoliku/ Kristaun seluk/ Musulmanu/ Animista/ Buddhist/ Hindu/ seluk
- 1.4 Eskola nia boot:** *(Total númeru estudantes)* _____
- 1.5 Aula nia boot:** *(númeru estudante)* _____

PARTE 2

2.1 Iha Profesor/a Eskola ne'e pernah akontese baku ka tebe labarik (ezemplu, nu'udar forma kastigu ida)?
(hili resposta ida) lora-lora/ kada semana/ kada fulan/ akontese dala ida ka dalarua/ nunca akontese.

2.2 Oinsa mak eskola sei infrenta ho tipu insidente ida ne'e? *(hili resposta ne'ebe mak los liu)* laiha/ Fó konsellu Profesor/ fó disiplina ba Profesor/ Muda profesór ba eskola seluk/ Hapara profesor/ hato'o insidente ne'e ba Polisia.

2.3 Dalahira akontese ba labarik sira iha eskola ne'e entre sira tuku, tebe ka baku malun? *(hili resposta ida)*
Lora-lora/ kada semana/ kada fulan/ akontese dala ida ka dalarua/ Nunca akontese.

2.4 Oinsa mak eskola sei infrenta ho tipu insidente ida ne'e? (*Hili resposta ne'ebe mak los liu*) laiha/ Bolu labarik sira nian inan-aman no konsellu sira/ kastigu ba autór ne'ebé baku sira/ Kastigu autór ho maneira seluk/ hato'ó insidente ne'e ba Polisia/ lori vítima ba halo tratamentu (ezemplu, Ospital/Konseleiru).

2.5 Iha Eskola ne'e akontese labarik ida kanek sériu no perigu husi hahalok labarik sira seluk?? Sin/ Lae/ Ha'u la hatene.

2.6 Oinsa mak eskola sei infrenta ho tipu insidente ida ne'e? (*Hili resposta ne'ebe mak loos liu*) laiha/ bolu labarik nia inan aman fo konsellu ba sira/ kastigu autór ne'ebe baku sira/ kastigu autór ho maneira seluk/ hato'ó insidente ne'e ba Polisia/ lori vítima ba halo tratamentu (ezemplu. Ospital/ konseleiru).

PARTE 3

3.1 Tuir ita nia hatene, Profesor balun iha ita nia eskola pernah/akontese ba labarik ida ho oferese valór ne'ebé di'ak/ osan/ buat favoritu seluk hodi troka ba aktu relasaun sexual? Lae/ Ne'e akontese/ Ha'u la hatene.

3.2 Oinsa mak eskola sei infrenta ho tipu insidente ida ne'e? (*hili resposta ne'ebe mak loos liu*) Laiha/ fó konsellu (nasehat) ba Profesor/ fó disiplina ba Profesor/ Muda profesór ba Eskola seluk/ hapara profesor/ hato'ó insidente ne'e ba Polisia

3.3 Tuir ita nia hatene, Profesor balun iha ita nia eskola halo ona relasaun sexual ho estudante? Nunka/ dala ida/ dala ruma/ dala barak/ La hatene.

3.4 Oinsa mak eskola sei infrenta ho tipu insidente ida ne'e? (*hili resposta ne'ebe mak loos liu*) laiha/fó konsellu ba Profesor/ fó disiplina ba Profesor/ muda profesór ba eskola seluk/ hapara Profesor/ hato'ó insidente ba Polisia.

3.5 Iha labarik ruma iha eskola ida ne'e pernah akontese abusu sexual ka atu Perkosa husi labarik seluk? Nunka/ dala ida/ dala ruma times/ dala barak/ la hatene

3.6 Oinsa mak eskola sei infrenta ho tipu insidente ida ne'e? (*hili resposta ne'ebe mak loos liu*) laiha/ bolu labarik nia inan aman fó konsellu ba sira/ kastigu autór ne'ebe baku sira/ kastigu autór ho maneira seluk/ hato'ó insidente ne'e ba Polisia/ lori vítima ba halo tratamentu (ezemplu. Ospital/ konseleiru).

PARTE 4

4.1 Iha Profesor balun iha Eskola ida ne'e pernah/akontese tolok labarik ho sengaja hodi hamoe sira iha labarik seluk nia oin? Loron-loron/ kada semana/ kada fulan/ akontese dala ida ka dala rua/ nunka akontese.

4.2 Oinsa mak Eskola sei infrenta ho tipu insidente ida ne'e? (*hili resposta ne'ebe mak loos liu*) laiha/fó konsellu ba Profesór/ fó disiplina ba profesor/ muda profesór ba eskola seluk/ hapara profesor/ hato'o insidente ne'e ba Polisia.

4.3 Dala hira akontese ou mosu intimidasaun ba labarik iha Eskola ne'e? Loron-loron/ kada semana/ kada fulan/ akontese dala ida ka dalarua/ Nunka akontese.

4.4 Oinsa mak eskola sei infrenta ho tipu insidente ida ne'e? (*hili resposta ne'ebe mak loos liu*) laiha/ bolu labarik nia inan aman fo konsellu ba sira/ kastigu autór ne'ebe baku sira/ kastigu autór ho maneira seluk/ hato'o insidente ne'e ba Polisia/ lori vítima ba halo tratamentu (ezemplu. Ospital/ konseleiru).

PARTE 5

5.1 Ita boot hatene, pernah labarik ida iha ita nia aula hetan hela tortura iha nia uma? Nunka/ dala ida/ dala ruma/ dala barak/ la hatene.

5.2 Oinsa mak eskola sei infrenta ho tipu insidente ida ne'e? (*hili resposta ne'ebe mak loos liu*). Laiha/ Bolu ona inan aman labarik no fo konsellu ba sira/ halo kontaktu ona Polisia/ hato'o ona insidente ne'e ba Profesor sira seluk/ Kontaktu ona ba fatin atendentu (Solidariedade Sosiál, Ospital no sel-seluk tan.)

5.3 Iha labarik iha ita boot nia Eskola pernah tama ba aula ho la haris ka ladún moos no hatais la propriu? Nunka/ dala ida/ dala ruma akontese/ akontese dala barak/ la hatene.

5.4 Oinsa mak ita infrenta ho ida ne'e? (*hili resposta ne'ebe mak loos liu*) laiha/ bolu labarik nia nan aman no fó konsellu/ kastigu labarik ne'ebe foer/ kontaktu ona ba Polisia/ hato'o insidente ne'e ba Profesor sira seluk/ kontaktu ba fatin atendentu (Solidariedade Sosial, Ospital)

PARTE 6

6.1 Hahalok hanesan ne'e bele simu husi Profesor ida ho baku, tebe no cambuk ba estudante bainhira sira
... (*hili ne'ebe mak mak hotu konsidera violénsia*)

- A) Hahalok ladiak iha Eskola
- B) Tama eskola tarde
- C) Mai ho foer, la moos iha aula
- D) Bainhira forma regra disiplina faila implementa
- E) Resposta hotu iha leten
- F) Resposta hotu laiha leten

6.2 Baku labarik dalaruma ne'e interese di'ak liu ba sira (*hili resposta ida*)
Konkorda tebes / konkorda / Neutru / la konkorda / la konkorda tebes

6.3 Estudante ne'ebe mak halo relasaun seksual ho nia Profesor/a tenke hasai. (hili resposta ida)

Konkorda tebes / konkorda / Neutru / la konkorda / la konkorda tebes

6.4 Entre asaun dixiplinár sira tuir mai, identifika asaun sira ne'ebé Profesor halo iha aula hanesan tipu violénsia, karik iha? ... (hili hotu-hotu ne'ebé hanesan violénsia)

- A) Tolok labarik
- B) Baku maka'as ho ai
- C) Baku 'kmaan' ho ai
- D) Basa labarik nia liman
- E) Dada labarik nia tilun
- F) Haruka labarik halo tarefa/serbisu barak
- G) Resposta hotu-hotu iha leten
- H) Resposta hotu laiha leten

6.5 Imposivel ba labarik mane atu hetan violasaun seksuál ka abuzu seksuál. (hili resposta ida)

Konkorda tebes / Konkorda / Neutrál / La konkorda / La konkorda tebes

6.6 Ilegál (kontra lei) atu baku labarik iha eskola. (hili resposta ida)

Sempre/ nunca/ só ilegál bainhira baku ho maka'as.

6.7 Labarik feto provavelmente sei hetan asédiu/pelecehan seksuál ka violasaun seksuál iha eskola ka enkuantu nia la'o bá eskola karik nia ... (hili resposta hotu-hotu ne'ebé loos)

- A) Hatais roupa ho forma provokadora
- B) Iha namoradu
- C) Halo relasaun seksuál molok nia kaben
- D) Halo relasaun seksuál ho ema barak
- E) Hemu alkohol barak ka uza droga
- F) Resposta hotu-hotu iha leten
- G) Resposta hotu-hotu iha leten la loos hotu

6.8 Labarik feto ne'ebé hetan violasaun seksuál ka abuzu seksuál halo moe boot ba nia família. (hili resposta ida)

Konkorda tebes / Konkorda / Neutrál / La konkorda / La konkorda tebes

6.9 Labarik feto ne'ebé hetan violasaun seksuál ka abuzu seksuál tenke kaben kedas. (hili resposta ida)

Konkorda tebes / Konkorda / Neutrál / La konkorda / La konkorda tebes

6.10 Dalaruma tenke baku labarik ida bainhira nia kontinua hahalok ne'ebé la di'ak: (hili resposta ida)

Konkorda tebes / Konkorda / Neutrál / La konkorda / La konkorda tebes

6.11 Entre asaun sira tuir mai, identifika asaun ne'ebé hanesan tipu violénsia, karik iha? ... (hili hotu-hotu ne'ebé hanesan violénsia)

- A) Halo komentáriu seksuál
- B) Kaer ema ida ho maneira seksuál, maibé nia la fó konsentimentu
- C) Obriga ema ruma atu halo relasaun seksuál
- D) Oferese osan, ai-han ka favorese ba ema ruma hodi hetan relasaun seksuál
- E) Resposta hotu-hotu iha leten
- F) Resposta hotu-hotu iha leten la loos hotu

6.12 Dí'ak liu atu baku labarik mane ida, duké baku labarik feto ida: (hili resposta ida)

Konkorda tebes / Konkorda / Neutrál / La konkorda / La konkorda tebes

PART 7

7.1 Karik ha'u preokupa kona-ba labarik iha Eskola hetan abusu Eskola, Ha'u hatene oinsá atu hetan apoiu ba labarik ne'e? Sin/Lae

7.2 Karik ha'u preokupa kona-ba labarik iha Eskola hetan abusu iha uma, Ha'u hatene oinsá atu hetan apoiu ba labarik ne'e? Sin/Lae

7.3 Ha'u hakarak servidor barak liu tan iha area ida ne'e hodi tulun labarik sira ne'ebe vítima ba violénsia iha Eskola nomos Uma. Sin/Lae/Ha'u la hatene

ANNEX D: Ethical Protocol

Application of Ethical Guidelines

These Ethical Guidelines apply to all field research carried out by Coram International and organisations and individuals carrying out research on behalf of Coram International. Belun, including the team leaders and enumerators, as well as Coram International (the 'Researchers'), must therefore comply with this Ethical Protocol at all stages of this project, including during the development, data collection, data analysis, reporting-writing and publication phases of this study. This Ethical Protocol, together with the methodology, survey and data collection tools, have been approved by Coram International's Director of International Programmes and Research, Professor Carolyn Hamilton and UNICEF.

Training of National Team Leaders and Enumerators

During the training from 12 to 13 May 2015, the team leaders, enumerators and other relevant coordinators from Belun will undergo in-depth training in order to prepare them for the data collection phase of this project. The training includes an introduction to context and purpose of this study, an explanation of the research methods that will be used, detailed guidance on using the data collection tools, and an in-depth discussion on the specific ethical and child protection considerations and procedures that all researchers must comply with while carrying out the research.

Informed Consent and Voluntary Participation

As this study involves carrying out data collection from individuals, it is essential that all respondents to the quantitative survey, interviews and FGDs, give their informed consent to participate in this study. Giving 'informed consent' means agreeing to participate in the study with full knowledge of what that participation entails, and the consequences of participation. To be valid, it is essential that such consent is provided voluntarily.

At the start of each data collection activity, the Researchers must explain to the participants in clear, age-appropriate language:

The purpose and nature of the study, their contribution, and how the data collected from them will be used in the study;

That their participation in the study is entirely voluntary (i.e. they are not obliged to participate in the study and that they may stop participating in the research at any time); and

Refusal by the participants to take part in the study will not result in any negative consequences for them.

The Researcher is also required to answer any clarification questions posed by the participants in order for them to decide voluntarily whether or not to provide their informed consent. In this connection, as UNICEF has commissioned this study, participants may have expectations of being provided direct or specific assistance as a result of their participation. Therefore, it is important that the Researchers explain the purpose of the research to the participants clearly and accurately to avoid raising expectations that

they will be unable to fulfil. In-depth training and practical exercises on obtaining informed consent will be provided during the training on 12-13 May.

For this study, participants who have been informed of the above points and who wish to voluntarily participate in this study should provide their informed consent orally. The Researchers must then tick the box provided for this purpose on the survey to indicate that the participant has provided their informed consent before the commencement of the data collection activity. The 'tick box' on the survey acts as a reminder to the Researchers of the requirement to obtain informed consent before conducting the data collection, and a way for Coram International to check that informed consent has been granted. During qualitative interviews and focus group discussions, researchers should clearly indicate in their notes that informed consent has been obtained from participants at the beginning of the interaction.

Consent forms will not be necessary, due to the closed nature of the research and the fact that we will not be recording names (see 'Anonymity' below for more details) or any other identifying characteristics of the participants.

Research involving Children

This study involves speaking with children aged 12-18 years, who may have been victims of violence and/or other rights abuses. Therefore, all Researchers are required to use the 'best interests of the child' principle enshrined in Article 3.1 of the Convention on the Rights of the Child, which requires that,

"In all actions concerning children, whether undertaken by public or private social welfare institutions, courts or legislative bodies, the best interests of the child shall be a primary consideration."

The data collection tools have been designed to ensure that questions are asked sensitively and in a child-friendly manner that is appropriate to the age, gender, ethnicity and social background of the participants. Researchers must speak with participants in their local language (with or without the assistance of an interpreter). Clear language must be used which avoids victimisation, blame and judgement. Where it is clear that the interview is having a negative effect on a participant, the interview must be stopped.

Children will be provided with the opportunity to participate in data collection with a trusted adult or friend if this would make them feel more at ease.

Interviews may cover particularly sensitive or traumatic material, and it is important to ensure that participants feel empowered and not solely like victims. The data collection tools have therefore been designed so that they finish on a 'positive or empowering note' (for example, by asking questions about what would improve the situation of children in the relevant study sample). This approach will help to ensure that participants do not leave the interview focusing on past experiences of abuse. Where participants reveal past experiences of violence or abuse, researchers will convey empathy, but will not show shock or anger, as this can be harmful to children who have experienced violence.

During the data collection process, participants may disclose information that raises child protection concerns (i.e. information indicating that they are currently at risk of or are experiencing violence, exploitation or abuse). In the event that the child interviewee reveals that they are at high risk of ongoing or immediate serious harm, or discloses that a particular child or group of children are at high risk of ongoing or immediate serious harm, the Researcher will prioritise obtaining the child's informed consent



to report this information to the designated UNICEF Focal Point for handling child protection concerns. If the child declines, the Researcher must notify the child of the presence of the Government Child Protection Officer, who will be present at the school and with whom the child may share their concerns if they wish to do so. The Researcher must also inform the child of the availability and contact details of any support service providers in the area that the child may wish to use. Prior to the data collection, all Researchers will be provided with leaflets outlining the contact details of the Child Protection Officer and support services, which should be handed to all child participants at the conclusion of the survey. During the training on 12-13 May, the national researchers from Belun will undergo in-depth training on these child protection procedures.

Anonymity and Confidentiality

It is essential that all participation in the research is on an anonymous basis. Therefore, the identity of all research participants must be kept confidential throughout the process of data collection as well as during the data analysis, reporting writing and publication phases of the project. The following measures will be used to ensure anonymity:

Interviews will take place in a secure, private location (such as a separate room or corner or outside space) which ensures that the participant's answers are not overheard. Arrangements have already been made with the Ministry of Education to inform the schools that teachers should not be present in the room while the child is participating in the research;

During the data collection, only the participant(s), any support person the presence of whom the participant has voluntarily requested, and the Researcher conducting the data collection should be present in the room. This means that there should not be any 'observers' during the survey/interview/data collection as this could influence the responses of the participant and prejudice the accuracy of the research findings;

Researchers must not record the name or contact details of participants on any of the data collection tools, including the surveys and translations of any interview transcripts;

National researchers must destroy all hard copy records of the research data, and delete electronic records of the research data, as soon as it has been submitted to Coram International and confirmation is provided by Coram International that such records should be deleted. During the data collection the Researchers will be informed of the procedures, requisite format and timing for submitting the research data to Coram International.

Before commencing a data collection activity, the Researchers must inform the participants in clear, age-appropriate language of their rights to anonymity and confidentiality throughout the research process. Note that the Coram International stores all electronic research data on a secure, locked server, to which persons who are not employed by the Coram International cannot gain access. All hard copies of research data are filed in a cabinet in the Coram International Department's office, and are only accessible by employees of Coram International. These records are retained by Coram International for future reference. All employees of Coram International, including volunteers and interns, receive a criminal record check before employment commences.



ANNEX E: TERMS OF REFERENCE

UNICEF – Timor-Leste

Terms of Reference (TOR) for Institutional Contract

Requesting Section: Child Protection

1. Nature of Consultancy:

SSA (Special Service Assignment) Study on Violence against Children in and around Educational Settings in Timor-Leste.

2. Background and Purpose of Assignment:

a) Background

“Where the social and physical environment of the community is hostile, the school environment is unlikely to be spared. The levels and patterns of violence in schools often reflect the levels and patterns of violence in countries, communities and families. These, in turn, reflect prevailing political and socio-economic conditions, social attitudes, cultural traditions and values, and laws and law enforcement. Where it is legal, considered acceptable and perhaps even commendable for men to control women, and the wealthy or privileged to control the poor and disadvantaged, and parents to control children through violence and the threat of violence, then it is likely to be legal, considered acceptable and perhaps even commendable for both adults and children to use similar methods in schools. By being victims, perpetrators and witnesses of violence, children learn that violence is an acceptable way for the strong and aggressive to get what they want from the comparatively weak, passive or peaceful.” Pinheiro, P.S. (2006). *UN Study on Violence against Children*, p. 111.

Article 19 of the Convention on the Rights of the Child defines violence as “all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse.” The World Report on Violence and Health (WHO, 2002) defines violence as: “the intentional use of physical force or power, threatened or actual, against a child, by an individual or group, that either results in or has a high likelihood of resulting in actual or potential harm to the child’s health, survival, development or dignity.”

There is no globally agreed definition of violence against children in and around educational settings, however, for the purpose of the planned study it is understood as “school violence that occurs on school property, on the way to or from school or school-sponsored events, or during a school-sponsored event”. (Definition derived from CDC, <http://www.cdc.gov/violenceprevention/youthviolence/definitions.html>). The definition includes both teacher-student and student-to-student violence. School violence can include such forms of violence as bullying; sexual and gender-based violence; physical and psychological punishment; fighting; physical assault and gang violence; and mandatory chores.

Both teacher-student and student-to-student violence are prevalent in Timor-Leste. However, most information available is anecdotal. UNICEF and Plan International’s 2006 report on violence against

children in Timor-Leste, *Speak Nicely To Me*, cites that “two-thirds of children (67%) reported teachers hitting them with a stick and almost four out of every ten children (38.7%) reported teachers slapping them in the face”. According to a recent school-based survey with 164 secondary school students by the local NGO Ba Futuro, 81% of students reported having experienced violence (from either teachers or other students) and less than half of the students (48%) said they knew where they could get help.

UNICEF in Timor-Leste provides on-going support to the Ministry of Education (MoE) to create a more child-centered learning environment as part of their Child-friendly School – CFS (“Eskola Foun”) approach. Within the current education reforms, the MoE considers the Child-Friendly School approach as the key strategy to improve basic education. UNICEF is the key partner in this process, providing technical and financial assistance since 2009. As of today, a total of 121 schools are supported with the CFS package nation-wide, covering over 10% of existing schools at basic education level. The CFS approach aims to provide a comprehensive package of quality education services, which promote child-centered teaching, improved school management, and a safe and healthy school environment. To further strengthen the mainstreaming of the CFS approach, in early 2014, MoE with support from UNICEF has developed and finalized the National Quality School Standards Framework (NQSSF) for basic education. NQSSF entails holistic quality indicators, which include those relevant to safe and protective learning environments. NQSSF is currently awaiting the official approval by MoE, to be followed by the submission to the Council of the Ministers.

However, the ‘protective’ dimension of the CFS framework needs to be strengthened. In 2008, the Minister of Education declared a “Zero Tolerance Policy” for violence against children at school. Although promoted as an official policy thereafter, this announcement has not yet been formalized in an official document. Equally the regulatory system for teachers’ misconduct is very weak, with limited disciplinary procedures in place. Some schools have codes of conduct for education staff, but these are not always in line with international standards and good practices. Cases of child abuse at school perpetrated by teachers have been brought to the attention of school inspectors; however, the criteria and procedures for referring children to welfare services remain unclear. Overall, schools are struggling to effectively implement systems for prevention and response with regard to child protection, and evidence of collaboration with other sectors, such as social welfare and health care providers, is minimal. The struggle is also compounded by the fact that the child protection system in Timor-Leste is still very weak.

b) Purpose and Key Objectives

In a next step, UNICEF would like to support the MoE at national and sub-national levels to develop and implement comprehensive programmes that are directed at creating a safe and gender-aware learning environment for children. UNICEF in Timor-Leste aims to address school-based violence within its child protection and education programmes.

The purpose of this assignment is to conduct a study on violence against children in and around educational settings, both public CFS and non-CFS schools and private schools, and to provide detailed recommendations for addressing such violence and for creating safer and more gender-aware learning environments for children.

The approach taken should be one that:

- Is closely aligned with existing initiatives undertaken by the MoE, the Ministry of Social Solidarity and other key stakeholders;
- Reflects existing values about individual, family and collective rights and responsibilities, and utilizes sensible and culturally acceptable ways of addressing violence against children in and around educational settings;
- Recognises and promotes the importance of a consultative process with the MoE and other stakeholders, including communities;
- Provides recommendations that are context-specific, child-centered, developmentally-appropriate, inclusive, gender-aware, holistic and evidence-based;
- Includes ethical participation of children in the collection of data and information; and
- Builds capacity of local counterparts (research assistants), most notably the MoE, the NCRC and the selected local research institute to conduct research, including data collection and analysis, and to apply ethical guidelines when carrying out research on violence against children to help minimize the risk of potential harm resulting from the data collection process to participants, researchers and others, and ensure that any remaining risks are outweighed by the potential benefits (for more information refer to CP MERG (2012), Ethical principles, dilemmas and risks in collecting data on violence against children: A review of available literature, Statistics and Monitoring Section/Division of Policy and Strategy, UNICEF, New York).

Scope of the study

Assess violence against children in and around educational settings, both in public CFS and non-CFS schools and private schools, in the districts of Ainaro, Covalima, Dili, Ermera, Oecusse and Viqueque. A total of approximately 42 schools shall be assessed, of which 28 at pre-secondary level (Grade 9 only) and 12 at secondary level (Grade 10-12), of which 12 public CFS Schools (pre-secondary), 12 public non-CFS schools (pre-secondary), 6 private (pre-secondary) and 6 public non-CFS schools (secondary) and 6 private (secondary) schools.

1. Strengthen understanding of the context and causes of violence in and around educational settings in Timor-Leste, its nature, and impact on students' physical, psychological and sexual well-being and more broadly on communities and society;
2. Collect and analyze data on the prevalence, frequency and intensity of school-related violence;
3. Review and map existing systems, procedures and processes, including those of Government stakeholders, and civil society, in relation to child protection in educational settings (legal and policy frameworks, human resources, codes of conduct and capacity-building, response and referral systems, prevention systems, information management systems, and coordination and collaboration);

4. Analyze findings to identify formal and informal linkages, recognize good practices, challenges, and opportunities, and propose recommendations for strengthening child protection in educational settings, including appropriate communication strategies and policy responses; and
5. Propose an M&E framework capable of monitoring progress in the achievement of results and collecting and measuring information on cost effectiveness of interventions.

Methodology

Key principles of data collection and information systems:

- Child-centred and aim to 'do no harm';
- Disaggregated by gender and age, district, urban/rural, and school category (pre-secondary/secondary, public CFS/private);
- Based on a range of methods such as interview studies, improved reporting and registration systems and investigation procedures, scorecards, regular surveys, focus group discussions, key informant interviews, safety audits, and safety mapping [the methodology to be designed by the institution and validated by the MoE led Advisory Group];
- Used to inform programming (not just for collecting and reporting purposes); and
- Aligned with national, district and community-level indicators to track progress.

A national Advisory Group, led by the Ministry of Education and including governmental representation from key line ministries of the Government of Timor-Leste, UNICEF, other UN-Agencies and relevant international and local non-governmental partners will be established to oversee, coordinate and provide inputs to the implementation of the study as well as to lead the action plan for responding to the data.

The institution will undertake the following activities:

Phase I: Preparation and Initial Meetings, including the delivery of the following by 30 November 2014:

- Conduct a Desk Review of literature and available data and information
- Interview key stakeholders at national level (contact list to be provided by UNICEF)
- Prepare and share the Analysis Framework
- Draft the Report Outline
- Present the Analysis Framework and Report Outline to the Advisory Group led by the Ministry of Education

Phase II: Training of Local Research Agency/ies, Field Work, Data Processing and Analysis, including the delivery of the following by 28 Feb 2015:

- Design the Research Plan
- Develop the Research Manual (methodology, tools and protocols for application)
- Draft a Preliminary Briefing Report and validate it with the Advisory Group
- Train the local Research Agency/ies on the research methodology, tools and protocols for application and do a small-scale piloting
- Provide oversight of the data collection process, including on the ground field monitoring, and inputting of data according to international standards
- Conduct cleaning of data and analysis of collected information
- Present preliminary findings and recommendations to the Advisory Group for validation

Phase III: Findings and Dissemination, including the delivery of the following by 30 April 2015:

- Develop a draft report and share it with UNICEF and MoE for review
- Finalize the report, building on the comments provided by the Advisory Group
- Design an M&E framework capable of monitoring progress in the achievement of results and collecting and measuring information on cost effectiveness of interventions
- Develop a PowerPoint presentation of key findings and key recommendations and present them in a workshop to relevant stakeholders
- Develop a user-friendly 2-page note with key findings and key programme recommendations

3. Programme Area and Specific Project Involved:

Child Protection (Annual Work Plan with the Ministry of Justice – National Commission on the Rights of the Child):

Output 7.1: Laws relating to child protection priority areas are created and harmonized with the CRC, its optional protocols and other international standards and children's rights are better monitored

Activity 7.1.5: Promote a nation-wide environment supportive of children's rights

Sub-Activity 7.1.5.2: Capacity-building for NCRC to conduct a study on violence against children in schools

Sub-Activity 7.1.5.3: Technical assistance for the development of an advocacy strategy, including the design of a national campaign on violence against children in schools

Education (Annual Work Plan with the Ministry of Education):

Output 5.2: By 2014, Minimum CFS package is implemented to promote inclusiveness, safe, healthy, and protective environment, improve performance and community participation in the target filial / medium schools.

Activity 5.2.1: Eskola Foun system development and improvement

4. Reasons why the Assignment cannot be done by a UNICEF Staff Member

The expected outputs require specialized expertise in conducting high level research; including innovative methodologies, use of statistical software and analysis, intensive field work, and capacity strengthening of national research assistants. Therefore, given the complexity of the tasks requested, need for impartiality, high level of expertise and innovation in addressing school based violence against children and research required, and heavy workload, the UNICEF Child Protection and MoE request for an external institution which can ensure reliability and credibility of the study in line with global standards.

5. Work Assignments and work schedule: Deliverables/End Product(s) and Time Frame

Activity	Expected Outputs	
	Deliverables:	Timeframe:
<p><u>Phase I - Preparation and Initial Meetings</u></p> <p>Preparatory work: During this phase the selected Institution will conduct a desk review of literature and available data and information, interview stakeholders at national level (contact list to be provided by UNICEF), prepare the analysis framework with more detailed objectives, methodology, time schedule and key expected outputs and design and share the report outline.</p> <p>An Advisory Group meeting will be conducted to ensure consensus on research design and report outline.</p>	<p>1.1 Analysis Framework will provide the inception report/ research design.</p> <p>1.2 Report Outline, highlighting the components and findings to be discussed in each section of the report.</p> <p>1.3 Briefing to Advisory Group on analysis framework and report outline.</p>	<p>November 2014 to April 2015</p> <p>30 Nov, 2014</p>

Activity	Expected Outputs	
	Deliverables:	Timeframe:
<p><u>Phase II – Research Training, Field Work, Data Processing and Analysis</u></p> <p>Piloting and Training: The research plan and the research manual (including the toolkit and protocols) will be finalized. National researchers will be trained (including piloting of tools).</p> <p>Field Work: The institution will be responsible for oversight of the data collection process and inputting of data according to global standards. This includes monitoring of data collection in the field.</p> <p>Data processing and analysis: The institution will ensure the cleaning of data and analysis of collected information. Preliminary findings will then be presented to stakeholders for validation.</p>	<p>2.1 Research Manual Guidelines for the research implementation.</p> <p>2.2 Research Plan, include schedule for all logistics, accommodation, venues, etc.</p> <p>2.3 Preliminary Briefing to Advisory Group on initial findings and draft recommendations.</p>	<p>28 Feb, 2015</p>
<p><u>Phase III - Findings and Dissemination:</u></p> <p>The institution will provide data analysis and draft the report based on the validated preliminary findings; report to be reviewed by the MoE led Advisory Group.</p> <p>As a final step the Institution will be requested to produce a Final report, design an M&E framework capable of monitoring progress in the achievement of results and collecting and measuring information on cost effectiveness of interventions, present a PowerPoint Presentation including the research</p>	<p>3.1 Final report and M&E Framework submitted to UNICEF and MoE.</p> <p>3.2 PowerPoint presentation of key findings and key programmatic recommendations.</p> <p>3.3 2-page note of key findings and programmatic recommendations submitted to UNICEF and MoE.</p>	<p>30 Apr, 2015</p>

6. Estimated Duration of Assignment:

The selected Institute will be engaged over a 6 months period, between November 2014 and April 2015.

7. Qualifications or Specialized Knowledge /Experience Required (Qualifications of the International Technical Experts)

The research team must have at least one key coordinator who has extensive experience in a) conducting qualitative and quantitative research in the area of child protection, most preferable in the area of violence against children, and b) capacity-building in related research methodologies, including ethical guidelines in carrying out research on violence against children, a qualified person with extensive experience in analysis of data, both quantitative and qualitative, and a qualified person with experience in proposing interventions for addressing violence in and around educational settings, including communication behaviour strategies, to creating safer and more gender-aware learning environments.

- Advanced university degree in social sciences or relevant related discipline;
- A minimum of 8 years of professional experience working at the national and international levels in Child Protection or related field;
- Good understanding of child protection systems and social norms, with a particular focus on school-based violence;
- Knowledge of UNICEF policies and programmes is a plus, particularly programmes that address school-based violence;
- Proven capacity to conduct research at a national scale, including capacity to manage, analyse, and interpret large sets of data;
- Knowledge and experience in designing conceptual frameworks on prevention of violence against children or related subject matter;
- Excellent analytical and communication and writing skills;
- Fluency in English;
- Ability to work independently and effectively in a multi-cultural environment;
- Computer skills (Word, Excel, PowerPoint and other).

The selected institute is expected to sub-contract directly a local research institute.

8. Contract Supervisor:

Antonia Luedeke, UNICEF Child Protection Specialist

9. Type of Supervision that will be provided:

A MoE led Advisory Group will guide the design and implementation of the study, including recommendations, and provide the technical expertise required to assess the methodology, tools, and the draft reports from the institution during the course of the consultancy. The Advisory Group will meet regularly during the course of the study design and implementation in order to (a) review and approve the methodology, framework and tools to be used, (b) review draft reports, make suggestions for improvement and (c) approve the final report. The Advisory Group shall be convened by the Ministry of Education, while UNICEF will provide the secretariat.

10. Consultant's Work Place:

The consultants will work both in-country and home-based. When in-country, the institution will be requested to find its own working space. UNICEF will provide for costs related to workshops, interpretation and translations.

11. Nature of "Penalty Clause" to be Stipulated in Contract: N/A





