

Study on Students' Sexual Attitudes and Views on Sexual Harassment

Report

**This project is commissioned by
Equal Opportunities Commission**

to

**Department of Special Education and Counseling
The Hong Kong Institute of Education**

2013

Contents

Executive Summary	i
Chapter 1 Introduction	1
Background.....	1
Objectives	2
Scope and Forms of Sexual Harassment	2
Outline of the Report	3
Research Team	3
Chapter 2 Literature Review	4
Definition of Sexual Harassment.....	4
Types of Sexual Harassment	4
Studies on Sexual Harassment on Overseas Campus.....	5
Studies on Sexual Harassment on Local Campus	7
Sexual Attitudes of Local Students	8
Legislation against Sexual Harassment	9
How to Prevent Sexual Harassment on Campus	10
Chapter 3 Research Methodology.....	11
Research Instruments and Procedures	11
Questionnaire Survey Design and Method of Analysis.....	11
Design of Focus Groups	12
Chapter 4 Findings of Questionnaire Survey.....	14
Students' Understanding of Sexual Harassment	14
Students' Sexual Behaviors towards Others.....	20
Situation of Sexual Harassment among Students	24
Impacts of Sexual Harassment on Students.....	31
Students' Responses towards Sexual Harassment.....	34
On-Campus Promotion and Education against Sexual Harassment.....	37
Students' Views on <i>Wonjokyuje</i>	38
Students' Views on Premarital Sex	41

Students' Views on Teenager Pregnancy	43
Summary.....	47
Chapter 5 Findings of Focus Group Survey	50
Understanding of Sexual Harassment.....	50
Situation of Sexual Harassment on Campus.....	52
Coping with Sexual Harassment.....	55
School Policies on Sexual Harassment.....	57
Understanding of Gender Equality and Sexual Harassment	59
Sex Education and Preventive Measures against Sexual Harassment.....	60
Summary.....	62
Chapter 6 Discussions, Conclusion and Recommendations	64
Discussion.....	64
Conclusion and Recommendations	68
References	72
Appendix 1 - Profile of the Respondents	75
Appendix 2 - Quantitative Survey Questionnaire	80
Appendix 3 - Focus Group Discussion Guidelines	86

Executive Summary

Background

1. The Equal Opportunities Commission (EOC) has commissioned the Department of Special Education and Counseling of The Hong Kong Institute of Education to conduct a research project “Study on Students' Sexual Attitudes and Views on Sexual Harassment”. The survey was undertaken during the period of May to November 2011. A total of 5,902 students¹ participated in the questionnaire survey. Apart from questionnaire survey, 16 focus group discussion sessions involving 131 participants were carried out in order to know more about their knowledge and understanding of sexual harassment, as well as the prevalence of sexual harassment on campus, and measures taken to prevent sexual harassment.

2. The American Association of University Women (AAUW) defines sexual harassment as a non-consensual and unwelcome sexual behavior, and it will affect lives of the victims. This definition emphasizes the consequences and implications of sexual harassment, and it distinguishes from consensual behaviors such as flirting, kissing and touching. Forms of sexual harassment vary a lot, which transverse from one end of physical sexual assault to the other end of the non-verbal sex cues. In the era of information explosion today, internet and related social networking enhance the occurrence of sexual harassment due to the fact that harassers can rapidly abuse others anonymously without restriction in a specific physical locale. Commonly, they believe that they will not be liable to legal responsibilities.

3. Most sexual harassment is perpetrated by male against female. However, there are also cases of harassment by women against men, and of same sex harassment perpetrated by either sex. Other than workplace environment, sexual harassment is common at every stage of education. Sexual harassment on campus commonly occurs among peers and most students who experience it do not report what has happened. The dynamics of sexual harassment often involve an aggressor who holds a position of power over the victim, which include men against women, senior against junior students, and in a teacher-student relationship. Moreover, those sexually harassed students can be targeted for retaliation if they report the cases, by both their peers and school employees.

¹ Questionnaire survey participants included primary four, secondary one, four and six students, and students from tertiary institutions.

Findings of Questionnaire Survey

4. Students generally consider sexual behaviors in the questionnaire as sexual harassment. Among those physical sexual behaviors such as pulling clothing or touching others' body, 80% of the students reveal that they amount to sexual harassment. For those involving verbal sexual behaviors such as calling others 'gay' or 'tomboy', relatively fewer students (about 40%) regard them as sexual harassment. In general, more female students than male students consider sexual behaviors in the questionnaire as sexual harassment. When compared to children and teenagers (their views are similar), more adults perceive sexual behaviors in the questionnaire as sexual harassment. Similarly, when compared to primary and secondary school students (their views are common), more university students regard sexual behaviors in the questionnaire as sexual harassment.

5. During the past one year, 50% of the students have experienced various forms of sexual harassment. Among them, most students indicate the experiences of "Someone made sexual jokes about you", "Someone talked about sex all the time in your presence", "Someone asked you to talk about sexual topics or to have intimate body contacts with the same/opposite sex", "Someone continuously made suggestions, propositions, or demands to you for sexual favors or sexual relationship" and "Someone rubbed or touched against you on purpose".

6. Sexual harassment, in terms of the forms, involves people of opposite sexes, of same sex and in a group. Among female students, who had been sexually harassed, they experienced "A male bothered by asking for dates, though you had answered 'no'", "A male continuously made suggestions, propositions, or demands to you for sexual favors or sexual relationship", and "A male rubbed or touched against you on purpose". Among male students, who had been sexually harassed, they experienced "Two or more males talked about sex all the time in your presence". Moreover, "Someone made sexual jokes about you" mostly occurred in social groups (two or more persons of both genders). Among students who have experienced sexual harassment, 97% of the victims express that the harassers are their "boy/girl friends". Next are "classmates" (21%) and "friends" (14%). Sexual harassment primarily occurs "in school" (including university campus) (49%), where students spend much time in studying. Most of the incidents take place "in the classroom" (25%). It is followed by "in the street" (11%) or "on public transport vehicles" (8%).

7. More male students than female students express that they have experienced sexual harassment such as "Someone called you 'gay'", "Someone made sexual gestures/movements to you" and "Someone showed or passed to you pornography". More teenagers than children and adults indicate that they have experienced sexual harassment of various forms. Similarly, more senior secondary school students show that they have experienced various forms of sexual harassment, when compared to Primary 4 and Secondary 1 (P4 & S1) and

university students. Examples are “Someone made sexual jokes about you”; “Someone talked about sex all the time in your presence” and “Someone rubbed or touched against you on purpose”.

8. When the students encounter sexual harassment, most of them indicate “Feeling angry” (40%), “Feeling afraid or scared” (38%) and “Cannot relate well with others” (36%). However, fewer students express that their daily life will be affected, such as “Sleep disturbances” (7%) and “Eating disorders” (10%). On one hand, more female students are affected psychologically and emotionally, when compared to male students. On the other hand, more male students than female students are affected in daily life and interpersonal relationship. More primary and secondary school students (especially children) are impacted in some ways, when compared to university students. They include “Cannot relate well with others”, “Cannot study well” and “Eating disorders”. Alternatively, more university students (adults in particular) will obviously be affected in some ways, when compared to primary and secondary school students. They include “Feeling helpless”, “Feeling angry” and “Feeling stressed and confused”.

9. Over a half of the sexually harassed students are found “Keep silent” (58%) and “Complain to the harassers” (51%). They are followed by “Tell classmates/friends” (39%) and “Call the police” (34%). They seldom choose to seek help from “family members” (16%), “seniors in school” (5%) and “the EOC” (3%).

10. 53% of the students indicate that promotional materials such as posters/leaflets about preventing or dealing with sexual harassment are posted or delivered in school. About a half of the students (51%) express that there are school policy and regulations on prevention of sexual harassment. Apart from these, 44% of the students reveal that school assemblies/seminars/workshops on prevention of sexual harassment are held. Students indicate that school assemblies/seminars/workshops on prevention of sexual harassment are delivered by teachers (20%), social workers in school (20%), the EOC (18%) and social service organizations outside school (17%). The proportions of the latter two sources tend to be low. This reflects that schools less likely engage external resources to promote the prevention of sexual harassment, and therefore, social workers and teachers in school have to bear greater responsibilities of educating the students.

11. A majority of the students (80%) express that they understand what “*Wonjokyuje*”² is. Only 11% of them have no idea about it. More female students (68%) than male students (43%) do not accept *Wonjokyuje*. In respect of premarital sex, similar pattern is observed that more female students (44%) than male students (30%) do not accept it.

² Adolescent girls engage in a sexual relationship with older men for money. An alternative name given to such activity is compensated dating.

Instead, more male students (34%) than female students (28%) show acceptance of premarital sex. The same pattern repeats in relation to teenager pregnancy. More female students (84%) than male students (75%) do not accept teenager pregnancy. It is noted that the rate of not accepting teenager pregnancy is greater than those of the previous two issues.

12. The impact of age on the acceptance of premarital sex is clearly observed. As students increase their ages from children (11%), teenagers (27%) to adults (44%), their level of acceptance increases significantly. Also, it only occurs in adulthood that the level of acceptance (44%) exceeds that of not accepting (38%) premarital sex. Furthermore, the level of not accepting is affected by age, as indicated in issues including *Wonjokyuje* and teenager pregnancy. For instance, not accepting *Wonjokyuje* increases from children (46%), teenagers (54%) to adults (71%); the same pattern repeats in disapproving teenager pregnancy (children (73%), teenagers (77%), adults (88%)).

13. Differences are found among students in various educational levels. Significantly more university students (71%) do not accept *Wonjokyuje*, when compared to senior secondary school students (55%) and P4 & S1 students (44%). As for premarital sex, slightly more university students (41%) do not accept it, when compared to senior secondary school students (39%) and P4 & S1 students (35%). Rather, many more university students (44%) accept premarital sex, in comparison with senior secondary school students (30%) and P4 & S1 students (12%). In respect of teenager pregnancy, university students (89%) obviously do not accept it, the proportion of which is significantly higher than those of senior secondary school students (77%) and P4 & S1 students (72%).

Findings of Focus Group Survey

14. Although the students are at different stages of schooling, they have a basic understanding of sexual harassment which also comprises sexually implicit words or behaviors. They recognize that these words or behaviors are compelling and can distinguish whether the involved parties are subject to sexual harassment involuntarily or not. In general, the students opine that sexual harassment will cause feelings of intimidation, repulsion, discomfort and anxiety in the victims. This matches with survey findings that students generally consider sexual behaviors in the questionnaire as sexual harassment and harassed victims have to suffer from various disturbances.

15. The findings of focus group survey are supplementary to questionnaire survey data. First, there are discrepancies between how the students understand the definition of sexual harassment and their actual responses in real life situations. In the course of determining whether certain behaviors are actually sexual harassment, the students are more concerned about the motives and mentality of the perpetrators. Since most incidents of sexual

harassment involve friends or classmates, the victims find that it is somewhat difficult to differentiate the harassers' intention. There are times when the victims even think that the behaviors form part of the school ethos or a playful culture, with verbal sexual harassment in particular.

16. The forms of sexual harassment are very similar to what are revealed in the questionnaire survey. While verbal and physical sexual harassment is prevalent for students in primary or secondary schools, students in universities mostly encounter verbal sexual harassment. In terms of sexual jokes and comments on body and private life of other people, some students perceive it as a part of the school ethos. Even if some classmates disapprove, it will continue.

17. In the face of sexual harassment, most of the students adopt passive means to address the issue by themselves. For example, they will choose to tolerate or to leave. Even though the harassers are mostly students, the victims rarely seek help from their teachers. Some of the students think that their teachers, either inexperienced or embarrassed, are incapable of handling cases of sexual harassment. The fear of revenge also prevents them from reporting the incidents of sexual harassment to their teachers. This may explain why the figures of seeking help from other sources appear as low as revealed in the questionnaire survey.

18. Currently, education on prevention of sexual harassment is primarily carried out in the form of seminars. A portion of students express that they show no interests in the talks, whereas some others indicate that they have fallen asleep during the seminars. The majority think that daily life examples are lacking in these seminars and it may explain why the students cannot apply what they have learnt to prevent the occurrence of sexual harassment, and do not know how to face and deal with the incident once it has happened. Therefore, the problem is related to the ways how the students are educated. At present, understanding of the definition of sexual harassment is emphasized but the students mostly do not recognize some underpinning concepts such as the relationship between gender equality and sexual harassment.

19. Male students in primary or secondary schools opine that the relationship between both genders is not amicable. There appears a 'tit for tat' mentality. Preventive measures against sexual harassment on male students are lacking. There are reports on male students being sexually harassed by female students. Apart from heterosexual harassment, there is sexual harassment between students of the same sex, the occurrence of which is even harder to be identified.

20. Both teaching staff and parents indicate that the current education on sexual harassment is inadequate, and its importance has not been emphasized in school. School curricula are so compacted that prevention of sexual harassment as well as sex education is not included. The parents hope that training courses about sex education will be provided so that they have the opportunities to learn how to nurture their children about sexual harassment. Some of the students, teaching staff and parents express that schools tend to handle complaints of sexual harassment in a very subtle manner (or even doing nothing), fearing that the school reputation would be adversely affected.

Conclusion and Recommendations

21. The occurrence of sexual harassment originates from the harassers, who have discriminated against the victims by violating the victims' rights physiologically, sexually and physically. The mild cases cover rude sexual jokes, showing/ passing pornographic materials, indecent gestures, attitudes, behaviors, insults and touches. The moderate cases include continuous propositions or demands against victims' willingness. The serious cases consist of sexual assaults or attacks. This Study reveals that about a half of the interviewed students have experienced various forms of sexual harassment without their consent in the past year. Furthermore, over one-third of the senior secondary school students indicate that they have been sexually harassed (mainly on sexual jokes) in the previous year. The findings match with results of the survey undertaken by the Chinese University of Hong Kong in 2003 (i.e. About 23% of the interviewed senior primary school students and 43% of the secondary school students have experienced sexual harassment from peers (e.g., sexual topics or jokes, propositions or demands to view pornographic videos/ webpages / publications). This shows that there has not been much improvement in reducing sexual harassment on campus. It is worrying that during the focus group discussion sessions, some students have accepted sexual harassment as school culture. Therefore, although other students have expressed resentment, sexual harassment will still go on.

22. In the face of sexual harassment, most of the students react passively by addressing the issue on their own. For example, they will choose to tolerate or to leave. Even though the harassers are mostly students, the victims rarely seek help from their teachers. Some students think that their teachers, either embarrassed or inexperienced, are incapable of handling cases of sexual harassment. The fear of revenge also prevents them from reporting the incidents of sexual harassment to their teachers. It is rare for the victims to seek external assistance and therefore they are alone to face the incidents. Despite the fact that they can talk to family members or friends and get reliefs from fearful and angry emotions, their negative feelings from embarrassment to damage of self-respect, and even depression linger. Local studies point out that victims, after being sexually harassed, show low self-confidence/ self-image, depression, insecurity, and poor sense of belongingness to school. Overseas

research shows that apart from feeling unsafe at school, elevated risk of suicidal thoughts, early dating and substance use are also found. Girls are even reported of dieting and self-harm behaviors.

23. It is perplexing to note that schools adopt “ostrich policy” in response to the incidents of sexual harassment on campus. The findings of the focus group survey indicate that the policies on sexual harassment mainly focus on the relationship between students and teaching staff/ external tutors. Sexual harassment between students is seldom addressed. Both teachers and social workers consider that schools address the issue in a low-key manner in order to uphold their reputation. The general attitude is “don’t make a mountain out of a molehill”. It should be understood that not dealing with sexual harassment does not mean its disappearance. Indeed, effective ways of dealing with sexual harassment involve the collaboration of the Government, principals and teaching staff, parents, students and stakeholders in the community. As such, victims can follow formal complaint procedures or legal means to solve the sexual harassment problems so that sexual harassers should receive appropriate punishment and counseling.

24. Based on the above discussions, there are a number of areas that need improvement in terms of the preventive measures against sexual harassment on campus and proper management in handling complaints of sexual harassment. In this regard, the research team proposes the following recommendations:

(1) Policies and Mechanisms in Handling Sexual Harassment on Campus

Each school should develop a policy to address sexual harassment. This policy should give a clear definition on sexual harassment so that principals, teaching staff and social workers know how to handle sexual harassment cases. The system of complaint-handling should serve to safeguard the basic rights of teachers and students, as well as their gender equity and equality. In operation, the system should uphold the principles of fairness, transparency and protection of privacy, and the authority to discipline.

With reference to the universities, mechanisms should be established in primary and secondary schools in order to handle complaint cases. Concurrently, all students and parents should understand clearly about the complaint procedures (e.g., relevant information uploaded on the school website). Moreover, appropriate channels should be provided for students who can seek help in confidence. Once the policy is set, the school should enforce the policy, with proper mechanism to monitor the implementation and review the policy from time to time, in order to ensure the efficacies of its implementation.

(2) Training of School Principals and Teaching Staff

Incidents of sexual harassment mostly occur among peers in the classroom during the changing of classes or recesses. In fact, most students choose not to seek help from school staff. Therefore, more comprehensive training programmes should be provided for school principals, teachers, counselors and social workers in order to enhance their abilities in dealing with sexual harassment in schools.

(3) Provision of Appropriate Psychological Counseling

When incidents of sexual harassment occur, involved parties need to receive some sound psychological counseling. On one hand, the perpetrators need to address their offending behaviors which may involve psychological abnormalities or biases. On the other hand, victims need counseling services because they have experienced a lot of negative emotions and cognitions. The schools should collaborate with their counseling team, including the use of external resources and providing appropriate channels so that the victims are able to access one-stop professional counseling and follow up services. Designated persons will provide various support services for the victims, follow up their psychological wellbeing and avoidance of being sexually harassed in future.

(4) Strengthening Sex/ Gender Education

Different ages represent different developmental stages. The survey findings reveal that different educational modes should be administered to students in primary and secondary schools and universities. The primary school students have a vague concept of sexual harassment and therefore, an inductive and more flexible model should be adopted to educate them. For students in secondary schools and universities, strengthening of education on campus about issues including sexual harassment among students, relationship and courtship between genders, and even some controversial topics (e.g., *Wonjokyuje*, premarital sex and teenager pregnancy). Restructuring of lessons should be undertaken to increase class time to have teaching about sexual harassment. The mode of teaching should not be unidirectional and it needs to adopt other modes such as small group discussion and role-playing. Students can therefore freely discuss and clarify their concerns. It also helps students to establish mutual respect and self-respect in values around sex, and to build a “zero sexual harassment” campus.

Following the rapid development of information technology, local students increasingly get more channels and opportunities in employing information technology and the internet in their living and study. Many research findings reveal that as daily internet usage by children and teenagers continues to increase, exposure to online sexual harassment or violence will become more serious. For example, they receive online indecent or obscene materials (including child pornography) or experience sexual assaults in meeting their net friends. The

schools and related organizations are responsible to equip teachers and parents to increase their awareness, understanding and knowledge about the issue. Students can therefore acquire the values and the concept of online security so as to prevent the online sexual harassment.

(5) Education for Parents

The schools and related organizations should organize various activities (such as workshops and parent-child camps) to help parents increase their awareness on the issues about sexual harassment. Tools such as CDs and activity kits could also be used as resources for parents to educate their children at home about sexual harassment.

(6) Roles of the Government, EOC and NGOs

The Government and the EOC should collaborate with related organizations to undertake large scale studies on sexual harassment on a regular basis. Furthermore, the Government should produce programmes about sex/ gender education which are broadcasted on mainstream media. CDs and teaching kits can be produced as useful tools to facilitate parents and teachers. Survey findings indicate that students seldom ask for assistance from teaching staff/ social workers in schools and external NGOs. It is proposed that hotlines and email accounts should be set up so that students can seek help in confidence.

Chapter 1 Introduction

Background

1.1 The EOC has the statutory responsibility to work towards the elimination of sex discrimination and sexual harassment, and promotes equal opportunities between men and women. According to the Sex Discrimination Ordinance, sexual harassment is defined as any form of unwelcomed sexual advances, request for sexual favors, and other types of conduct that have a sexual nature, through language or physical contact, in which a reasonable person would anticipate that the individual affected would be offended, humiliated or intimidated. Sexual harassment has been defined as a continuum of behaviors from physical sexual assault to non-verbal sexually suggestive behaviors. Engaging in conduct which creates an intimidating or hostile study/work environment will also amount to sexual harassment. A sexually hostile or threatening learning environment which includes any unwelcomed conduct of a sexual nature will negatively affect the performance of students or will not constitute a favorable environment for learning. These types of behaviors may not be directly or intentionally directed at one individual. Examples of this form of sexual harassment include the display of explicit or pornographic materials, sexual banter, crude conversation, and sexually offensive jokes or activities.

1.2 Most sexual harassment is perpetrated by men against women. However, there are also cases of harassment by women against men, and of same sex harassment perpetrated by either sex. Among 329 cases of employment-related allegations of sex discrimination, 29% involved sexual harassment (94 cases)³. Other than workplace environment, sexual harassment is common at every stage of education and most students who experience it do not report what has happened. These students fear that they can be targeted for retaliation if they report sexual harassment, by both their peers and school employees, or possess feelings of shame. Cases of sexual harassment in tertiary institutions are not uncommon, such as a lecturer forcibly kissing a female student. Though the so-called 'games' at orientation camps might mean different things to different people, it is neither acceptable nor conducive to a proper study or work environment if a number of students were to feel offended sexually. Every student has the right to learn in a gender-friendly and harassment free environment.

1.3 There is a trend indicating an increase in sexual harassment cases. It is also noted that cyber sexual harassment is prevalent. There is now growing evidence that the internet is a new medium through which some commonly recognised forms of child maltreatment, sexual and emotional abuse surfaced. Furthermore, many television series, movies, animations, cartoons and video games promote and reinforce the sex appeal of females, as well as social and legal tolerance towards more subtle forms of sexual harassment. It is worth noting that students and youths are more receptive to these new media, and tend to gravitate towards information about sexual development and sexuality. When the concerned information is not readily provided by families or schools, they are likely to resort to their

³ Equal Opportunities Commission, HKSAR (2012). EOC Annual Report 2011/12, p.43.

peers and the media. Therefore, there is a need to evaluate students' sexual attitudes and their views on sexual harassment before broader public awareness and informed discussions on achieving a better and more balanced understanding of sexuality possessed by the younger generation could take place.

Objectives

1.4 The objectives of the study are as follows:

- (a) To elicit students' attitudes with respect to: (i) awareness of sexual harassment and their responses when they encounter sexual exploitation⁴; (ii) *Wonjokyuje*; and (iii) premarital sex and teenage pregnancy.
- (b) To examine the relationship between students' attitudes (towards sexual harassment, *Wonjokyuje*, premarital sex and teenage pregnancy) and their demographic characteristics.
- (c) To evaluate what constitutes sexual harassment viewed by students from different educational stages, viz. primary schools, secondary schools and universities. Views from parents and school educators on sexual harassment are also collected for comparison.
- (d) To evaluate the effectiveness of the various efforts in the community to promote concepts of gender equality and prevention of sexual harassment in schools.

Scope and Forms of Sexual Harassment

1.5 As sexual harassment encompasses a vast range of behaviors, there is much confusion about the problem. In fact, harassment victims often do not understand what they are experiencing, or even why they are being hurt by it. Also, the people around the victim may have difficulty understanding and accepting that the harassment is occurring, and their reactions may increase the victim's confusion and isolation. When sexual harassment victims speak out what they have experienced, instead of the harassors, they are often considered being the problem. For these reasons, and the fear that harassment can incite, most victims never report what they have experienced. Regardless of face-to-face or online sexual harassment, the American Association of University Women (2011) identified different forms of sexual harassment that teenagers in the survey had experienced. They include: (a) sexual comments, jokes, gestures or looks; (b) being called names with derogatory terms, e.g., prostitute, gay or lesbian; (c) showing sexual pictures, photographs, illustrations, messages or notes; (d) spreading sexual rumours about someone; (e) flashing or mooning someone; (f) spanking, touching, grabbing, or pinching in a sexual manner; (g) pulling someone's clothes off or down; (h) blocking or cornering in a sexual way; and (i) intentionally brushing against someone in a sexual way. Taking account of these forms of sexual harassment, question items about sexual harassment in the questionnaire have been designed to fit in with local culture and existing campus environment.

⁴ This report refers "sexual exploitation" to the situation of the victims who suffer involuntarily from some inappropriate sexual behaviors.

Outline of the Report

1.6 There are six chapters in this report. In Chapter One, it contains the introduction which provides background information and objectives of the study. In Chapter Two, the literature review contains an overview of overseas and local research studies about students' views on sexual harassment as well as their sexual attitudes. Research methodology including sampling design and administrative arrangements of questionnaire survey and focus groups are contained in Chapter Three. Then Chapter Four provides an extensive analysis of findings of the questionnaire survey, whereas Chapter Five displays analysis of findings from the focus groups. Finally, discussion, conclusion and recommendations are found in Chapter Six.

Research Team

1.7 The research team includes the following members:

Principal Investigator

Dr. LUK-FONG Yuk Yee, Pattie, Associate Professor,
The Hong Kong Institute of Education (HKIEd)

Co-Investigators

Dr. LEE Yick Pang, Anthony, Co-Director, Assessment Research Centre, HKIEd
Dr. WONG Kit Mui, Day, Associate Professor, Hong Kong Baptist University
Mr. CHONG Yiu Kwong, Solicitor, Teaching Fellow I, HKIEd
Dr. LEE-MAN Yuk Ching, Assistant Professor, HKIEd
Ms. YEON Yuk Mei, Angie, Counsellor, HKIEd
Dr. YUEN Wai Kwan, Gail, Assistant Professor, HKIEd
Dr. YUEN Wai Wa, Timothy, Assistant Professor, HKIEd

Research Assistant

Mr. YUEN Chi Yan, Victor, Senior Research Assistant, HKIEd

Chapter 2 Literature Review

Definition of Sexual Harassment

2.1 There are many grey areas regarding sexual harassment perceived by adolescent peers. They are mostly presumed as normal teenage behaviors in order to experience what gender is and to explore the development of gender roles (Margolis, 1993). Therefore, prior to define what “sexual harassment” means, it is essential to differentiate any welcomed, two-way, mutually agreed and interactive sex-related behaviors, flirts, attraction and friendship, which should not be considered as sexual harassment (Dellinger & Williams, 2002; Williams et al., 1999). In the literature review, apart from the fact that victims are subjected to sexual harassment involuntarily, it should also be noted that sexual harassment may be classified as verbal, physical and non-verbal categories (Timmerman, 2005), which transverse from one end of physical sexual assault to the other end of the non-verbal sex cues (Gutek et al., 2004). The American Association of University Women (AAUW) defines sexual harassment as a non-consensual and unwelcome sexual behavior, and it will affect lives of the victims. This definition emphasizes the consequences and implications of sexual harassment, and it distinguishes from consensual behaviors such as flirting, kissing and touching (AAUWEF, 2005).

2.2 As for the concept of hegemonic masculinity established by the sociologist R.W. Connell, sexual harassment includes two types: the first type involves peers of same or different genders (Connell, 1987, 1992 & 2002); the second type of sexual harassment involves harassers having authorities over the victims, such as the relationship between teachers/educators/trainers and students. Sexual harassment may take the forms of hostile environment and retaliation, or victims’ grading, promotion, pass or not, choices of subjects subject to submission towards the harassers.

Types of Sexual Harassment

2.3 The AAUW (2005) conducted a survey among college students and found that forms of sexual harassment involved sexual jokes; comments on body, look and private life; intentional touching others; and sexual gestures or looks (*A comprehensive list of different forms of sexual harassment is found in paragraph 1.6*). More male students than female students were victims in some forms of sexual harassment. For example, 37% of the male students claimed that they were called homosexual, whereas only 13% of the female students faced this type of verbal harassment. In general, researchers found that girls were more frequently harassed than boys (Young et al., 2008). Sexual harassment was so common that when it happened, many girls did not beware of its occurrence (Leaper & Brown, 2008; Pepler et al., 2006). Although physical harassment was less frequent than verbal harassment, students who had experienced physical harassment were adversely affected (AAUWEF, 2001). Junior and senior secondary school students were often teased as homosexuals by their peers and the harassment brought negative influences on these teenagers under attack (GLSEN, 2005). Timmerman (2005) conducted a similar survey on students in Netherlands and found

that most harassers were classmates rather than teaching staff. Some research works also revealed that most victims would not lodge complaints or inform relevant departments/agencies in response to sexual harassment (AAUWEF, 2011).

2.4 In relation to online sexual harassment, research findings showed that almost all the teenagers were connected to the Internet in some ways. Nowadays, there are diverse types of online and social media, including common social networking such as Facebook, Twitters, Google+ and MySpace; multi-media sharing such as YouTube, Flickr and Picasa; professional networking such as LinkedIn, Classroom2.0, NurseConnect and SQL Monster; emails, SMS, and multi-functional modes of mobile phone comprising photo-taking, video-recording, WhatsApp, etc. All of the messages are transmitted away with great speeds. About 20-40% of teenagers aged 12-17 have experienced some forms of cyberbullying in the Internet and social networking (Tokunaga, 2010). Alarming, sexual harassment is regarded as a common phenomenon in cyberbullying (Shariff & Strong-Wilson, 2005). Internet and related social networking enhance the occurrence of sexual harassment due to the fact that harassers can rapidly abuse others anonymously without restriction in a specific physical locale. Commonly, they believe that they will not be liable to legal responsibilities (Chaffin, 2008).

2.5 It is noteworthy that the local organization “Prevent Child Abuse” had conducted a survey in 2004. Findings revealed that in the past month, 44% of the students received indecent and obscene messages online. Out of them, 79% deleted the obscene and indecent messages, but 8% would continue to browse and 6% would hesitate to browse or not. To deal with online sexual harassment, students had to face the issue alone by themselves. They seldom informed their parents (21%) or friends (19%).

Studies on Sexual Harassment on Overseas Campus

United States

2.6 Researchers have found that sexual harassment among peers can begin as early as elementary school, but the prevalence increases in higher grades as more students enter puberty (Petersen & Hyde, 2009). Sexual harassment at younger ages is not typically about sex itself but about gender identity. Sexual harassment involving opposite sexes may be a way for teenagers to express their personal attractiveness in relation to “sex” and test the limits of such sexual plays. According to an AAUW study (2001), 39% of the students expressed that some types of sexual harassment (e.g., telling sexual jokes) were “harmless”, “just part of school life” and “not a big deal”. More than a half of students (54%) indicated that they were not bothered by sexual harassment. Regardless of the perpetrator’s intentions, negative perceptions of harassment by the victim are associated with a variety of negative outcomes ranging from embarrassment to a severe drop in self-esteem or even depression (Nadeem & Graham, 2005). In this connection, a ‘Dear Colleague’ letter from the Obama Administration (US Department of Education Office for Civil Rights 2010)⁵ made it clear that any harassment motivated by a student’s gender is considered unlawful under Title IX. The

⁵ http://www.whitehouse.gov/sites/default/files/dear_colleague_sexual_violence.pdf

directive includes harassment of students who are perceived by their peers as not conforming to stereotypical feminine and masculine behaviors and attitudes.

Canada

2.7 A research study (Pepler et al., 2006) revealed that sexual harassment among students increased over the early adolescent years and leveled off in later high-school years. Walsh et al. (2007) studied sexual harassment in high school students. Without their consent, about 15% of students faced different forms of sexual harassment. Nearly half of these upset students were recipients of physical forms of sexual harassment. Furthermore, research findings of Chiodo et al. (2009) showed that sexual harassment victimization in the preceding three months was similar between boys (42%) and girls (44%) in grade 9. Girls reported having received more sexual jokes, comments, and unwanted touch than boys did, whereas boys reported more homosexual slurs or receiving unwanted sexual content. Sexual harassment victimization in grade 9 was associated with elevated risk of suicidal thoughts, early dating, substance use, and feeling unsafe at school. For girls, they reported dieting and self-harm behaviors.

United Kingdom

2.8 A survey of students' experiences of sexual bullying was carried out (Young Voice, 2008) and revealed that of the 273 young people aged 11-19 who responded to the questionnaire, 28 had been forced to do something sexual and 40 had experienced unwanted touching. Another online survey in 2009/2010 (National Union of Students, UK, 2010) collected responses about sexual harassment from over 2,000 women students at universities or colleges. Findings showed that 12% of them had reported being subject to stalking. Among them, only 21% reported the stalking incidents to the institution because they (those who did not report the incidents) thought being stalked was not a serious matter. In 60% of cases of sexual assault or stalking, the perpetrator was also a student. Only 4% of women students who had been seriously assaulted reported it to their institution and only 10% of women students reported it to the police. Of those who did not report serious sexual assault to the police, 50% said it was because they felt ashamed or embarrassed, and 43% thought they would be blamed for what happened. Furthermore, one-third of women students thought that nobody would believe what they said.

Taiwan

2.9 A study (吳玉釵, 1996) showed that perpetrators were usually classmates. A high proportion of upper primary students experienced sexual harassment (57% of the combined data of boys and girls), although verbal harassment was dominant (31% of the combined data of boys and girls). In addition, a survey of college students about their retrospective experiences of sexual harassment (陳若璋, 1993) revealed that nearly half of the female university students and one-sixth of male university students had the experiences of sexual harassment or sexual assault. Modern Women's Foundation in Taipei [台北市現代婦女基金會] conducted a survey in 1992 and investigated 1,253 high school students on whether they

had been sexually harassed. Of the respondents, 13% had experiences of severe harassment (breasts and sex organs molested, and being forced to develop sexual relationship). 64% of the respondents indicated that men talked about sexual jokes before them and 33% of them expressed that men stared at some parts of their bodies. According to the considerably high proportion of sexual harassment and sexual assault, it pointed to the seriousness of the problem.

Korea

2.10 Sexual harassment is a common phenomenon in Korean tertiary institutions. A study in 1996 (Lee, 1999) showed that 34% of female students had experiences of sexual harassment and sexual violence. About a half of the male students admitted that they had sexually harassed the other gender. The Ministry of Gender Equality and Family conducted a survey in 2002 and found that of the 20 universities under investigation, 39% of the students expressed that they were sexually harassed by classmates in the same institution. Sexual harassment mostly happened in Karaoke rooms, small group activity rooms, toilets and libraries.

Studies on Sexual Harassment on Local Campus

2.11 Studies on sexual harassment on local campus are rare. In 2003, the Chinese University of Hong Kong conducted a survey across districts and interviewed 5,000 teenagers and children about peer sexual abuse (Tang, 2004). About 23% of the senior primary school students and 43% of the secondary school students reported various subtypes of sexual abuse committed by their peers (e.g., talking sexual jokes, watching pornographic materials). Only 40% of the victims reported their peer sexual abuse experiences to other people, and over 80% of these reports were not followed up. Boys were more likely to experience sexual abuse by their male peers, whereas girls were more likely to be sexually abused by both male and female peers.

2.12 In 2001, a survey about sexual harassment in local tertiary institutions (Tang, 2002) revealed that of about 2,000 students participating, 28% of the respondents had experienced peer sexual harassment, including 21% for gender harassment (e.g., making sexual jokes about gender), 16% for unwelcome intimate bodily touch, 10% for cyber sexual harassment, and 5% for sexual coercion. Apart from cyber sexual harassment, more female respondents claimed that they had experiences of peer sexual harassment. This survey also showed that approximately one-tenth of the respondents (11%) reported being sexually harassed by their teachers, with 7% for gender harassment, 5% for unwelcome intimate bodily touch, 3% for cyber sexual harassment, and 2% for sexual coercion. Results showed that a majority of them ignored the harassers, and only 2-5% complained to the universities. About 20-30% of these respondents, after being sexually harassed, had low self-confidence/self-image, depression, insecurity, and poor sense of belongingness to the institutions. These reactions were more prominent with female respondents.

Sexual Attitudes of Local Students

Wonjokyuje

2.13 A questionnaire survey on “Youth Views on *Wonjokyuje* (青少年對援助交際看法)” (Hong Kong Christian Service [香港基督教服務處], 2009) found that, among the 600 participants, nearly half of the respondents (48%) expressed that no one had ever discussed with them about the phenomenon of *Wonjokyuje*. More than 40% of the respondents believed that *Wonjokyuje* is different from sex services. The differences included that *Wonjokyuje* “may not involve sex”, “can say no”, “is more superior” and “have interflow of affection”. More than one-third of the respondents had considered engaging in *Wonjokyuje*, of whom 55% were males and over 70% clearly knew that *Wonjokyuje* would have adverse impacts on the society. Their perceived key impacts were decline in morality (72%), prevalence of sexually transmitted diseases (69%) and distortion of monetary concept (57%). This reflected that although teenagers had the cognition of morality, they still would not give up the intention of engaging in *Wonjokyuje*.

2.14 Another survey on “Secondary School Students’ Understanding and Values towards *Wonjokyuje*” (Hong Kong Association of Sexuality Educators, Researchers and Therapists [香港性教育、研究及治療專業協會], 2009) showed that, among nearly 3,000 students, about 5% of the participants would consider engaging in *Wonjokyuje* and around 7% had friends actually working. Views on *Wonjokyuje* expressed by secondary school students include: immorality (61%); a social life of each using the other for one’s own benefits (45%); an easy and quick way to earn money (38%); without sex transaction, it is a social pattern of no harm (21%); a way of spending pastime (11%).

Pre-marital Sex

2.15 A survey on “Youth Sexuality Study 2006” (Family Planning Association of Hong Kong [家庭計劃指導會], 2010) found that for around 2,300 Forms 3-7 secondary school students, 53% boys and 44% girls accepted pre-marital sex. When compared to 1996 data showing respective 49% boys and 42% girls, there were slight increases in a decade. Besides, 20% of the boys and 7% of the girls accepted having some more sex partners.

2.16 Based on the survey “Questionnaire Survey on New Generation of Female University Students’ Perception on Sex” (The Chinese University of Hong Kong[香港中文大學], 2006), it showed that of 605 female students, 21% accepted pre-marital sex and 59% rejected. Another study on “Sex Attitude, Knowledge and Behavior of Hong Kong Tertiary Institution’s Students” (Hong Kong Tertiary Institutions Health Care Working Group [香港專上學院保健小組], 2002) surveyed online full-time students from all the ten tertiary institutions in Hong Kong. Of more than 11,000 respondents, overall 34% of the students had pre-marital sex. There were 39% of male students and 31% of female students who claimed having pre-marital sex. Among these students, 38% of them had more than a sex partner and 5% owned more than 5 sex partners. 22% claimed sex intercourse happened non-consensually,

whereas 8% were affected by alcohol or drug, and 1% was raped. Male students who were older, and had loose family relationship and no religion showed a more open attitude towards sex.

Teenager Pregnancy

2.17 The Hong Kong Federation of Youth Group [香港青年協會] (2006) conducted a questionnaire survey on “Adolescent Girls’ Attitude toward Sexual Behavior”. A total of 105 female youth aged 10-20 participated in the study. These young females came from the group dawdling in discos and cases from the Federation’s outreach team. Among them, 34 females accepted teenage pregnancy while 44 females rejected. It reflected that more females tended to hold a view of not accepting teenage pregnancy.

Legislation against Sexual Harassment

2.18 There is specific legislation against sexual harassment in overseas countries or regions. The United States as early as 1964 included sexual harassment in the Human Rights Act. The Federal Supreme Court in 1986 regarded sexual harassment as a type of sex discrimination, of which exchange of interests and hostile work environment were identified. In Canada, sexual harassment is a crime and offenders will be prosecuted under “Sex Offences”. In addition, Britain enacted the Equality Act 2010 and explained clearly harassment conducts (including sexual harassment) as discriminatory behaviors.

2.19 In Asia, Korea amended the Gender Equality Employment Act in early 1999 and defined sexual harassment as a crime. Directly under the president and designated with annual budget and personnel, the Ministry of Gender Equality was established in 2001. It is responsible for gender research, promotion of the Act, publicity of gender awareness and evaluation of implementation. Apart from Korea, Taiwan also has a comprehensive legal system specified for sexual harassment. There are the “Law for the Prevention of Sexual Harassment” and its implementation regulations, and the “Regulations of Sexual Harassment Meditation”. Other than these, guidelines are designed for places where incidents of sexual harassment often happen, including the “Regulations on the Prevention of Sexual Assault or Sexual Harassment on Campus” and “Regulations for Establishing Measures of Prevention, Correction, Complaint and Punishment of Sexual Harassment at Workplace”. From the entire legal system to specific regulations, they are clearly elaborated. Furthermore, sexually harassed victims extend from females to include both genders. Parties involved in sexual harassment can be of the same or different sexes.

2.20 In Hong Kong, the Sex Discrimination Ordinance is passed in 1995. Sexual harassment is made unlawful under this law. Sexual harassment can involve physical, visual, verbal or non-verbal conduct of a sexual nature which is uninvited and unwelcome. It also refers to a sexually hostile or intimidating environment for students in the educational setting which means any unwelcome sexual conduct that interferes with the performance or affects the enjoyment of students in their learning environment.

How to Prevent Sexual Harassment on Campus

2.21 The AAUW (2004) provided a resource guide “Harassment-Free Hallways” to help parents, students, schools, and school districts. It includes: (1) Assess strengths and weaknesses with regard to existing sexual harassment policies; (2) Develop user-friendly sexual harassment policies based on existing models; (3) Stakeholders understand their respective rights and responsibilities for reporting and responding to reports of sexual harassment; and (4) Develop an attitude of leadership on the issue of sexual harassment in schools.

2.22 Since 2000, Taiwan's Ministry of Education and stakeholders have prepared a series of primary and secondary school campus sexual assault or sexual harassment curricula for the school principals, teachers and counseling personnel for reference. Talks about how to deal with sexual harassment are delivered (Ministry of Education, R.O.C.[台灣教育部], 2006 ; 張郁君、盧文玉, 2010). There are also “curricula of prevention” targeting at deviant students who will be educated to avoid relapse (Ministry of Education, R.O.C.[台灣教育部], 2011), and others are on education and counseling (蘇芊玲, 2009 ; 龔憶琳、呂明綦, 2009). In Korea, a Counseling Center for Sexual Harassment has been established in the Seoul National University⁶ to provide individual counseling for those who are or have been victims of sexual harassment, sexual violence or sexual discrimination, along with psychological, legal, and medical solutions. The Center not only concentrates on counseling and case investigation but also strives to educate people by holding educational programs and public lectures.

2.23 In 2008, the term “sexual harassment” was extended locally to cover conduct of a sexual nature which creates a hostile or intimidating environment in educational settings. The EOC assisted the Education Bureau to develop “Questions and Answers on Preventing Sexual Harassment in Schools” which was then issued as guidelines to all primary and secondary schools. The EOC has played an important role in the prevention of sexual harassment on campus via different promotion and educational channels such as TV docu-drama series/ forum/ training/ teaching materials.

⁶ http://www.useoul.edu/upload/news/8OtherFacilitiesonCampus_en.pdf , p.60.

Chapter 3 Research Methodology

Research Instruments and Procedures

3.1 This Study comprises two parts, including a questionnaire survey and focus groups discussion sessions. The fieldwork was undertaken during the period of May to November 2011. The targeted groups of the study included 1,096 schools in Hong Kong (600 primary schools and 496 secondary schools, excluding international schools and special schools). As sex was a sensitive topic, most of the schools (particularly primary schools) rejected to take part in the questionnaire survey. Therefore, the original method of stratified random sampling was changed to convenience sampling. 21 schools participated through personal networks of the research team members and referral by participants themselves. University students were recruited by email and there was a positive response. *A profile of the respondents are contained in Appendix 1.*

Questionnaire Survey Design and Method of Analysis

3.2 The first part is a quantitative study, which takes the form of a questionnaire survey (see *Appendix 2*) that collects data on students' sexual attitudes and views on sexual harassment. Based on previous studies and existing rating scales, the questionnaire is designed with measures on a Likert scale (e.g., 1 – Strongly agree, 2 – Agree, 3 – Disagree, 4 – Strongly disagree) for participating students to choose their preferred options. A total of 5,902 completed questionnaires were collected (Table 3-1).

Table 3-1 Number of students participated in the questionnaire survey

Student participants	Number
Primary schools (9 co-educational schools, P4 students)	285
Secondary schools (13 co-educational schools, S1, S4 and S6 students)	3,184
Universities (online survey completed by bachelor-degree students)	2,148
Others (online survey completed by other non-bachelor-degree students in tertiary institutions)	72
Students have not indicated their educational level	213
Total	5,902

3.3 The participants were students in Primary Four, Secondary One, Four and Six, and university students from tertiary institutions. As some of the primary school principals indicated that some topics were so complicated that Primary Four students might not fully understand and therefore, some of the primary school students did not complete the section about their experiences of being sexually harassed (viz. Questions 2 to 6). Upon request, the research team would send personnel to primary schools in order to give details of how to complete the questionnaire.

3.4 As stated by the American Association of University Women (AAUW), sexual

harassment is defined as a non-consensual and unwelcome sexual behavior, and it will affect lives of the victims. *Different forms of sexual harassment are listed as shown in paragraph 1.6*, based on which questionnaire items are reconstructed with respect to local culture and existing campus environment. A Likert rating scale is used for the questionnaire instruments.

3.5 The research team used both traditional and Rasch analyses to establish the reliability and validity of the questionnaire instruments. In terms of the traditional analysis, the Cronbach's coefficient alpha (Cronbach, 1951) has been commonly used as a measure of internal consistency or reliability of the scales. It is found that internal reliabilities of these questionnaire instruments as measured by Cronbach's alpha have reached an acceptable level. In addition, the research team has performed a Rasch analysis. It is well noted that noises occurs inevitably in social and attitudinal surveys. For instance, respondents will randomly pick options. A Rasch analysis will help to identify where noises exist so that data cleaning would be possible (Hendriks et al., 2012). Furthermore, as the present questionnaire involves relatively sensitive topics, the respondents may selectively respond to certain questions so that there are different numbers of responses for individual questions. The Rasch analysis can address this issue effectively (Linacre, 1994), which results in a dataset with a sufficiently high level of validity for statistical analyses.

Design of Focus Groups

3.6 The second part of the study comprises qualitative research in the form of focus groups. It can find out the degree of understanding of sexual harassment among students, teaching staff, school principals and parents, incidents of sexual harassment on campus, and policies and measures on prevention of sexual harassment in schools. There was a total of 16 focus group discussion sessions which were administered with open-ended questions for participants to take part in the discussion freely. Through interactive communication in the groups, more comprehensive, valid and empirical data were collected to supplement the questionnaire survey in delineating correlation and causality between different topics.

3.7 The participants came from different schools/ institutions. The primary and secondary school students were grouped in different grade-levels, which range from primary, junior secondary to senior secondary. Each focus group consisted of 8 to 10 students from the same school. They were then arranged in groups of same sex for discussion. The university participants were recruited from the eight universities in Hong Kong. They came from different tertiary institutions and were grouped unisexual. As for the grouping of teachers and social workers, it included regular teachers and social workers, plus counseling and discipline teachers, as well as social workers who had experiences in handling cases of sexual harassment. With respect to the grouping of school principals, it comprised school principals from primary and secondary schools. All these groups are mixed in gender. (Table 3-2)

Table 3-2 Composition of focus groups

Grouping	Male only	Female only	Mixed	No. of groups	No. of participants
Primary school students (P4-P6)	1	2	-	3	26
Junior secondary school students (S1-S3)	2	2	-	4	36
Senior secondary school students (S4-S6)	1	1	-	2	18
University students	1	1	-	2	16
Parents	-	-	2	2	20
Teachers and social workers	-	-	2	2	9
School principals	-	-	1	1	6
Total	5	6	5	16	131

3.8 Each focus group discussion session lasted for about one hour. Facilitators raised questions and facilitated discussion in the groups. Relevant discussion guidelines for different focus groups were prepared (*Appendix 3*). In respect of focus groups for students, same questions were basically raised but the facilitators would use different examples according to their ages so as to probe for their understanding of sexual harassment. As for focus groups of school principals, teachers and social workers, the discussion guidelines emphasized to solicit their views on policies against sexual harassment on campus. All the interviews were recorded in anonymity and transcribed verbatim. These textual documents provided the basis for coding and thematic analyses.

Chapter 4 Findings of Questionnaire Survey

4.1 The questionnaire survey aims to evaluate students' views on sexual harassment, *Wonjokyuje*, pre-marital sex and teenager pregnancy. A total of 21 primary and secondary schools and local tertiary institutions participated in the survey and 5,902 completed questionnaires were retrieved. With respect to background information about the respondents, most students were willing to provide the data and only 3-6% respondents rejected to answer (*Appendix 1*). Among the respondents, 39% are male students and 58% are female students. Furthermore, about 42% are teenagers (aged 13-18) while 36% are adults (aged 19 or above). Children (aged 12 or below) form the smallest group, constituting 16%. A majority of students are senior secondary school students (35%) and university students (36%), whereas P4 & S1 students occupy only 24%.

Students' Understanding of Sexual Harassment

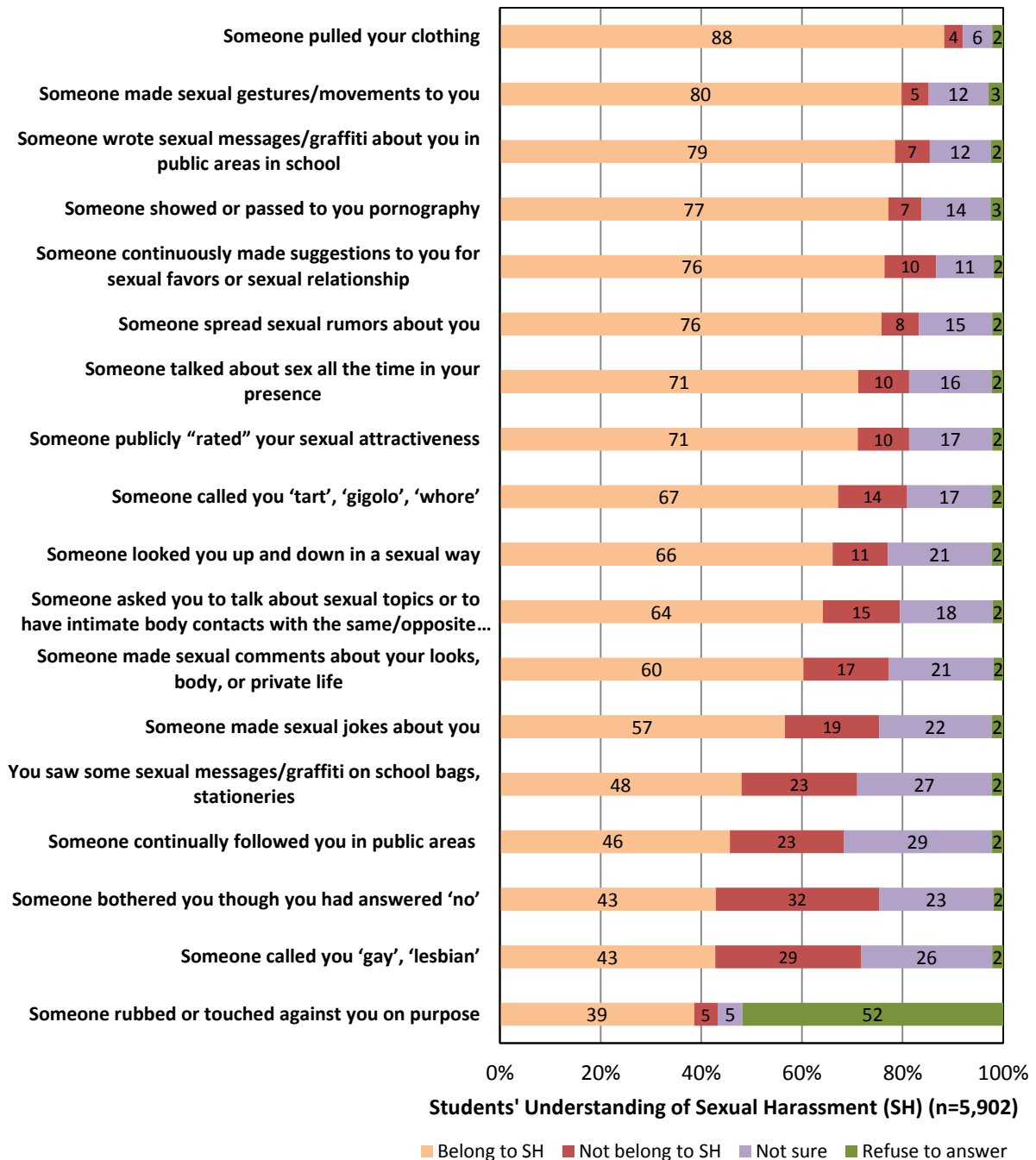
4.2 Based on Table 4-1 and Chart 1, students generally consider sexual behaviors in the questionnaire as sexual harassment. Among these behaviors, the high proportions of views are found in "Someone pulled your clothing" (88%), "Someone made sexual gestures/movements to you" (80%), and "Someone wrote sexual messages/graffiti about you in public areas in school" (79%).

4.3 In contrast, five items are less regarded as sexual harassment. They include: "You saw some sexual messages/graffiti on toilet door, wall, notice board, locker area, others' book covers, school bags, stationeries, and personal decorations" (48%), "Someone continually followed you in public areas even when you did not like it" (46%), "Someone bothered you by asking for dates, leaving messages, though you had answered 'no'" (43%), and "Someone called you 'gay', 'lesbian', 'tomboy', 'effeminate', or similar words" (43%). It is noteworthy that only 39% regard the item "Someone rubbed or touched against you on purpose" as sexual harassment but 52% of the students do not respond. The underlying reason is worth investigation.

Table 4-1 Students' understanding of sexual harassment (SH) (% , n=5,902)

	Definitely not be SH	Should not be SH	Not belong to SH	Should be SH	Definitely be SH	Belong to SH	Not sure	Don't answer
Someone pulled your clothing (e.g., lifted up your skirt, pulled your bra, pulled off your pants).	2	2	4	19	69	88	6	2
Someone made sexual gestures/movements to you.	2	4	5	34	46	80	12	3
Someone wrote sexual messages/graffiti about you in public areas in school.	2	5	7	33	46	79	12	2
Someone showed or passed to you pornography (e.g., sexually explicit magazine, screensaver, email etc).	2	5	7	33	44	77	14	3
Someone continuously made suggestions, propositions, or demands to you for sexual favors or sexual relationship, e.g., using telephone, mail, SMS and Email.	3	7	10	30	47	76	11	2
Someone spread sexual rumors about you.	2	5	8	34	42	76	15	2
Someone talked about sex all the time in your presence.	3	8	10	33	39	71	16	2
Someone publicly "rated" your sexual attractiveness.	3	7	10	32	39	71	17	2
Someone called you 'tart', 'gigolo', 'whore', 'manwhore', or similar words.	3	10	14	28	40	67	17	2
Someone looked you up and down in a sexual way.	4	7	11	36	30	66	21	2
In or out of classes, or during orientation activities, someone asked you to talk about sexual topics or to have intimate body contacts with the same/opposite sex.	4	11	15	32	32	64	18	2
Someone made sexual comments or jokes about your looks, body, or private life which make you feel uncomfortable.	4	13	17	33	27	60	21	2
Someone made sexual jokes about you.	5	13	19	29	27	57	22	2
You saw some sexual messages/graffiti on toilet door, wall, notice board, locker area, others' book covers, school bags, stationeries, and personal decorations.	6	17	23	28	20	48	27	2
Someone continually followed you in public areas even when you did not like it.	7	16	23	25	21	46	29	2
Someone bothered you by asking for dates, leaving messages, though you had answered 'no'.	9	24	32	26	17	43	23	2
Someone called you 'gay', 'lesbian', 'tomboy', 'effeminate', or similar words.	7	22	29	24	19	43	26	2
Someone rubbed or touched against you on purpose (e.g., encircled your waist).	2	2	5	12	26	39	5	52

Chart 1

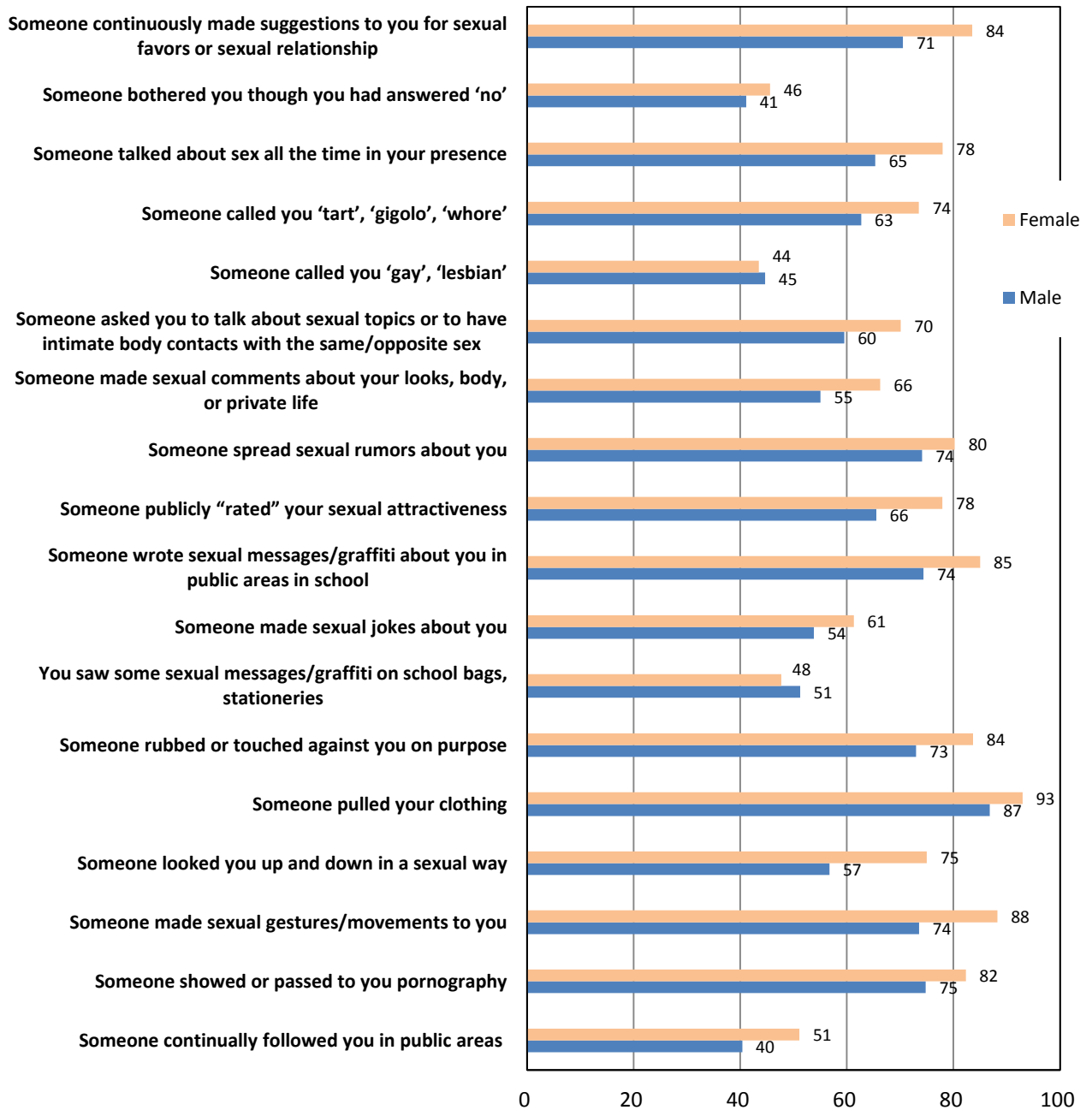


Relationship between Students' Understanding of Sexual Harassment and Their Demographic Characteristics

4.4 Chart 2 shows that more female students than male students consider that the sexual behaviors should belong to sexual harassment in 16 out of 18 items. Significant differences are found in “Someone looked you up and down in a sexual way” (18% difference), and “Someone made sexual gestures/movements to you” (14% difference). Only two items are more perceived by male students than female students as sexual harassment, which are “Someone called you ‘gay’, ‘lesbian’, ‘tomboy’, ‘effeminate’, or similar words” (1% difference), and “You saw some sexual messages/graffiti on toilet door, wall, notice board,

locker area, others' book covers, school bags, stationeries, and personal decorations” (3% difference).

Chart 2



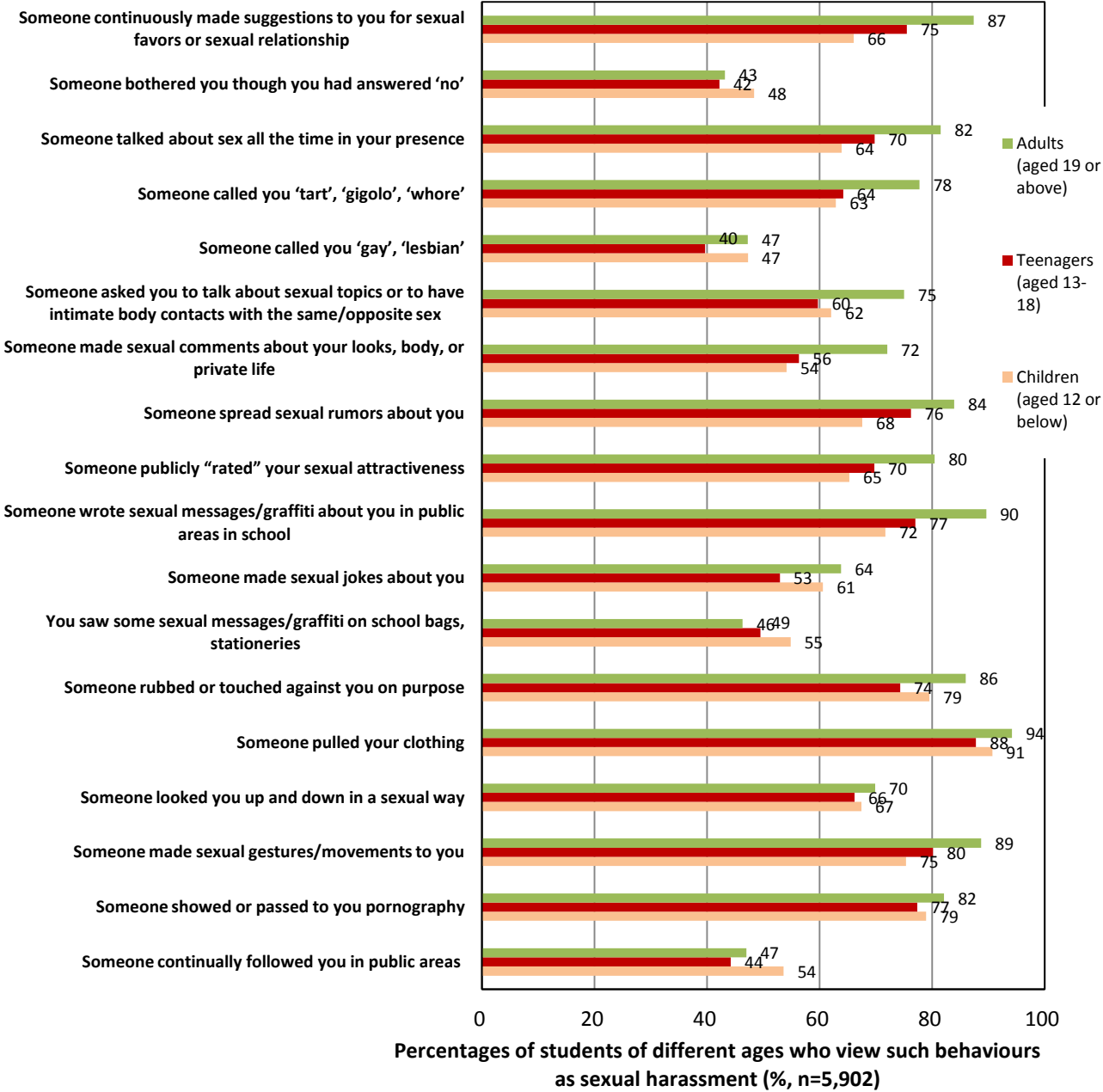
Percentages of students of different genders who view such behaviours as sexual harassment (% , n=5,902)

4.5 In relation to age (Chart 3), more adults commonly view sexual behaviors in the questionnaire as sexual harassment when compared to children and teenagers. Significant differences are found in “Someone continuously made suggestions, propositions, or demands to you for sexual favors or sexual relationship” (21% difference), “Someone talked about sex all the time in your presence” (18% difference), “Someone made sexual comments or jokes about your looks, body, or private life which make you feel uncomfortable” (18% difference), and “Someone wrote sexual messages/graffiti about you in public areas in school” (18%

difference).

4.6 Furthermore, children, teenagers and adults view some items more-or-less the same, which include “Someone looked you up and down in a sexual way” (4% difference), “Someone showed or passed to you pornography” (5% difference), and “Someone bothered you by asking for dates, leaving messages, though you had answered ‘no’” (6% difference), and “Someone pulled your clothing” (6% difference).

Chart 3

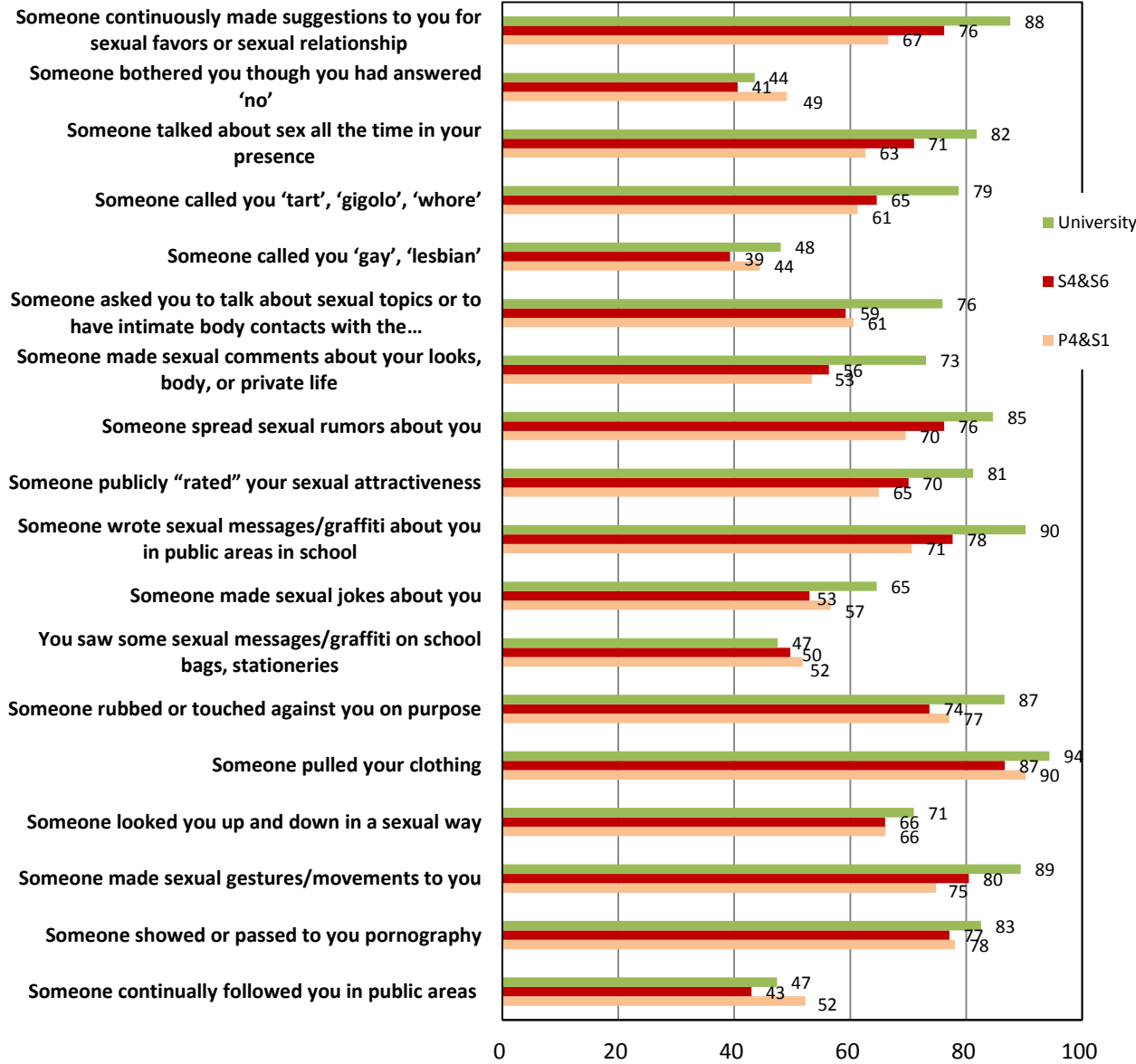


4.7 With respect to educational level (Chart 4), generally more university students view sexual behaviors in the questionnaire as sexual harassment when compared to primary and secondary school students. The views among primary and secondary school students are relatively similar. Significant differences are found in “Someone continuously made suggestions, propositions, or demands to you for sexual favors or sexual relationship” (21%

difference), “Someone made sexual comments or jokes about your looks, body, or private life which make you feel uncomfortable” (20% difference), “Someone talked about sex all the time in your presence” (19% difference), and “Someone wrote sexual messages/graffiti about you in public areas in school” (19% difference).

4.8 Moreover, primary and secondary school students share views of less difference with university students in some items, which include “You saw some sexual messages/graffiti on toilet door, wall, notice board, locker area, others’ book covers, school bags, stationeries, and personal decorations” (5% difference), “Someone looked you up and down in a sexual way” (5% difference), “Someone showed or passed to you pornography” (6% difference), and “Someone pulled your clothing” (7% difference).

Chart 4



Percentages of students of different educational levels who view such behaviours as sexual harassment (% n=5,902)

Students' Sexual Behaviors towards Others

4.9 In the survey, students were asked if they had done any sexual behaviors to others. In response, some students indicated that they had performed certain sexual behaviors towards others in the past one year. Excluding those students who did not answer, the proportion appears higher. More students admit having the following behaviors: “You made sexual jokes about someone” (20% of overall participants vs 27% of the responses), “You talked about sex all the time in someone’s presence” (10% of overall participants vs 14% of the responses), “You called someone ‘gay’, ‘lesbian’, ‘tomboy’, ‘effeminate’, or similar words” (10% of overall participants vs 14% of the responses), and “You rubbed or touched against someone on purpose” (10% of overall participants vs 14% of the responses).

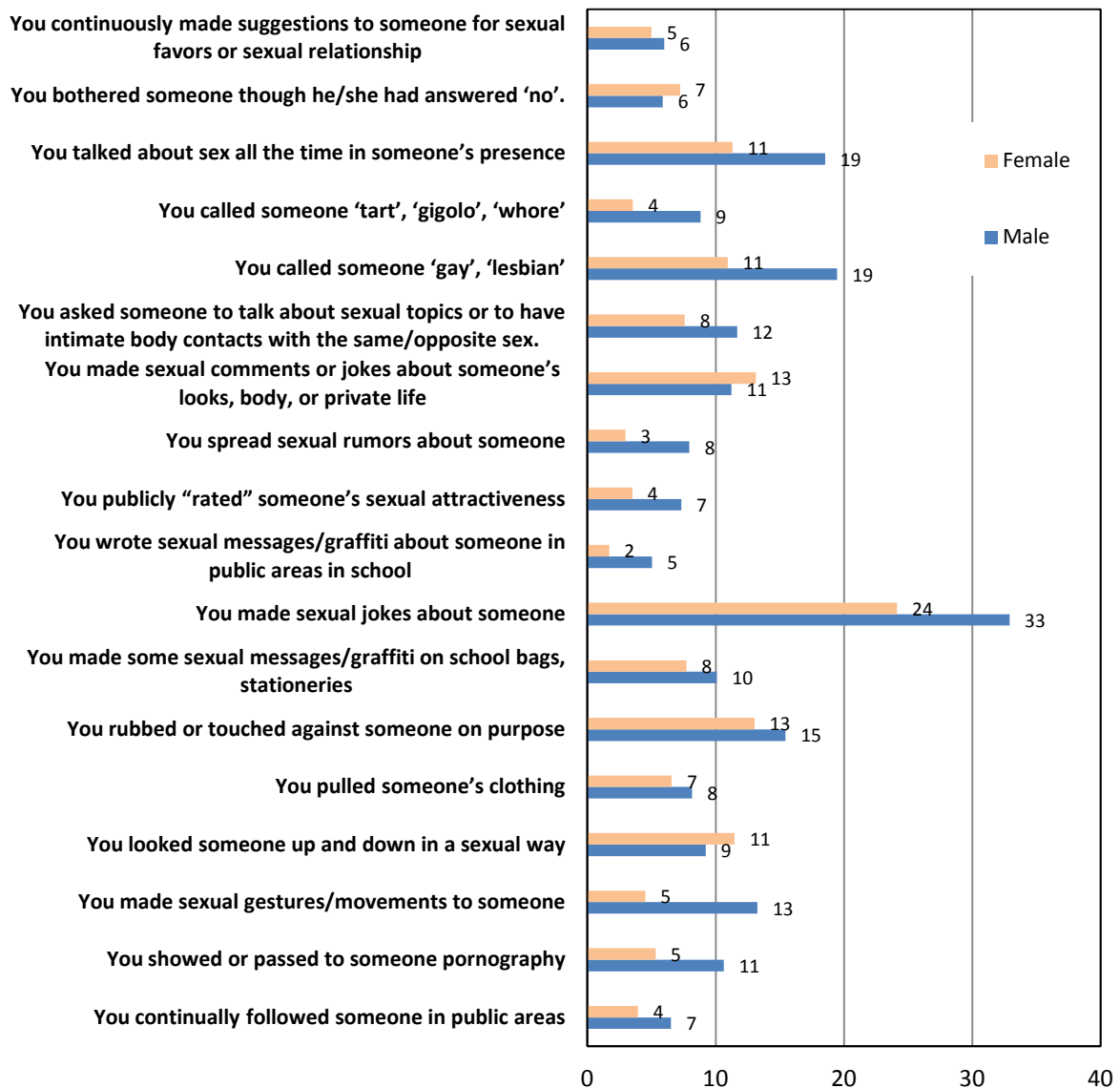
Table 4-2 Percentages of students did such sexual behaviors towards others in the past one year

	% of overall participants (n=5,902)			% of the responses (n=4,304)	
	No	Yes	Refuse to answer	No	Yes
You made sexual jokes about someone.	53	20	27	73	27
You talked about sex all the time in someone’s presence.	64	10	26	86	14
You called someone ‘gay’, ‘lesbian’, ‘tomboy’, ‘effeminate’, or similar words.	63	10	26	86	14
You rubbed or touched against someone on purpose (e.g., encircled your waist).	63	10	27	86	14
You made sexual comments or jokes about someone’s looks, body, or private life which make him/her feel uncomfortable.	64	9	27	88	12
You looked someone up and down in a sexual way.	65	8	28	89	11
In or out of classes, or during orientation activities, you asked someone to talk about sexual topics or to have intimate body contacts with the same/opposite sex.	66	7	27	91	9
You made some sexual messages/graffiti on toilet door, wall, notice board, locker area, others’ book covers, school bags, stationeries, and personal decorations.	66	6	27	91	9
You made sexual gestures/movements to someone.	67	6	28	92	8
You bothered someone by asking for dates, leaving messages, though he/she had answered ‘no’.	69	5	26	93	7
You pulled someone’s clothing (e.g., lifted up the skirt, pulled the bra, pulled off the pants).	68	5	27	93	7
You showed or passed to someone pornography (e.g., sexually explicit magazine, screensaver, email etc).	67	5	28	93	7
You called someone ‘tart’, ‘gigolo’, ‘whore’, ‘manwhore’, or similar words.	70	4	26	94	6
You continuously made suggestions, propositions, or demands to someone for sexual favors or sexual relationship, e.g., using telephone, mail, SMS and Email.	70	4	26	95	5
You spread sexual rumors about someone.	69	4	28	95	5
You publicly “rated” someone’s sexual attractiveness.	69	4	27	95	5
You continually followed someone in public areas even when he/she did not like it.	68	4	28	95	5
You wrote sexual messages/graffiti about someone in public areas in school.	71	2	27	97	3

Relationship between Students' Sexual Behaviors towards Others and Their Demographic Characteristics

4.10 In respect of gender (Chart 5), more male students than female students conduct the sexual behaviors. Significant differences are found in “You made sexual jokes about someone” (9% difference), “You talked about sex all the time in someone’s presence” (8% difference), “You called someone ‘gay’, ‘lesbian’, ‘tomboy’, ‘effeminate’, or similar words” (8% difference), and “You made sexual gestures/movements to someone” (8% difference). More female students than male students conduct the sexual behaviors in three items, which are “You made sexual comments or jokes about someone’s looks, body, or private life which make him/her feel uncomfortable” (2% difference), “You looked someone up and down in a sexual way” (2% difference), and “You bothered someone by asking for dates, leaving messages, though he/she had answered ‘no’” (1% difference).

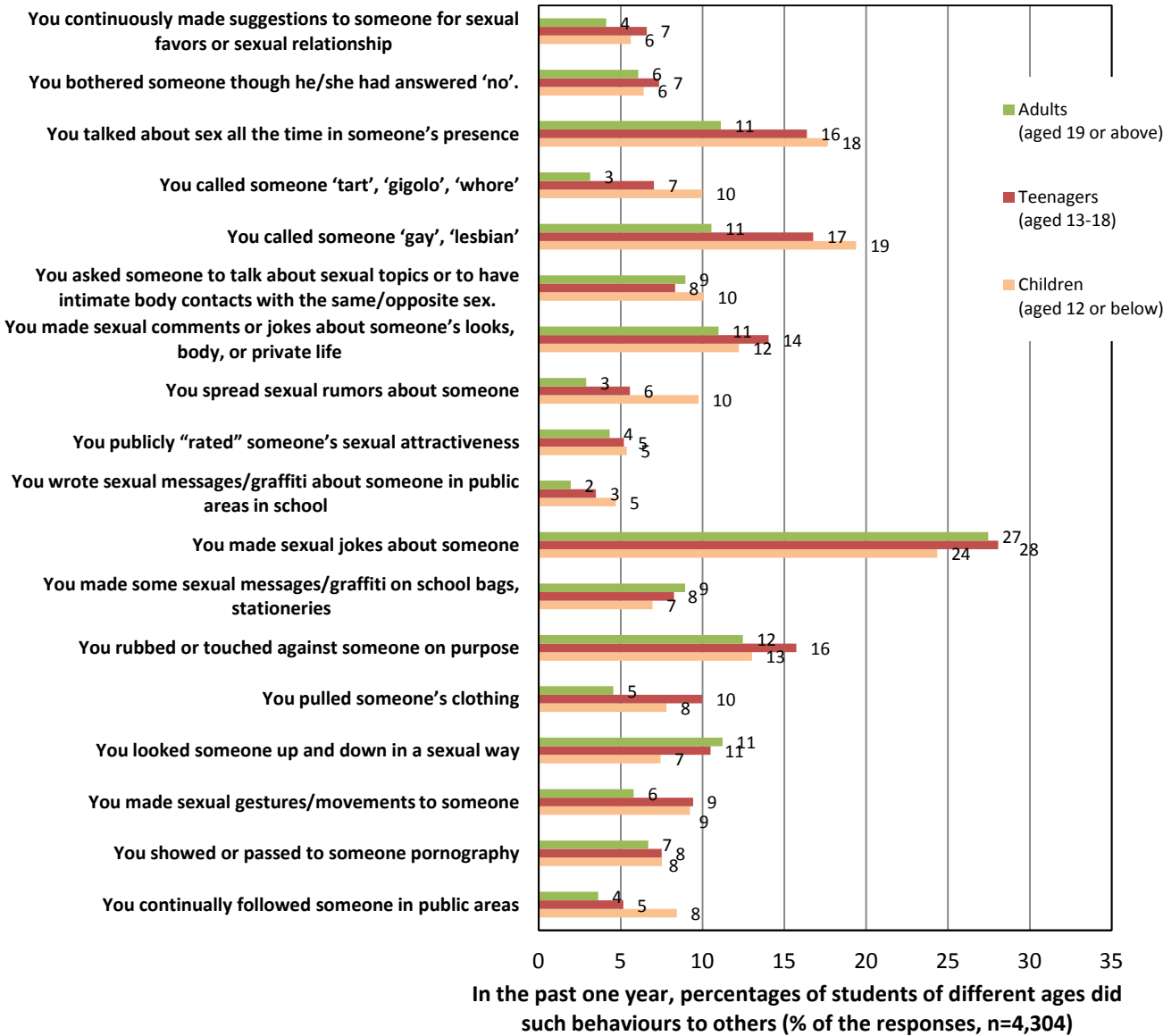
Chart 5



In the past one year, percentages of students of different genders did such behaviours to others (% of the responses, n=4,304)

4.11 As for age (Chart 6), generally fewer adults conduct sexual behaviors as mentioned in the questionnaire, when compared to children and teenagers. Significant differences are found in “You called someone ‘gay’, ‘lesbian’, ‘tomboy’, ‘effeminate’, or similar words” (8% difference), and “You talked about sex all the time in someone’s presence” (7% difference). In other aspects, children outnumber teenagers in doing some items of sexual behaviors and vice versa. More children than teenagers conduct the following items: “You spread sexual rumors about someone” (4% difference), “You called someone ‘tart’, ‘gigolo’, ‘whore’, ‘manwhore’, or similar words” (3% difference), “You continually followed someone in public areas even when he/she did not like it” (3% difference), and “You called someone ‘gay’, ‘lesbian’, ‘tomboy’, ‘effeminate’, or similar words” (2% difference). In contrast, more teenagers than children conduct the following items: “You made sexual jokes about someone” (4% difference), “You rubbed or touched against someone on purpose” (3%), and “You pulled someone’s clothing” (2% difference).

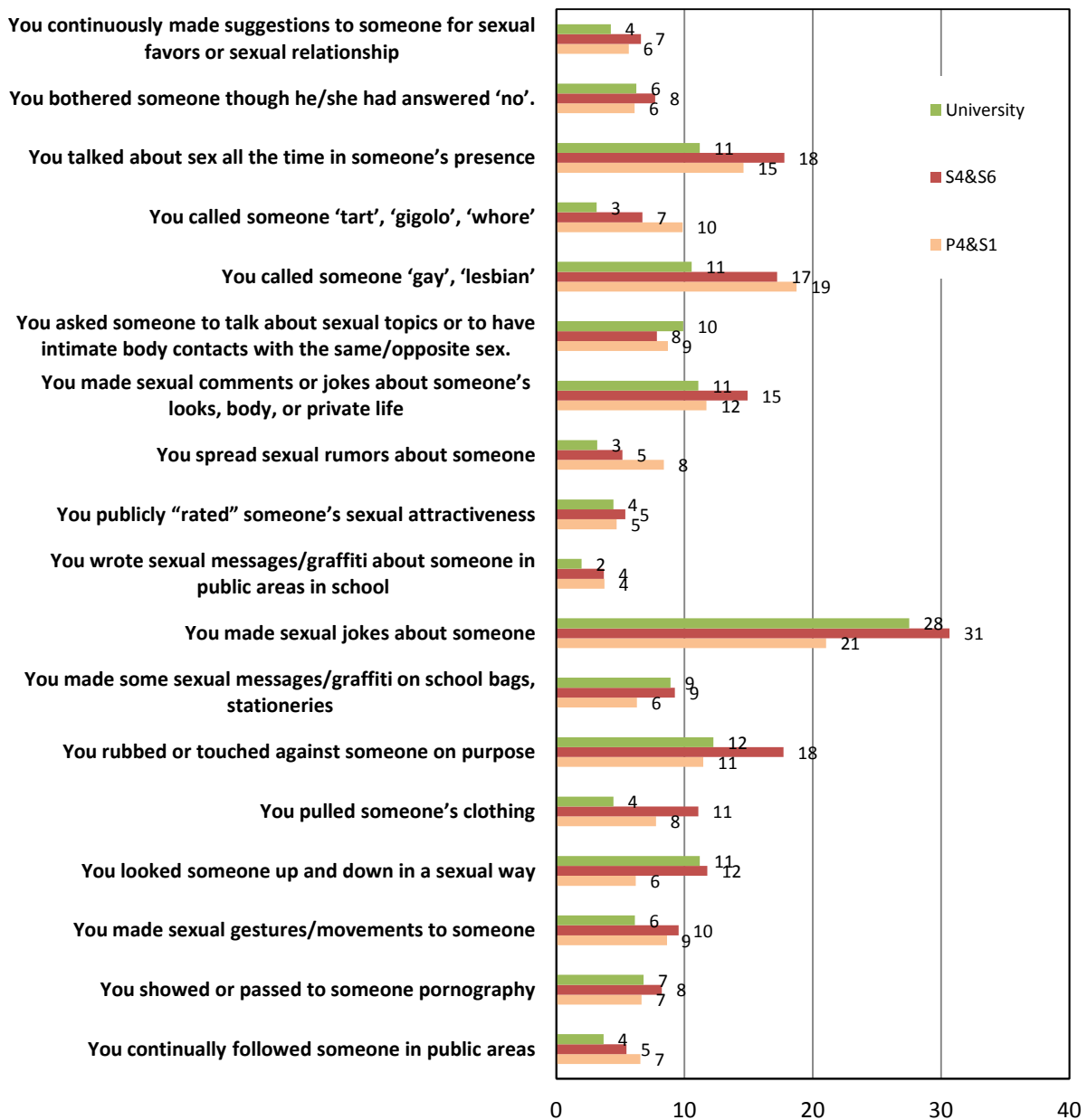
Chart 6



4.12 In relation to educational level, fewer university students perform sexual behaviors as mentioned in the questionnaire, when compared to primary and secondary school students. Significant differences are found in “You called someone ‘gay’, ‘lesbian’, ‘tomboy’, ‘effeminate’, or similar words” (8% difference), “You talked about sex all the time in someone’s presence” (7% difference), “You called someone ‘tart’, ‘gigolo’, ‘whore’, ‘manwhore’, or similar words” (7% difference), and “You spread sexual rumors about someone” (5% difference).

4.13 In addition, P4 & S1 students outnumber senior secondary school students in conducting some items of sexual behaviors and vice versa. More P4 & S1 students than senior secondary school students perform the following items: “You called someone ‘tart’, ‘gigolo’, ‘whore’, ‘manwhore’, or similar words” (3% difference), “You spread sexual rumors about someone” (3% difference), “You called someone ‘gay’, ‘lesbian’, ‘tomboy’, ‘effeminate’, or similar words” (2% difference), and “You continually followed someone in public areas even when he/she did not like it” (2% difference). Rather, more senior secondary school students than P4 & S1 students conduct the following items: “You made sexual jokes about someone” (10% difference), “You rubbed or touched against someone on purpose” (7%), and “You looked someone up and down in a sexual way” (6% difference).

Chart 7



In the past one year, percentages of students of different educational levels did such behaviours to others (% of the responses, n=4,304)

Situation of Sexual Harassment among Students

4.14 During the past one year, 50% of the participating students experienced various forms of sexual harassment without their consent. As shown in Table 4-3, common acts of sexual harassment are “Someone made sexual jokes about you” (24%), “Someone talked about sex all the time in your presence” (19%), “Someone continuously made suggestions, propositions, or demands to you for sexual favors or sexual relationship” (17%), and “Someone rubbed or touched against you on purpose” (16%).

Table 4-3 Harassers and acts of sexual harassment among students (% , n=5,902)

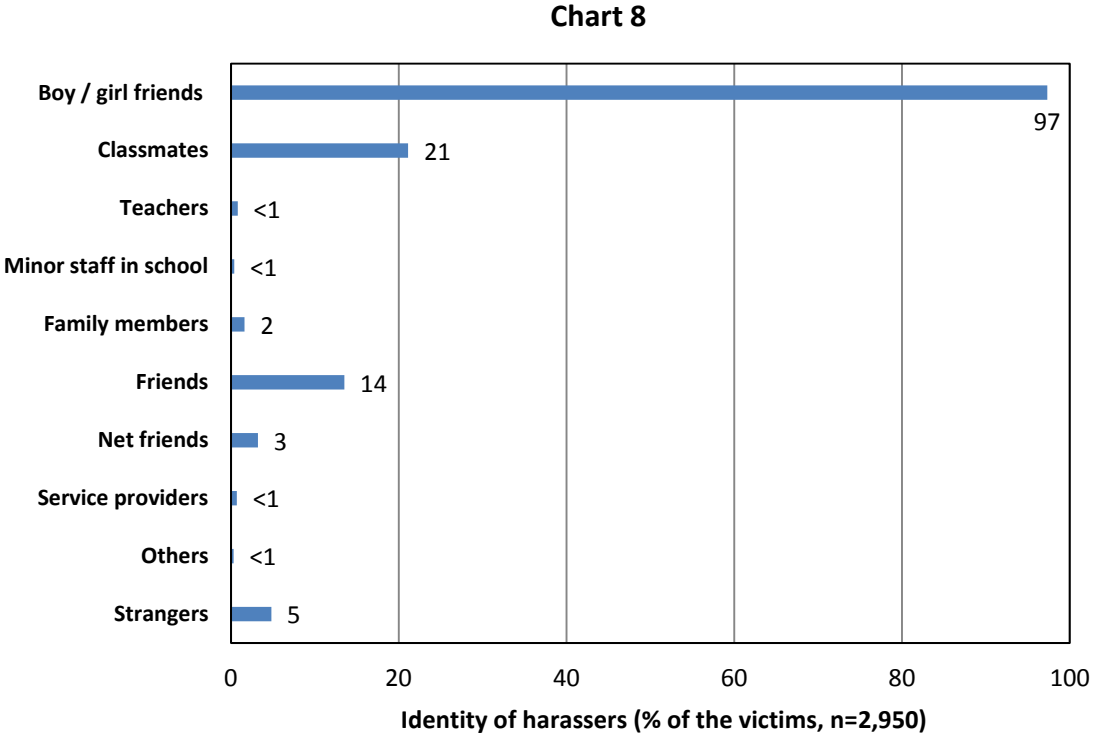
During the past one year, someone has done the following acts to you without your consent	Harassers					Total (rounding off decimals)
	One male	One female	Two or more males	Two or more females	Two or more of both genders	
Someone continuously made suggestions, propositions, or demands to you for sexual favors or sexual relationship, e.g., using telephone, mail, SMS and Email.	7.9	2.6	2.9	1.4	1.7	17
Someone bothered you by asking for dates, leaving messages, though you had answered 'no'.	7.1	1.8	2.3	1.0	1.3	14
Someone talked about sex all the time in your presence.	5.5	1.4	5.4	1.6	4.6	19
Someone called you 'tart', 'gigolo', 'whore', 'manwhore', or similar words.	4.2	1.1	1.7	0.9	1.7	10
Someone called you 'gay', 'lesbian', 'tomboy', 'effeminate', or similar words	4.2	1.4	2.2	1.4	3.6	13
In or out of classes, or during orientation activities, someone asked you to talk about sexual topics or to have intimate body contacts with the same/opposite sex.	3.6	0.8	1.4	1.3	3.2	10
Someone made sexual comments or jokes about your looks, body, or private life which make you feel uncomfortable.	4.2	1.3	2.6	2.1	4.0	14
Someone spread sexual rumors about you.	3.6	0.8	1.2	1.0	1.7	8
Someone publicly "rated" your sexual attractiveness.	3.5	0.7	1.4	1.1	1.5	8
Someone wrote sexual messages/graffiti about you in public areas in school.	3.5	0.6	1.1	0.8	1.1	7
Someone made sexual jokes about you.	5.7	1.2	6.3	2.5	7.9	24
You saw some sexual messages/graffiti on toilet door, wall, notice board, locker area, others' book covers, school bags, stationeries, and personal decorations.	3.7	0.6	1.1	1.1	2.4	9
Someone rubbed or touched against you on purpose (e.g., encircled your waist).	5.7	1.7	3.1	2.8	2.8	16
Someone pulled your clothing (e.g., lifted up your skirt, pulled your bra, pulled off your pants).	3.6	1.9	1.4	2.4	1.6	11
Someone looked you up and down in a sexual way.	5.1	1.1	4.2	1.5	1.5	13
Someone made sexual gestures/movements to you.	4.6	1.0	2.4	1.1	1.4	11
Someone showed or passed to you pornography (e.g., sexually explicit magazine, screensaver, email etc).	3.9	0.9	1.8	0.9	1.5	9
Someone continually followed you in public areas even when you did not like it.	4.1	1.0	1.5	0.8	1.3	9

4.15 Sexual harassment, in terms of the forms, involves people of opposite sexes, of same sex and in a group. Among female students being sexually harassed, they experienced "A male bothered by asking for dates, though you had answered 'no'", "A male continuously

made suggestions, propositions, or demands to you for sexual favors or sexual relationship”, and “A male rubbed or touched against you on purpose”. Among male students being sexually harassed, they experienced “Two or more males talked about sex all the time in your presence”. Moreover, “Someone made sexual jokes about you” mostly occurred in social groups (two or more persons of both genders).

Relationship with Sexual Harassers

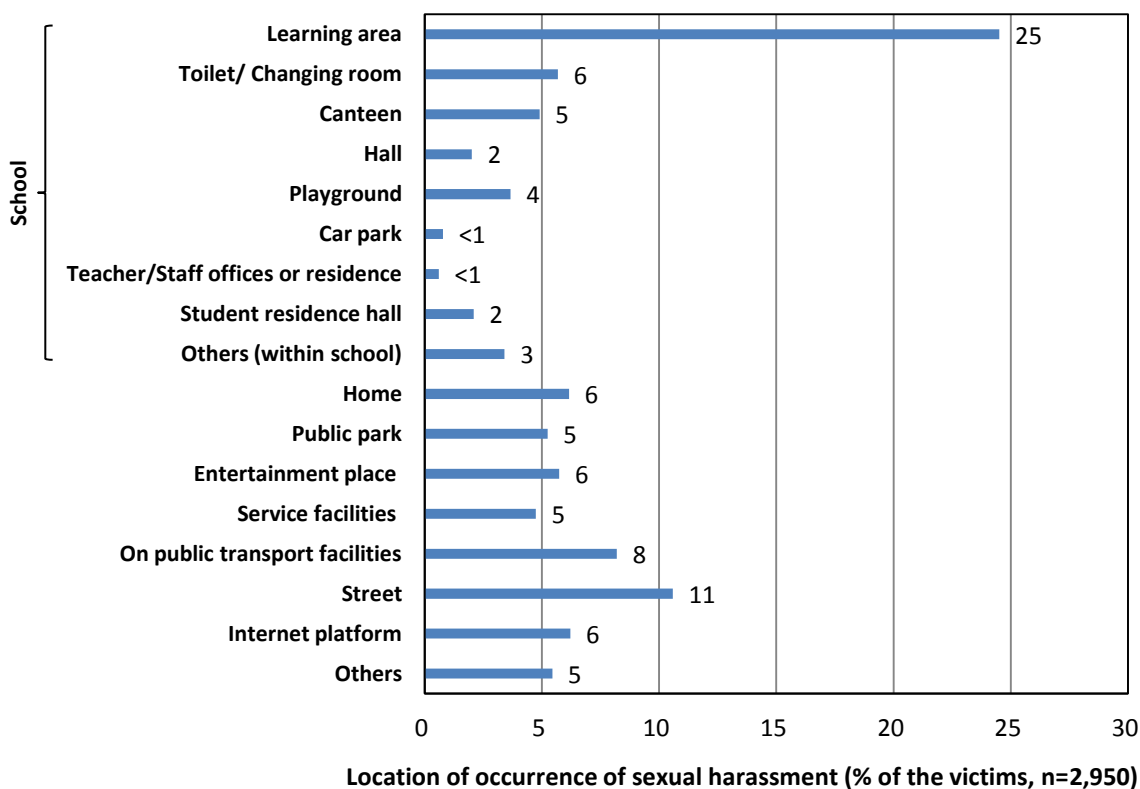
4.16 Among students who have experienced sexual harassment (Chart 8), 97% of them state that harassers are boy/girl friends. Next are classmates (21%) and friends (14%).



Location of Occurrence of Sexual Harassment

4.17 As indicated in Chart 9, sexual harassment primarily occurs in school (including university campus) (49%), where most of the incidents take place in the classroom (25%). Next, it occurs in the street (11%) or on public transport vehicles (8%).

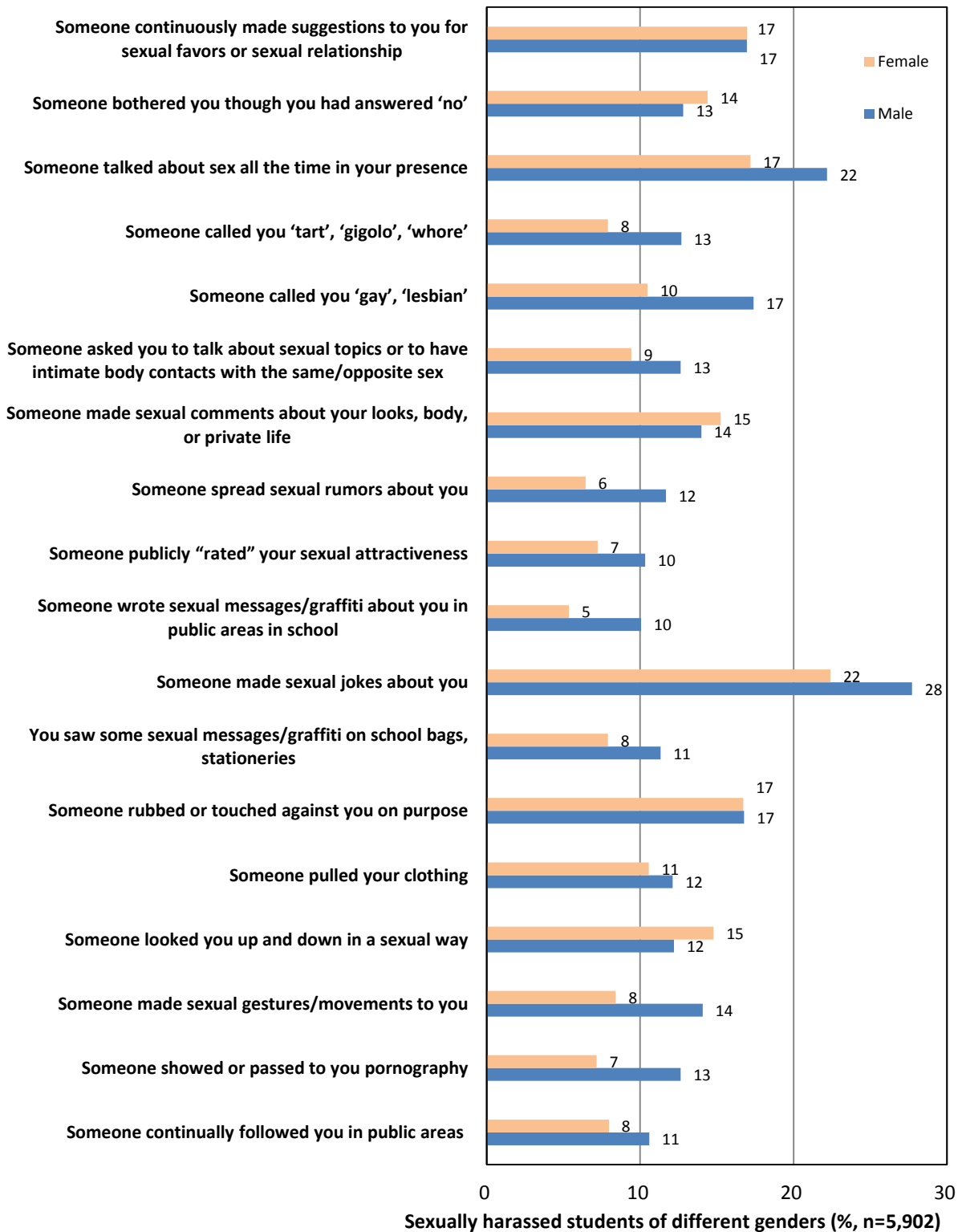
Chart 9



Relationship between Sexually Harassed Students and Their Demographic Characteristics

4.18 As for gender (Chart 10), more male students than female students express that they have experienced sexual harassment. Significant differences are found in “Someone called you ‘gay’, ‘lesbian’, ‘tomboy’, ‘effeminate’, or similar words” (7% difference), “Someone made sexual gestures/movements to you” (6% difference), and “Someone showed or passed to you pornography” (6% difference). More female students than male students indicate that they have experienced the following forms of sexual harassment: “Someone looked you up and down in a sexual way” (3%), “Someone bothered by asking for dates, though you had answered ‘no’” (1%), and “Someone made sexual comments or jokes about your looks, body, or private life which make you feel uncomfortable” (1%).

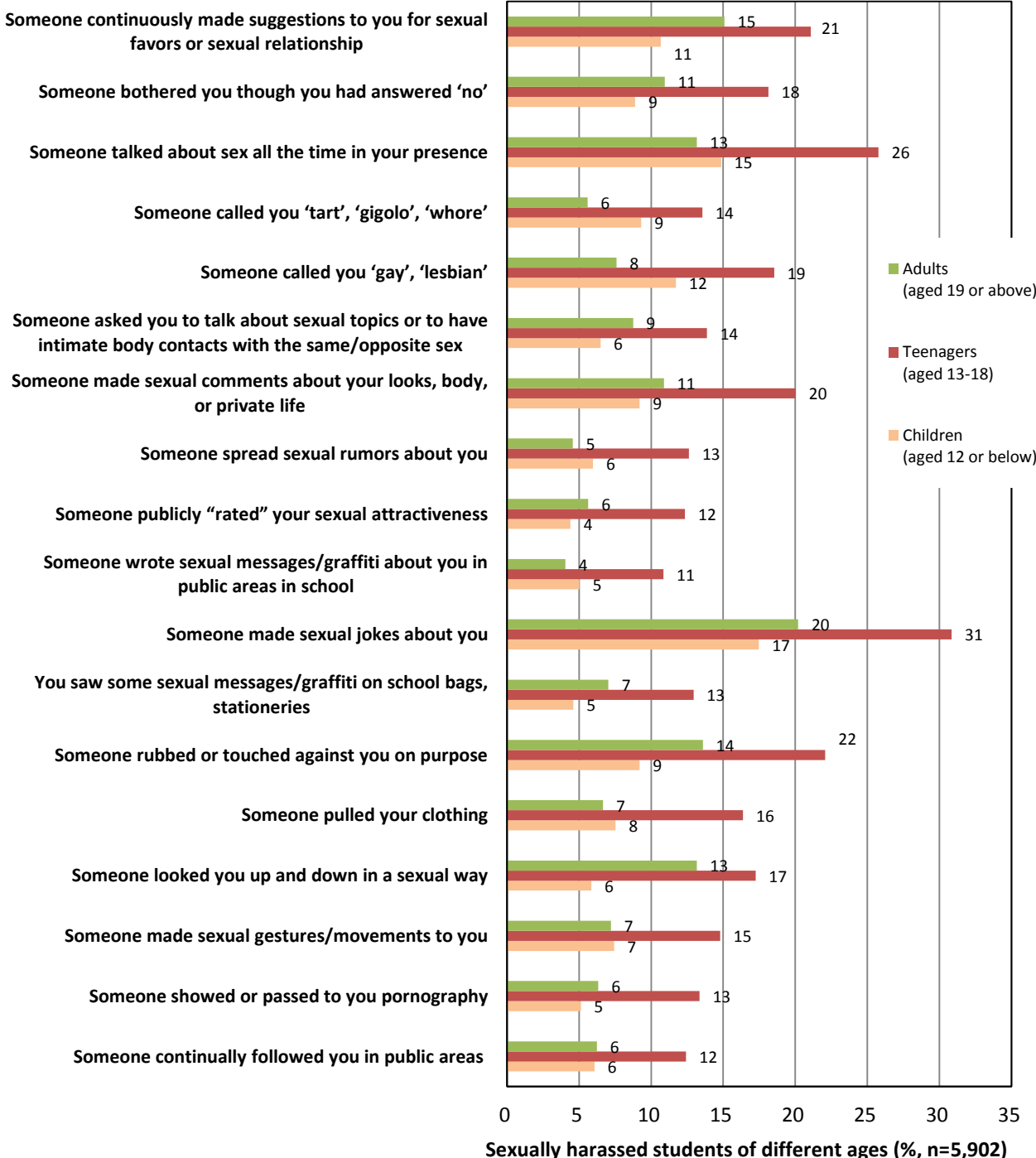
Chart 10



4.19 In respect of age (Chart 11), more teenagers than children and adults indicate that they have experienced sexual harassment of various forms. Significant differences are found in “Someone made sexual jokes about you” (14% difference), “Someone talked about sex all the time in your presence” (13% difference), and “Someone rubbed or touched against you on purpose” (13% difference). Similar proportions of children and adults express that they have

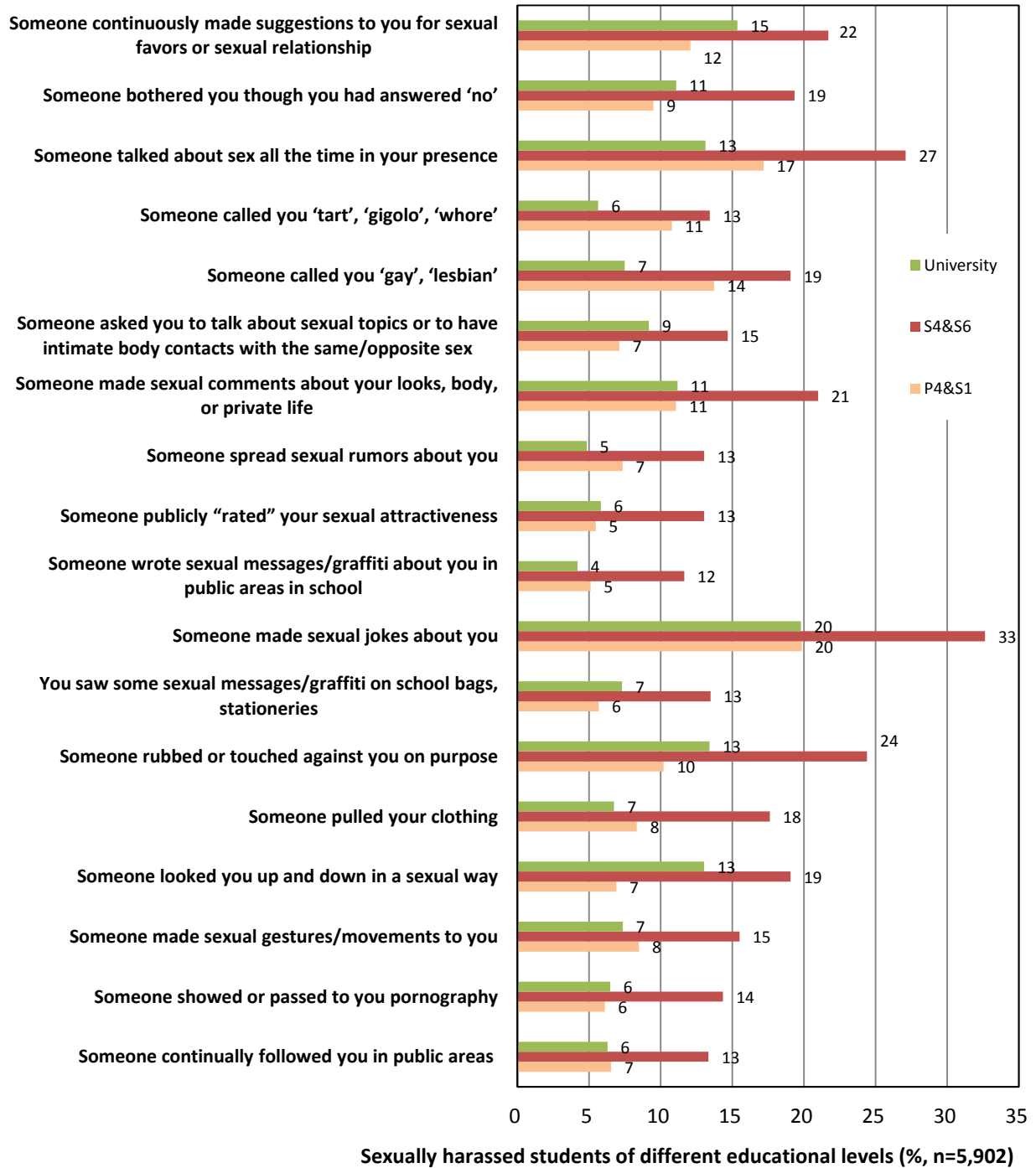
experienced many forms of sexual harassment. Obviously, more children than adults have experienced the following forms: “Someone called you ‘gay’, ‘lesbian’, ‘tomboy’, ‘effeminate’, or similar words” (4% difference), and “Someone called you ‘tart’, ‘gigolo’, ‘whore’, ‘manwhore’, or similar words” (3% difference). In contrast, more adults than children have significantly experienced the following forms: “Someone looked you up and down in a sexual way” (7% difference), “Someone rubbed or touched against you on purpose” (5% difference), and “Someone continuously made suggestions, propositions, or demands to you for sexual favors or sexual relationship” (4% difference).

Chart 11



4.20 Regarding educational level (Chart 12), more senior secondary school students show that they have experienced various forms of sexual harassment, when compared to P4 & S1 students and university students. Significant differences are found in “Someone talked about sex all the time in your presence” (14% difference), “Someone rubbed or touched against you on purpose” (14% difference), and “Someone made sexual jokes about you” (13% difference). Similar proportions of P4 & S1 students and university students express that they have experienced many forms of sexual harassment. Obviously, more P4 & S1 students than university students have experienced the following forms: “Someone called you ‘gay’, ‘lesbian’, ‘tomboy’, ‘effeminate’, or similar words” (7% difference), and “Someone called you ‘tart’, ‘gigolo’, ‘whore’, ‘manwhore’, or similar words” (5% difference), and “Someone talked about sex all the time in your presence” (4% difference). In contrast, more university students than P4 & S1 students have significantly experienced the following forms: “Someone looked you up and down in a sexual way” (6% difference), “Someone rubbed or touched against you on purpose” (3% difference), and “Someone continuously made suggestions, propositions, or demands to you for sexual favors or sexual relationship” (3% difference).

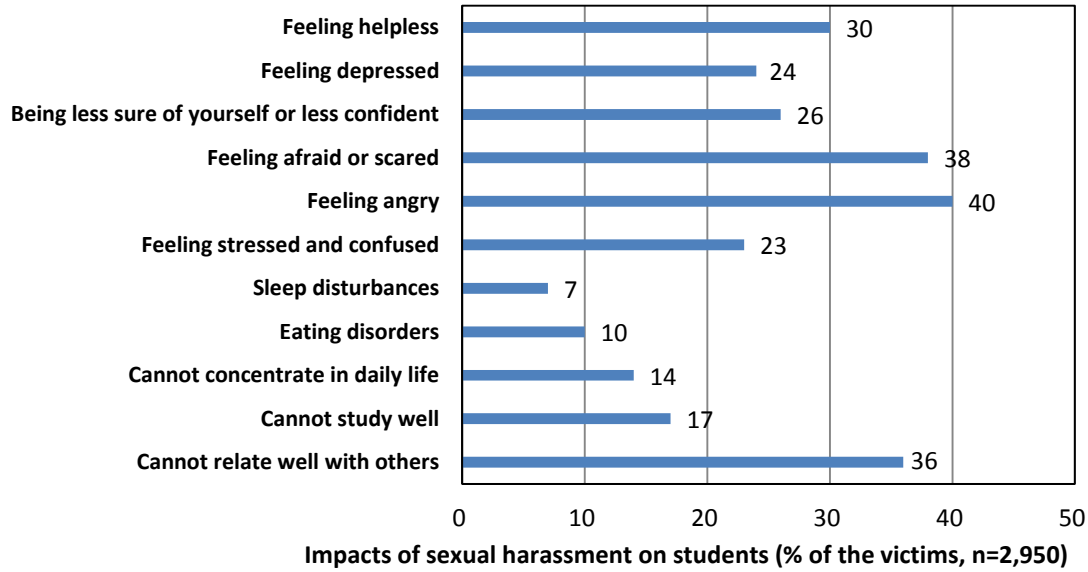
Chart 12



Impacts of Sexual Harassment on Students

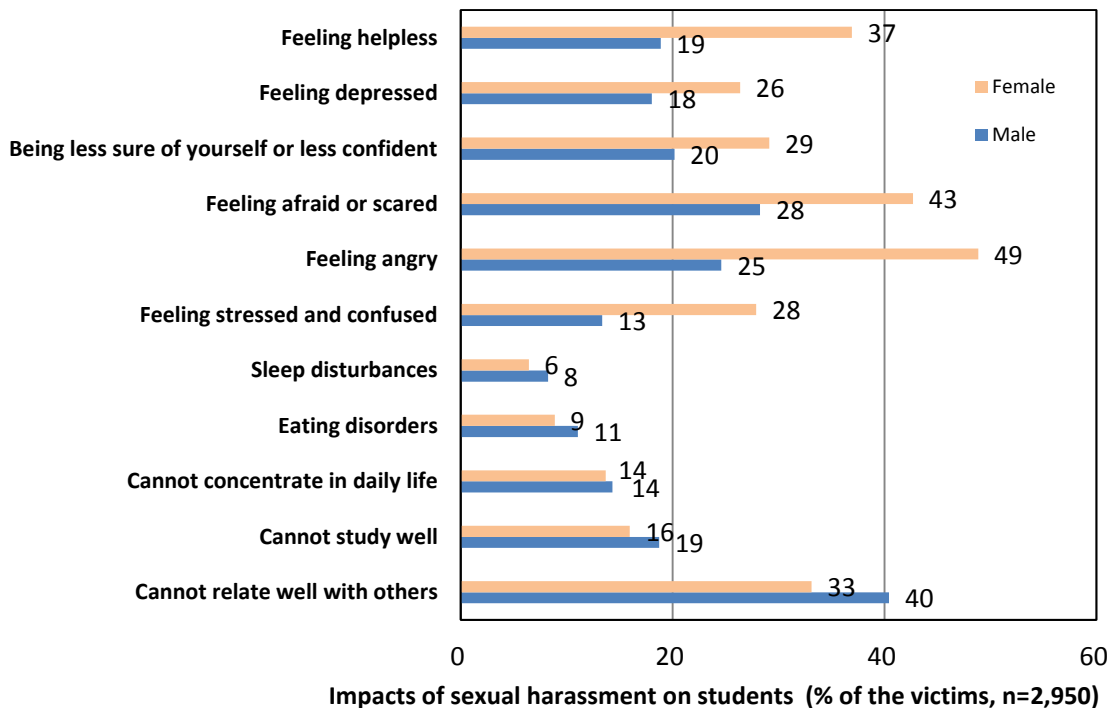
4.21 As shown in Chart 13, when the students encounter sexual harassment, most of them indicate “Feeling angry” (40%), “Feeling afraid or scared” (38%) and “Cannot relate well with others” (36%). However, fewer students express that their daily life will be affected, such as “Sleep disturbances” (7%) and “Eating disorders” (10%).

Chart 13



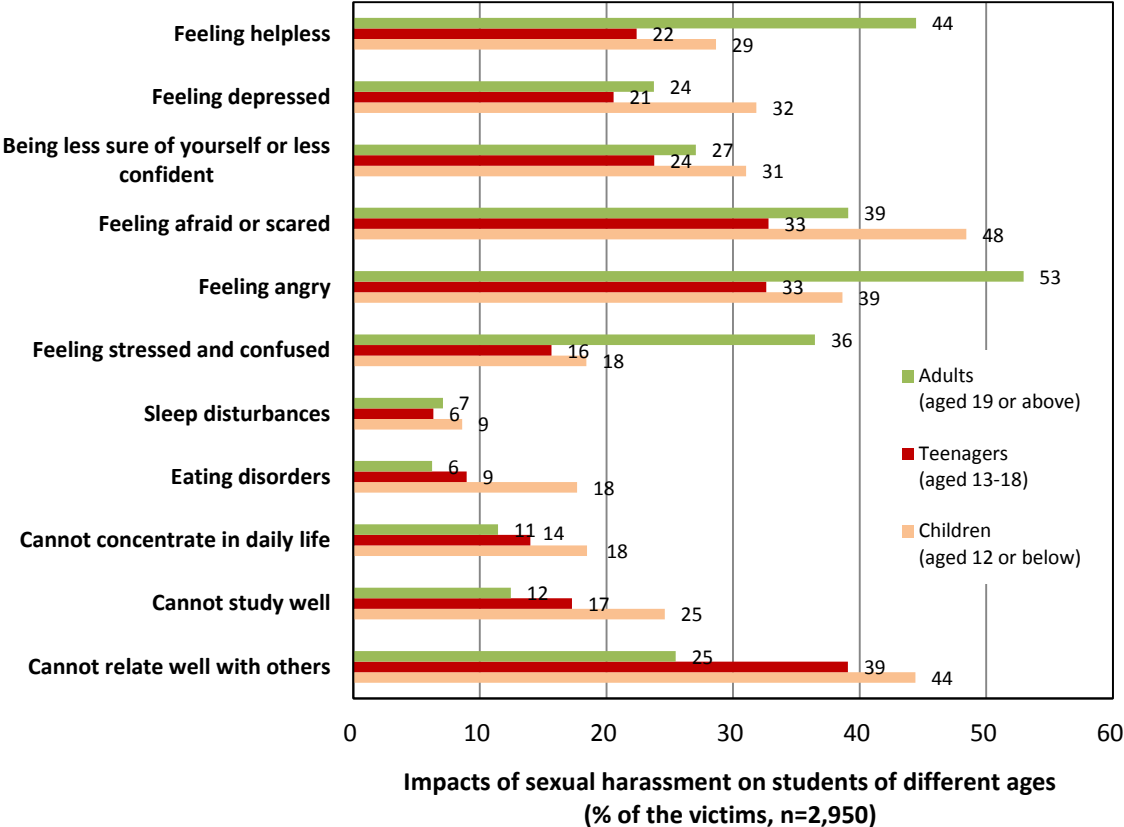
Relationship between Impacts of Sexual Harassment on Students and Their Demographic Characteristics

4.22 In relation to sex (Chart 14), more female students are affected psychologically and emotionally, when compared to male students. Significant differences are found in “Feeling angry” (24% difference) and “Feeling helpless” (18% difference”. On the other side, more male students than female students are affected in daily life and interpersonal relationship. Significant differences are found in “Cannot relate well with others” (7% difference) and “Cannot study well” (3% difference).



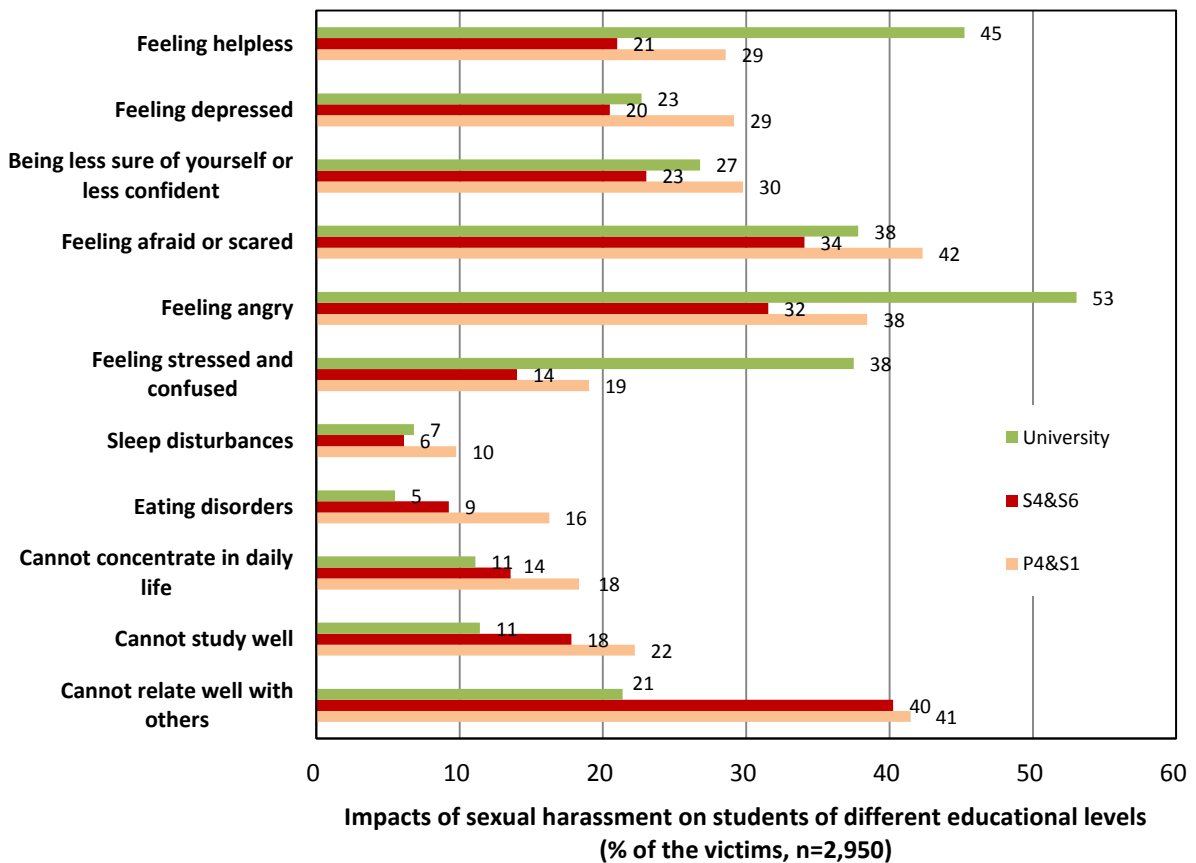
4.23 As for age (Chart 15), more children and adults are affected in some ways, when compared to teenagers. More children than adults are obviously impacted in “Cannot relate well with others” (19% difference), “Feeling afraid or scared” (15% difference), “Cannot study well” (13% difference) and “Eating disorders” (12% difference). In contrast, more adults than children are significantly impacted in “Feeling stressed and confused” (18% difference), “Feeling helpless” (15% difference) and “Feeling angry” (14% difference).

Chart 15



4.24 With respect to educational level (Chart 16), more university students will be affected in some ways, when compared to primary and secondary school students. They include “Feeling helpless” (24% difference), “Feeling stressed and confused” (24% difference), and “Feeling angry” (21% difference). On the other hand, more P4 & S1 students are impacted in some ways, when compared to university students. They include “Cannot relate well with others” (20% difference), “Cannot study well” (11% difference), and “Eating disorders” (11% difference).

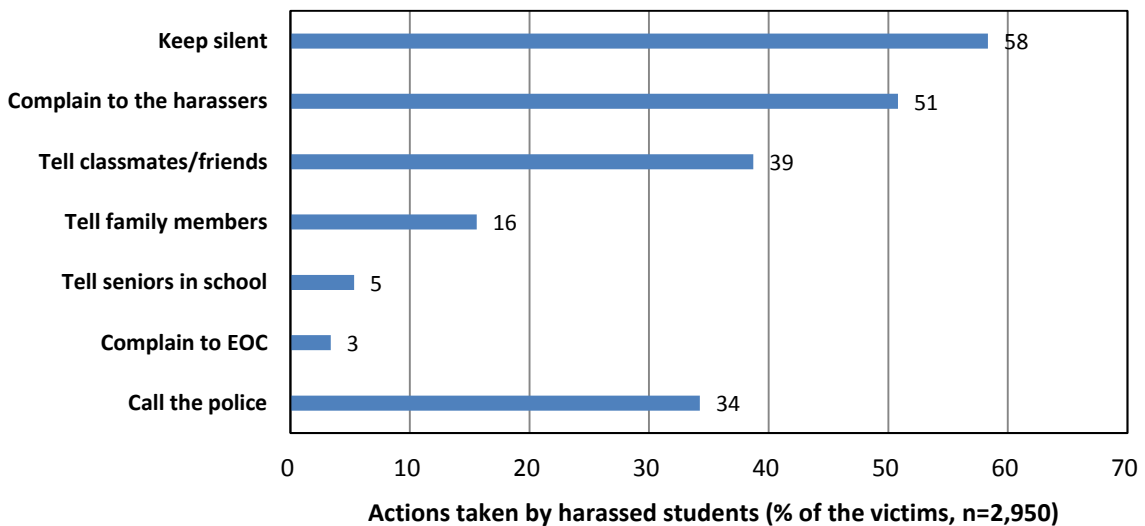
Chart 16



Students’ Responses towards Sexual Harassment

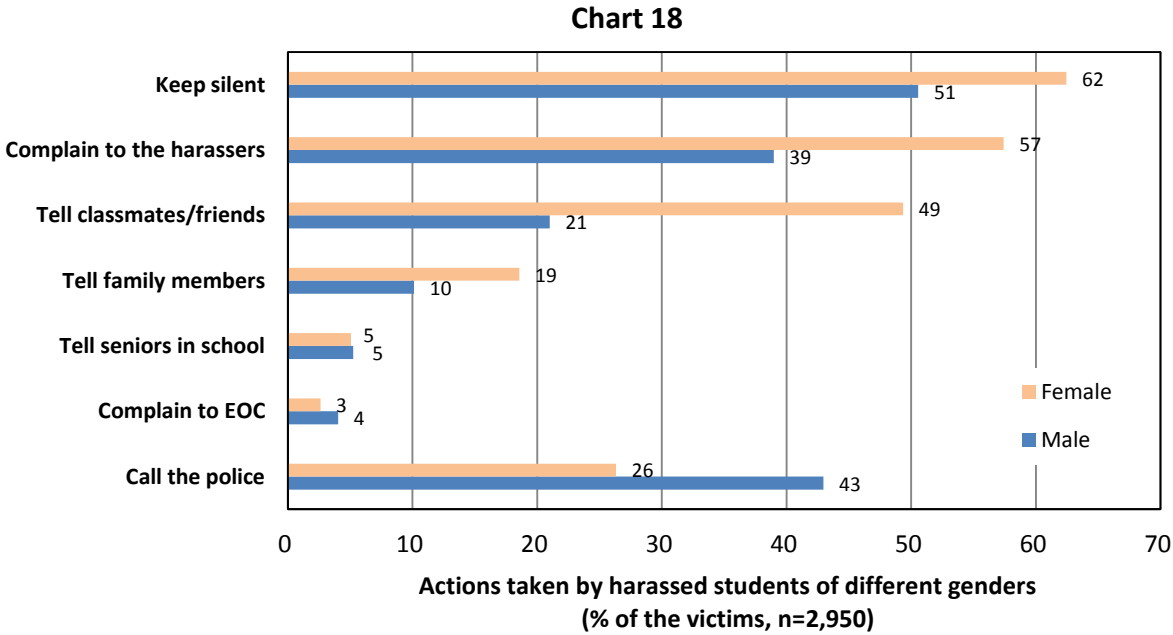
4.25 As shown in Chart 17, over a half of the sexually harassed students are found “Keep silent” (58%) and “Complain to the harassers” (51%). Next, the responses are “Tell classmates/friends” (39%) and “Call the police” (34%). They seldom choose to seek help from family members (16%), seniors in school (5%) and the EOC (3%).

Chart 17



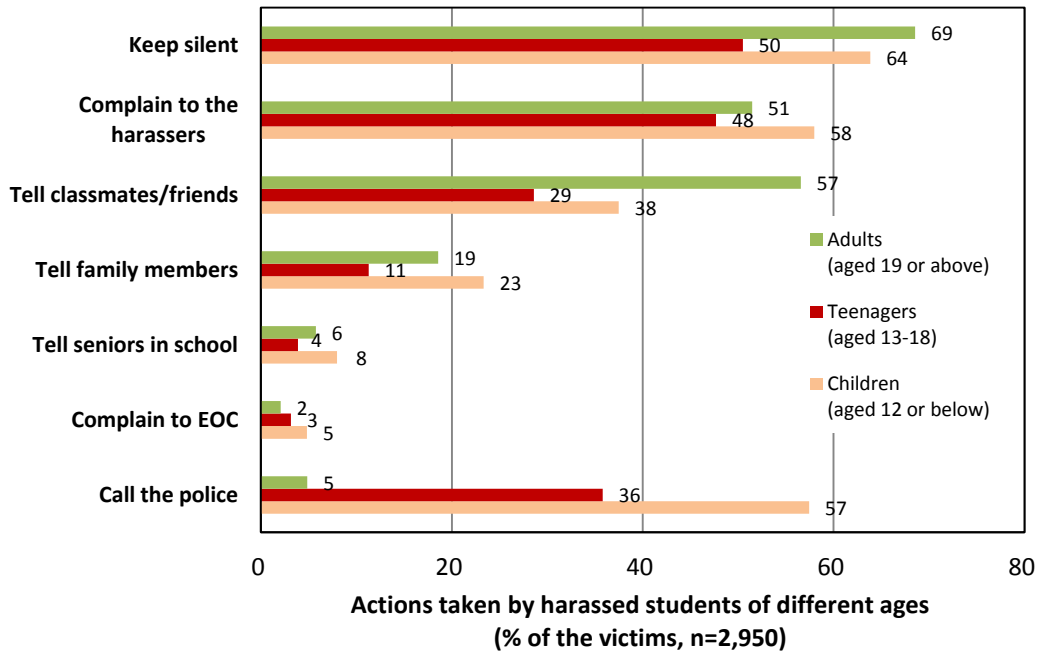
Relationship between Students’ Responses towards Sexual Harassment and Their Demographic Characteristics

4.26 As for gender (Chart 18), more female students than male students choose the responses “Keep silent” (62% vs 51%), “Complain to the harassers” (57% vs 39%), “Tell classmates/friends” (49% vs 21%) and “Tell family members” (19% vs 10%). In contrast, more male students than female students choose the responses “Call the police” (43% vs 26%). Fewer students take the responses “Tell seniors in school” and “Complain to EOC”.



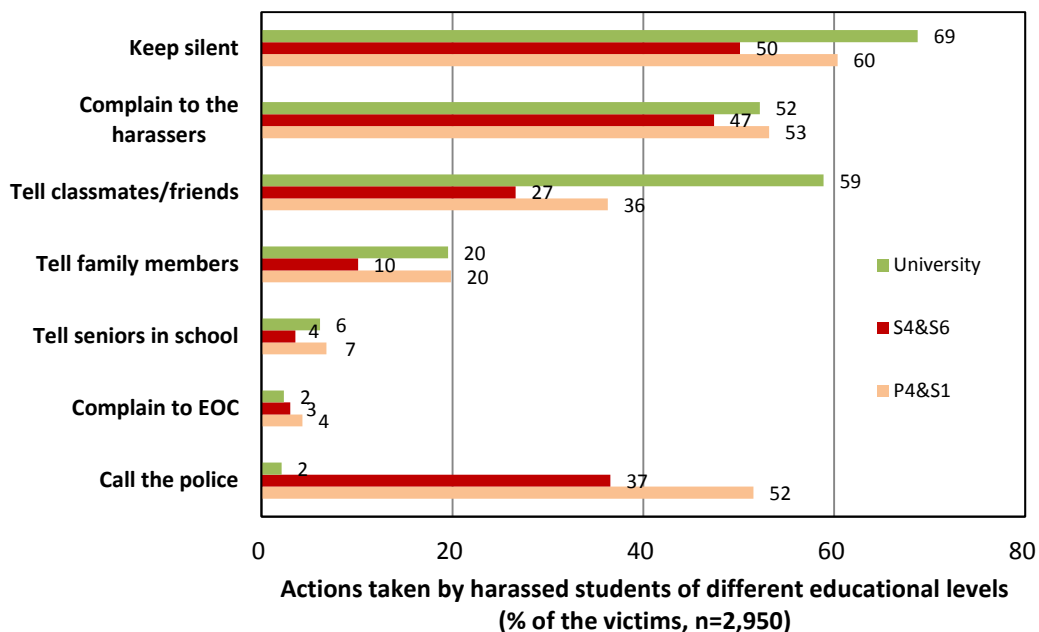
4.27 In terms of age (Chart 19), when compared to teenagers and adults, more children choose the responses “Complain to the harassers”, “Call the police”, “Tell family members”, “Tell seniors in school” and “Complain to EOC”. On the other side, more adults than children and teenagers choose the responses “Keep silent” and “Tell classmates/friends”. For teenagers, their proportions of responses towards sexual harassment are lower than those of children and adults, except for the items “Call the police” and “Complain to EOC”.

Chart 19



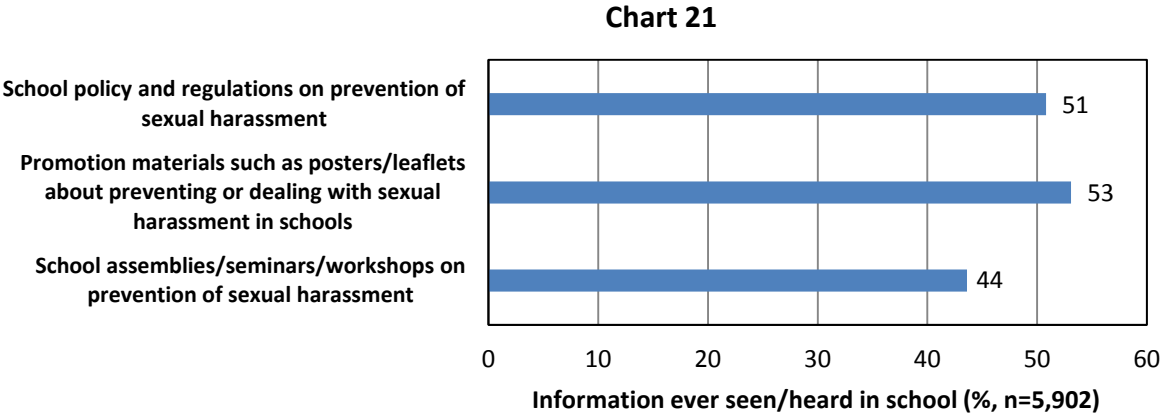
4.28 With respect to educational level (Chart 20), more P4 & S1 students choose the responses “Complain to the harassers”, “Call the police”, “Tell seniors in school” and “Complain to EOC”, when compared to senior secondary school and university students. In contrast, more university students than primary and secondary school students choose the responses “Keep silent” and “Tell classmates/friends”. For senior secondary school students, their proportions of responses towards sexual harassment are lower than those of P4 & S1 students and university students, except for the items “Call the police” and “Complain to EOC”.

Chart 20

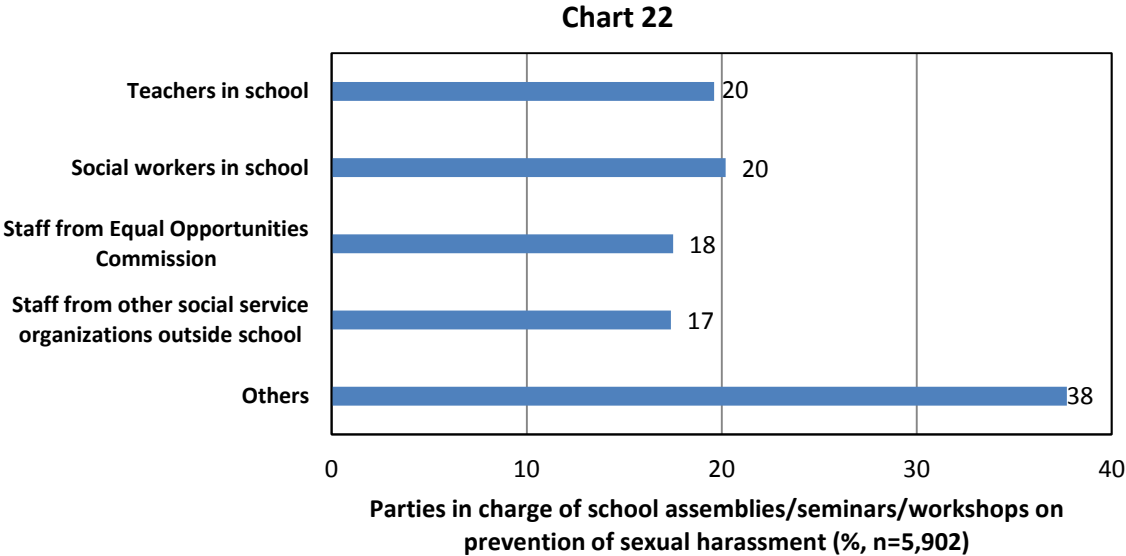


On-Campus Promotion and Education against Sexual Harassment

4.29 As shown in Chart 21, 53% of the students indicate that promotion materials such as posters/leaflets about preventing or dealing with sexual harassment are delivered in school. About a half of the students (51%) express that there are school policy and regulations on prevention of sexual harassment. Apart from these, 44% of the students reveal that school assemblies/seminars/workshops on prevention of sexual harassment are held.



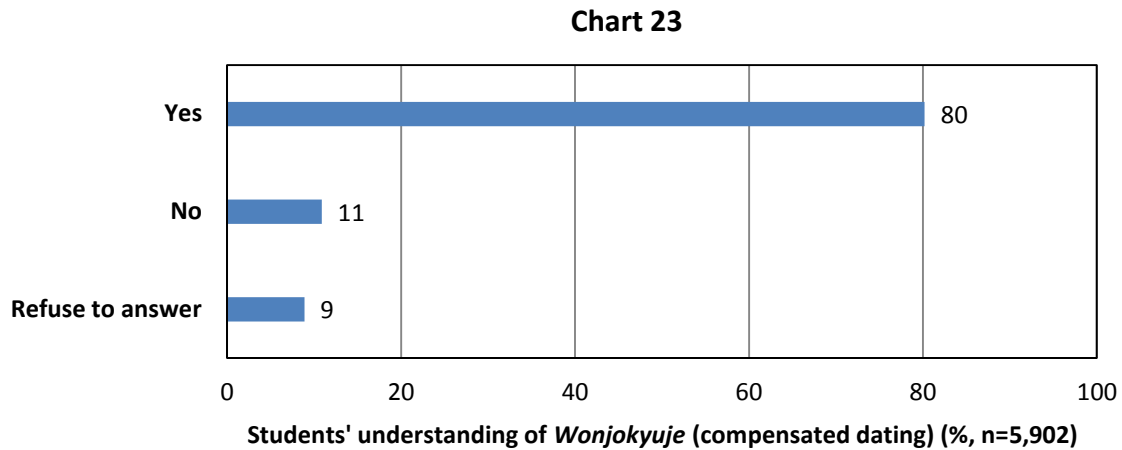
4.30 As shown in Chart 22, students indicate that school assemblies/seminars/workshops on prevention of sexual harassment are presented by teachers (20%), social workers in school (20%), the EOC (18%) and social service organizations outside school (17%). The proportions of the latter two sources tend to be low. This reflects that schools are less likely to employ external resources to promote the prevention of sexual harassment, and therefore social workers and teachers in school have to bear greater responsibilities of educating the students.



Students' Views on Wonjokyuje

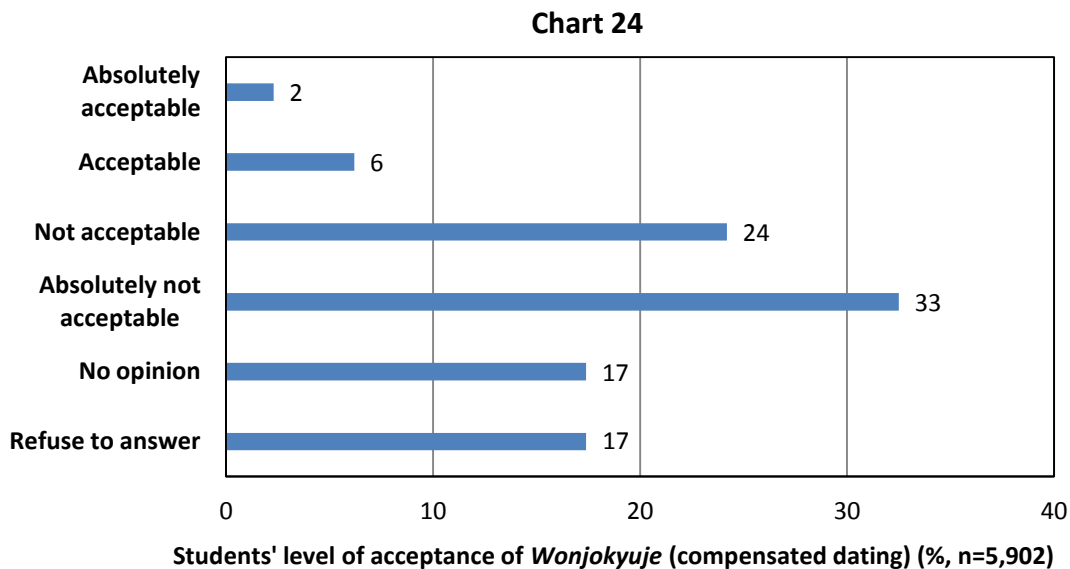
Students' Understanding of Wonjokyuje

4.31 As revealed by Chart 23, 80% of the students indicate that they understand what “Wonjokyuje” is. Only 11% of them have no idea about it.

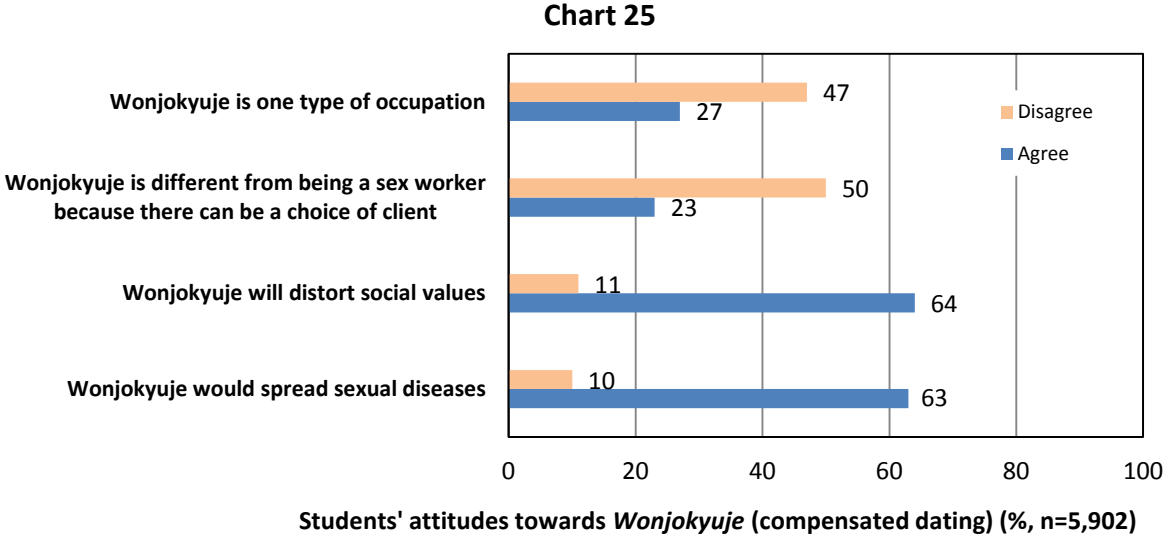


Students' Acceptance of Wonjokyuje

4.32 As shown in Chart 24, over a half of students (57%) do not accept *Wonjokyuje*. Only a small portion (8%) will accept and in this group of students, 2% even indicate “absolutely acceptable”.

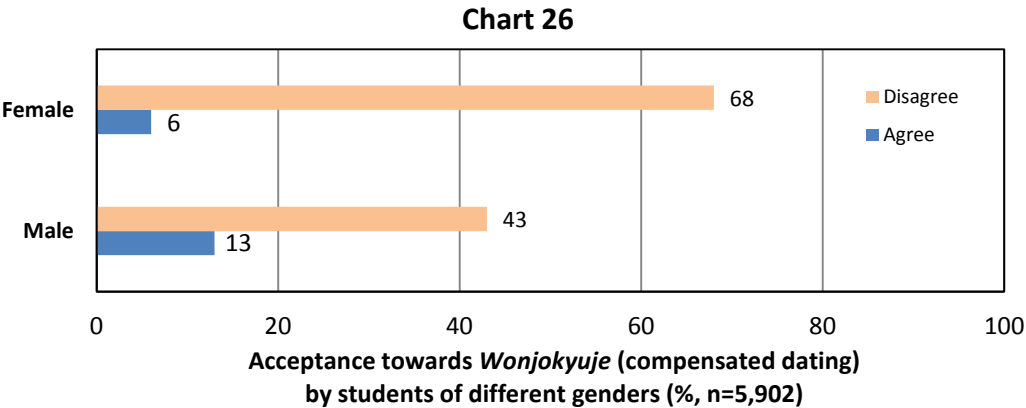


4.33 As regards attitudes towards *Wonjokyuje* (Chart 25), nearly a half of the students (47%) disagree that “*Wonjokyuje* is one type of occupation” while 27% of them hold opposite views. For the item “*Wonjokyuje* is different from being a sex worker because there can be a choice of client”, 50% of students disagree while 23% show agreement. As for “*Wonjokyuje* will distort social values” and “*Wonjokyuje* would spread sexual diseases”, more than 60% of the students express agreement (64% and 63% respectively).



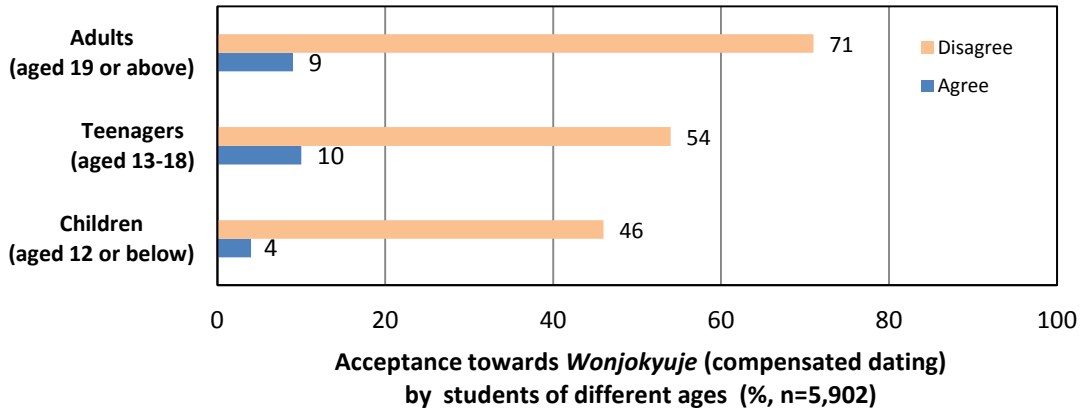
Relationship between Students’ Acceptance of *Wonjokyuje* and Their Demographic Characteristics

4.34 In respect of gender (Chart 26), more female students (68%) than male students (43%) do not accept *Wonjokyuje*. Rather, 13% of the male students accept *Wonjokyuje* whereas only 6% of the female students do so.



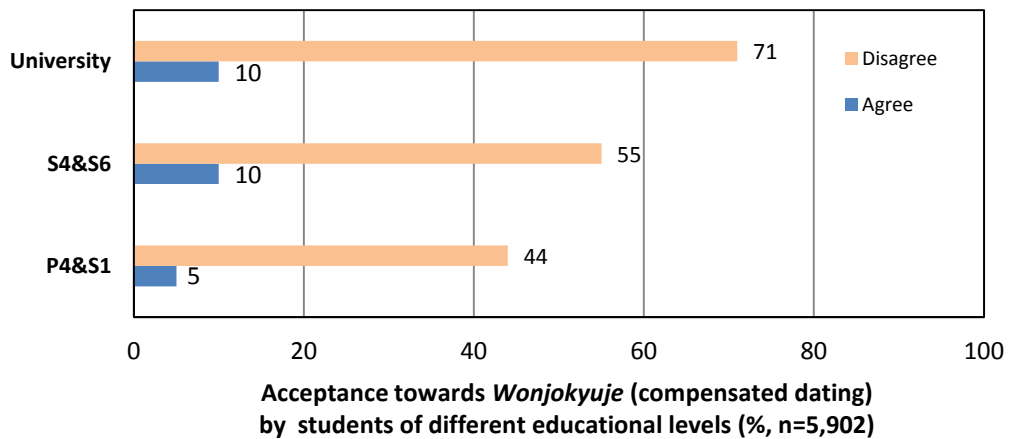
4.35 As for age (Chart 27), more adults (71%) do not accept *Wonjokyuje*, when compared to teenagers (54%) and children (46%). Rather, 10% of the teenagers and 9% of the adults show acceptance of *Wonjokyuje* while only 4% of the children do so.

Chart 27



4.36 In relation to educational level (Chart 28), more university students (71%) do not accept *Wonjokyuje*, when compared to senior secondary school students (55%) and P4 & S1 students (44%). Rather, respective 10% of the university students and senior secondary school students show acceptance of *Wonjokyuje*, whereas only 5% P4 & S1 students do so.

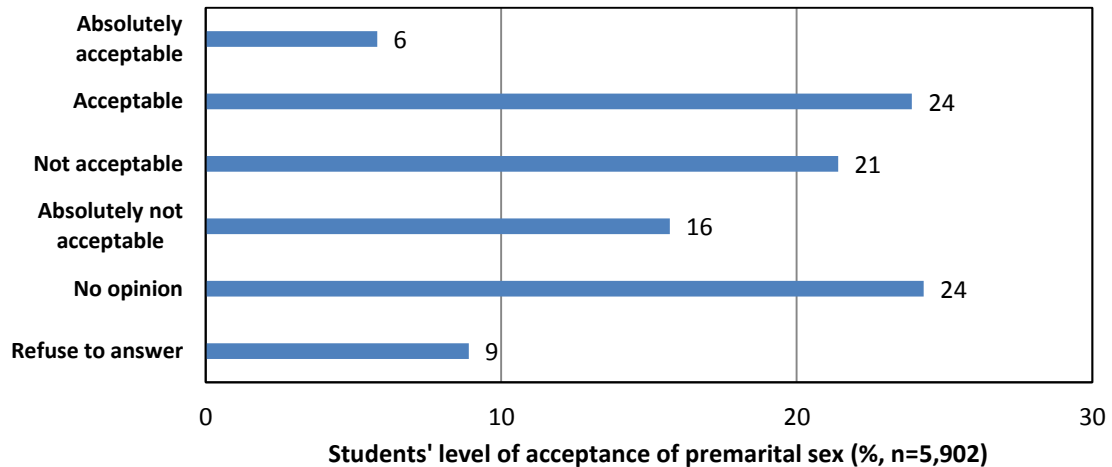
Chart 28



Students' Views on Premarital Sex

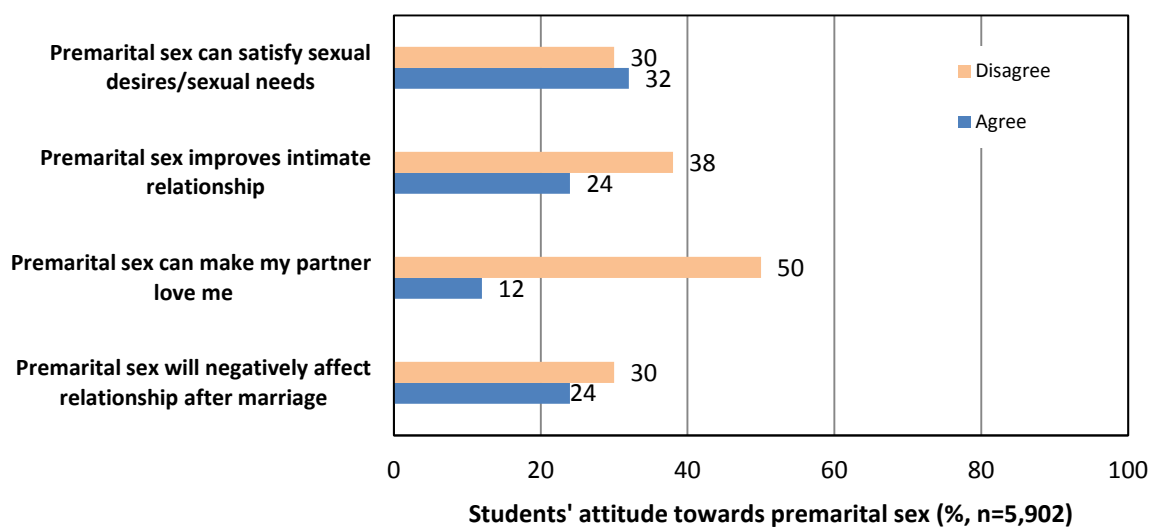
4.37 As regards the acceptance of premarital sex, slightly more students (37%) do not accept premarital sex than those showing acceptance (30%).

Chart 29



4.38 As for attitudes towards premarital sex (Chart 30), slightly more students agree (32%) with “Premarital sex can satisfy sexual desires/sexual needs” than those disagree (30%). In relation to “Premarital sex improves intimate relationship”, more students show disagreement (38%) than agreement (24%). A half of the students (50%) disagree with “Premarital sex can make my partner love me” while fewer students show agreement (13%). Regarding “Premarital sex will negatively affect relationship after marriage”, more students have no opinion than showing disagreement (30%) or agreement (24%). For these four statements about premarital sex, a higher proportion of the students show no opinion. This probably reflects the situation that students have insufficient understanding of this issue, or it is too sensitive that the students refuse to give their views.

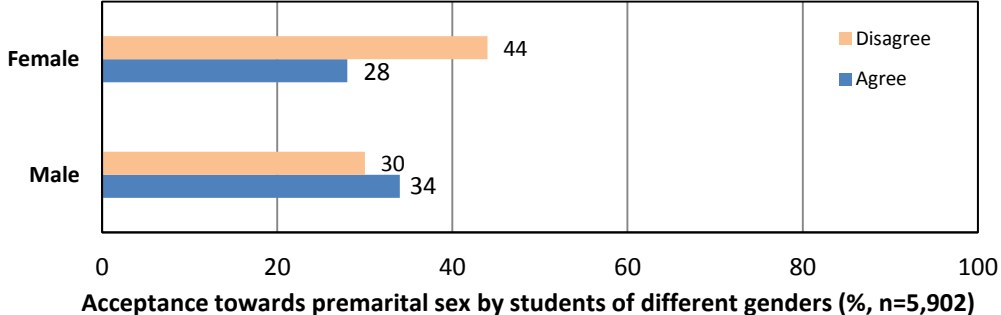
Chart 30



Relationship between Students' Acceptance of Premarital Sex and Their Demographic Characteristics

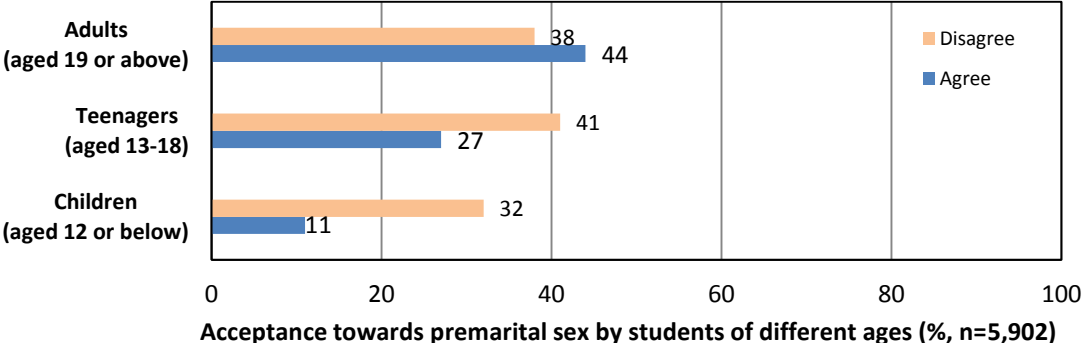
4.39 In respect of gender (Chart 31), more female students (44%) than male students (30%) do not accept premarital sex. Rather, 34% of the male students and 28% of the female students show acceptance.

Chart 31



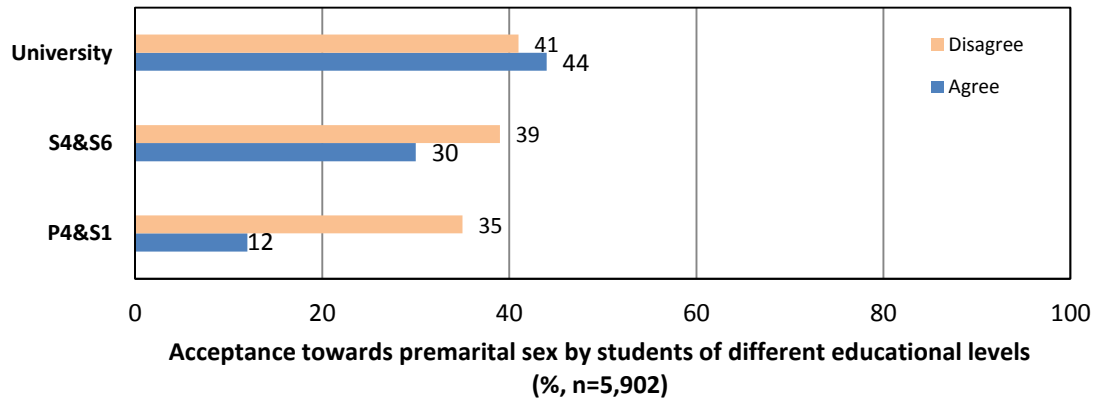
4.40 As for age (Chart 32), more adults (44%) show acceptance of premarital sex, when compared to teenagers (27%) and children (11%). Rather, 41% of the teenagers, 38% of the adults and 32% of the children do not accept it.

Chart 32



4.41 In terms of educational level (Chart 33), more university students (44%) show acceptance of premarital sex, when compared to senior secondary school students (30%) and P4 & S1 students (12%). On the contrary, 41% of the university students, 39% senior secondary school students and 35% of the P4 & S1 students do not accept it.

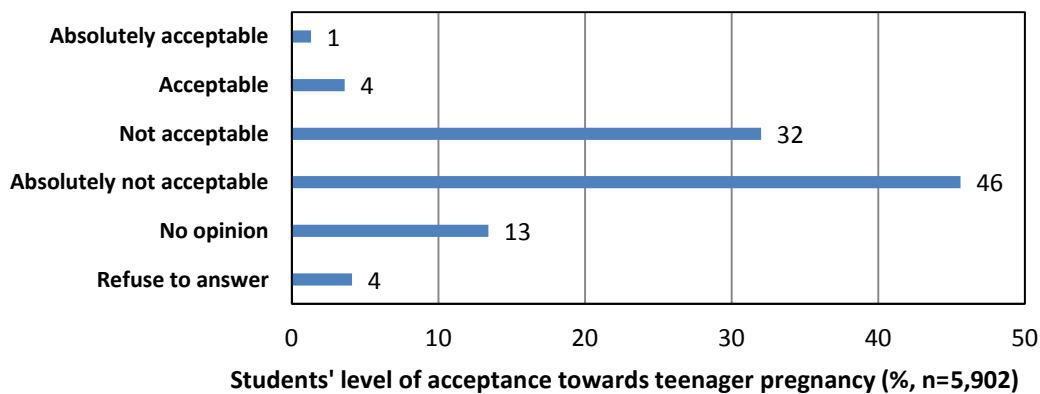
Chart 33



Students' Views on Teenager Pregnancy

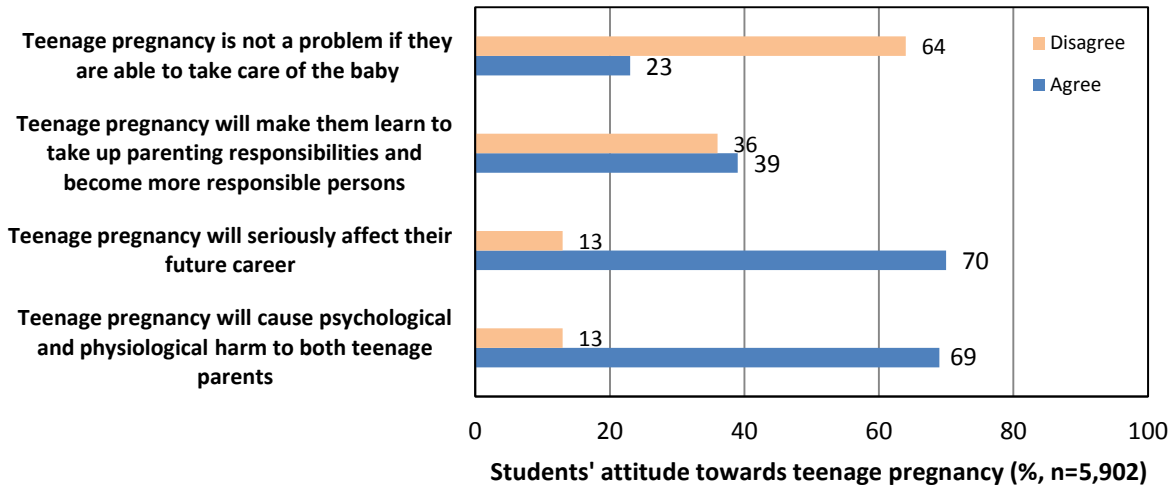
4.42 For the issue of teenager pregnancy (Chart 34), most students do not accept (78%) and 46% of them show “absolutely not acceptable”.

Chart 34



4.43 As revealed in Chart 35, most students (64%) disagree with “Teenage pregnancy is not a problem if they are able to take care of the baby”, whereas only 23% indicate agreement. As for “Teenage pregnancy will make them learn to take up parenting responsibilities and become more responsible persons”, 39% of the students show agreement, which is slightly more than those who disagree (36%). Furthermore, most students (70%) agree with “Teenage pregnancy will seriously affect their future career” whereas only 13% of the students disagree. With respect to “Teenage pregnancy will cause psychological and physiological harm to both teenage parents”, more students show agreement (69%) than disagreement (13%).

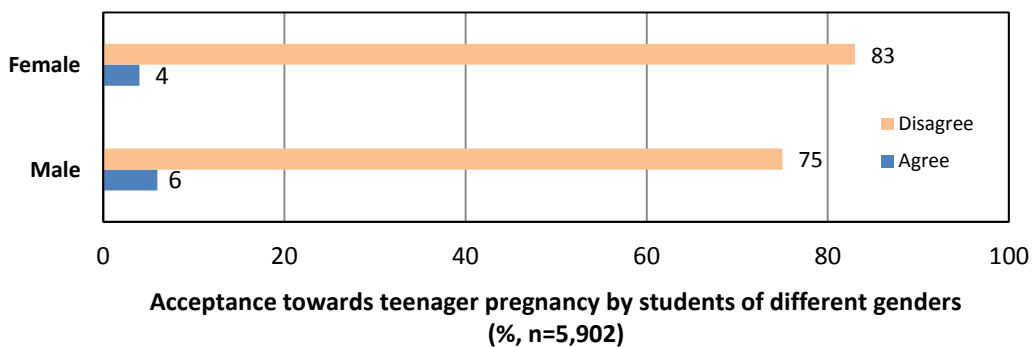
Chart 35



Relationship between Students' Acceptance of Teenager Pregnancy and Their Demographic Characteristics

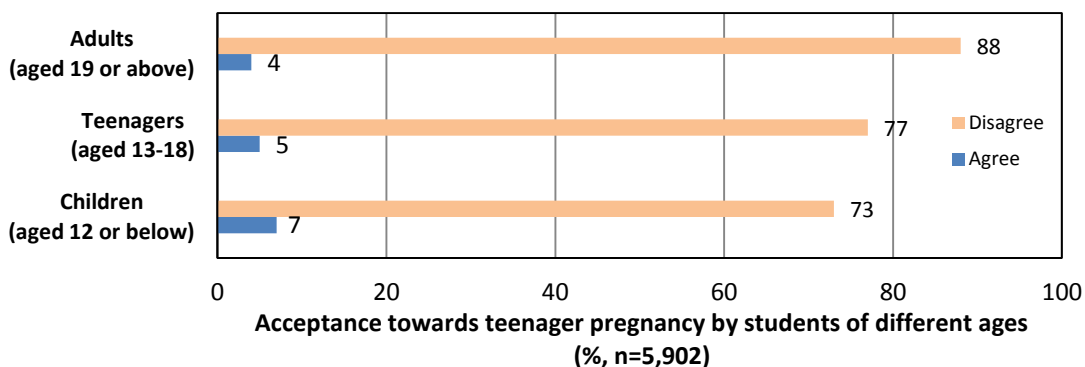
4.44 As for gender (Chart 36), more female students (83%) than male students (75%) show disagreement with teenager pregnancy. Rather, only 6% of the male students and 4% of the female students indicate agreement.

Chart 36

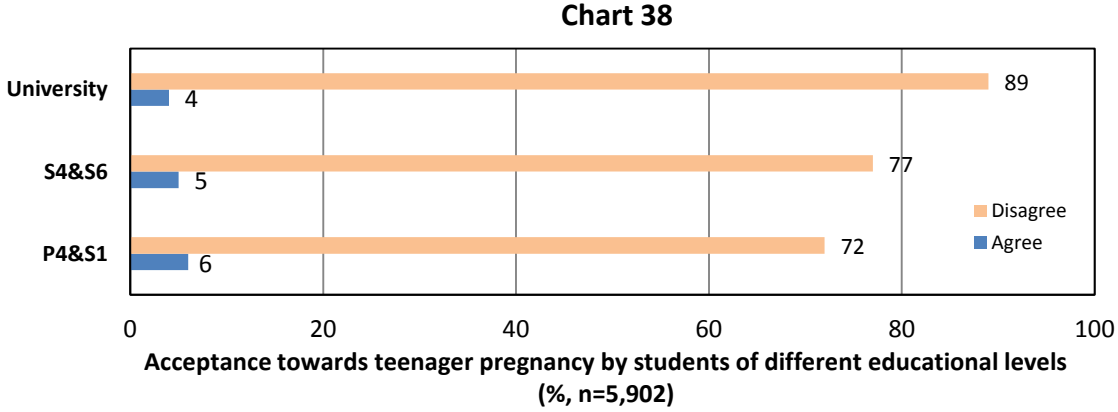


4.45 In respect of age (Chart 37), more adults (88%) do not accept teenager pregnancy, when compared to teenagers (77%) and children (73%). On the contrary, 7% of the children, 5% of the teenagers and 4% of the adults accept teenager pregnancy.

Chart 37



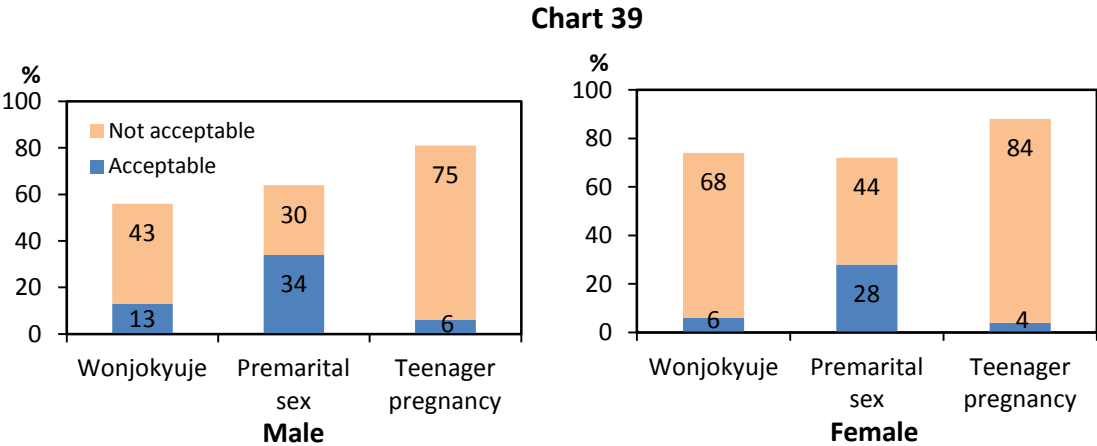
4.46 In relation to educational level (Chart 38), more university students (89%) do not accept teenager pregnancy, when compared to senior secondary school students (77%) and P4 & S1 students (72%). Rather, 6% of the P4 & S1 students, 5% of the senior secondary school students and 4% of the university students indicate acceptance of teenager pregnancy.



Relationship between Students’ Acceptance of *Wonjokyuje*, Premarital Sex and Teenager Pregnancy and Their Demographic Characteristics

Gender

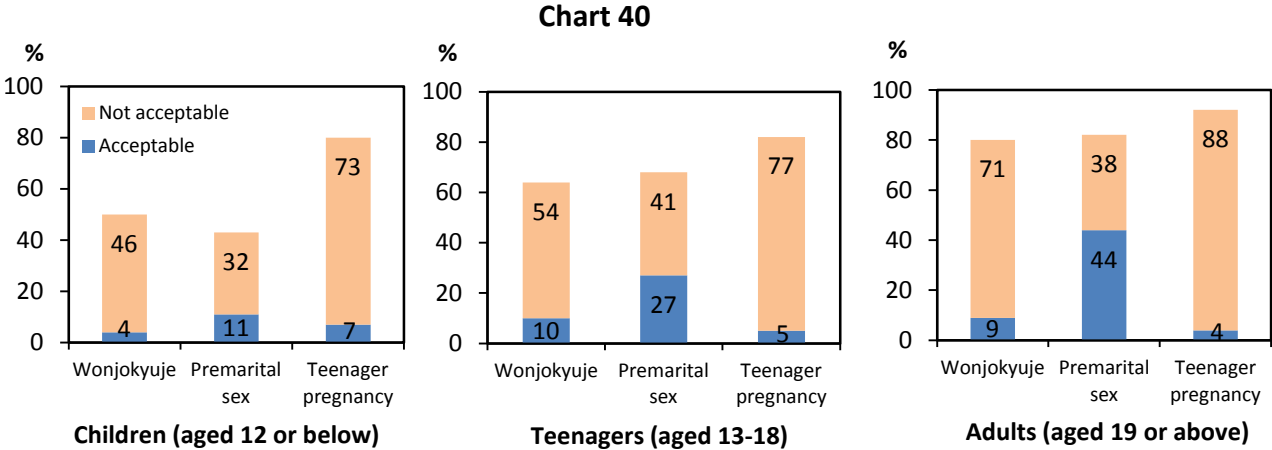
4.47 As revealed in Chart 39, more female students (68%) than male students (43%) do not accept *Wonjokyuje*. In respect of premarital sex, similar pattern is observed that more female students (44%) than male students (30%) do not accept it. Rather, more male students (34%) than female students (28%) show acceptance of premarital sex. The same pattern is repeated in relation to teenager pregnancy, more female students (84%) than male students (75%) do not accept it. It is noted that the rate of not accepting teenager pregnancy is greater than those of the previous two issues.



Age

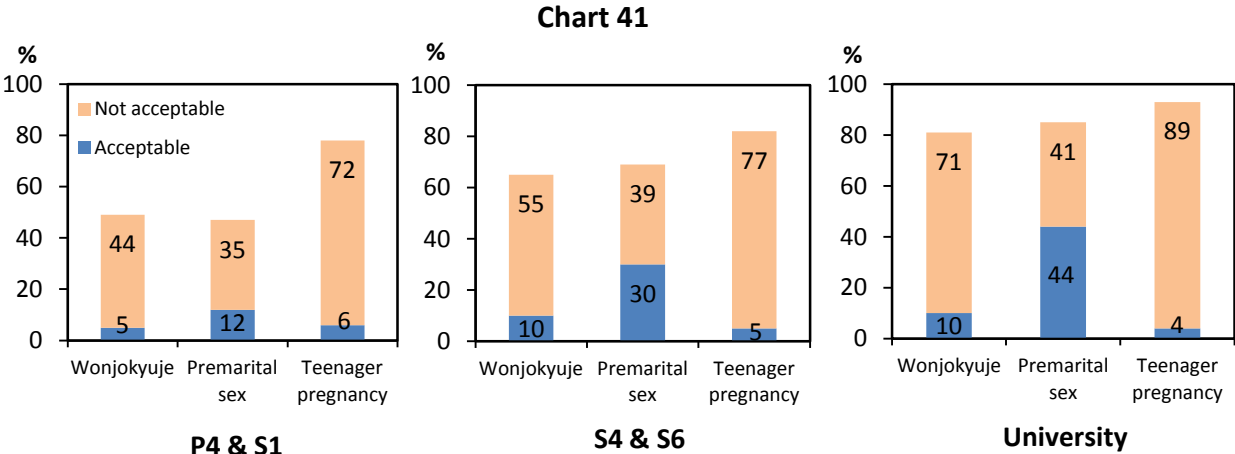
4.48 The impact of age on the acceptance of premarital sex is clearly observed (Chart 40). As students increase their ages from children (11%), teenagers (27%) to adults (44%), their level of acceptance increases significantly. Also, it only occurs in adulthood that the

level of acceptance (44%) exceeds that of not accepting (38%) premarital sex. Furthermore, the level of not accepting is affected by age, as indicated in issues including *Wonjokyuje* and teenager pregnancy. For instance, not accepting *Wonjokyuje* increases from children (46%), teenagers (54%) to adults (71%); the same pattern repeats in disapproving teenager pregnancy (children (73%), teenagers (77%), adults (88%).



Educational Level

4.49 In relation to the factor of educational level (Chart 41), significantly more university students (71%) do not accept *Wonjokyuje*, when compared to senior secondary school students (55%) and P4 & S1 students (44%). As for premarital sex, slightly more university students (41%) do not accept it, when compared to senior secondary school students (39%) and P4 & S1 students (35%). Rather, many more university students (44%) accept premarital sex, in comparison with senior secondary school students (30%) and P4 & S1 students (12%). In respect of teenager pregnancy, university students (89%) obviously do not accept it, the proportion of which is significantly higher than those of senior secondary school students (77%) and P4 & S1 students (72%).



Summary

4.50 Students generally consider sexual behaviors in the questionnaire as sexual harassment. Among those physical sexual behaviors such as pulling clothing or touching others' body, 80% of the students reveal that they amount to sexual harassment. For those involving verbal sexual behaviors such as calling others 'gay' or 'tomboy', relatively fewer students (about 40%) regard them as sexual harassment. In general, more female students than male students consider sexual behaviors in the questionnaire as sexual harassment. When compared to children and teenagers (their views are similar), more adults perceive sexual behaviors in the questionnaire as sexual harassment. Similarly, when compared to primary and secondary school students (their views are common), more university students regard sexual behaviors in the questionnaire as sexual harassment.

4.51 During the past one year, 50% of the students have experienced various forms of sexual harassment. Among them, most students indicate the experiences of "Someone made sexual jokes about you", "Someone talked about sex all the time in your presence", "Someone asked you to talk about sexual topics or to have intimate body contacts with the same/opposite sex", "Someone continuously made suggestions, propositions, or demands to you for sexual favors or sexual relationship" and "Someone rubbed or touched against you on purpose".

4.52 Sexual harassment, in terms of the forms, involves people of opposite sexes, of same sex and in a group. Among female students, who had been sexually harassed, they experienced "A male bothered by asking for dates, though you had answered 'no'", "A male continuously made suggestions, propositions, or demands to you for sexual favors or sexual relationship", and "A male rubbed or touched against you on purpose". Among male students, who had been sexually harassed, they experienced "Two or more males talked about sex all the time in your presence". Moreover, "Someone made sexual jokes about you" mostly occurred in social groups (two or more persons of both genders). Among students who have experienced sexual harassment, 97% of the victims express that the harassers are their "boy/girl friends". Next are "classmates" (21%) and "friends" (14%). Sexual harassment primarily occurs "in school" (including university campus) (49%), where students spend much time in studying. Most of the incidents take place "in the classroom" (25%). It is followed by "in the street" (11%) or "on public transport vehicles" (8%).

4.53 More male students than female students express that they have experienced sexual harassment such as "Someone called you 'gay'", "Someone made sexual gestures/movements to you" and "Someone showed or passed to you pornography". More teenagers than children and adults indicate that they have experienced sexual harassment of various forms. Similarly, more senior secondary school students show that they have experienced various forms of sexual harassment, when compared to Primary 4 and Secondary 1 (P4 & S1) and university students. Examples are "Someone made sexual jokes about you"; "Someone talked about sex all the time in your presence" and "Someone rubbed or touched against you on purpose".

4.54 When the students encounter sexual harassment, most of them indicate “Feeling angry” (40%), “Feeling afraid or scared” (38%) and “Cannot relate well with others” (36%). However, fewer students express that their daily life will be affected, such as “Sleep disturbances” (7%) and “Eating disorders” (10%). On one hand, more female students are affected psychologically and emotionally, when compared to male students. On the other hand, more male students than female students are affected in daily life and interpersonal relationship. More primary and secondary school students (especially children) are impacted in some ways, when compared to university students. They include “Cannot relate well with others”, “Cannot study well” and “Eating disorders”. Alternatively, more university students (adults in particular) will obviously be affected in some ways, when compared to primary and secondary school students. They include “Feeling helpless”, “Feeling angry” and “Feeling stressed and confused”.

4.55 Over a half of the sexually harassed students are found “Keep silent” (58%) and “Complain to the harassers” (51%). They are followed by “Tell classmates/friends” (39%) and “Call the police” (34%). They seldom choose to seek help from “family members” (16%), “seniors in school” (5%) and “the EOC” (3%).

4.56 53% of the students indicate that promotional materials such as posters/leaflets about preventing or dealing with sexual harassment are posted or delivered in school. About a half of the students (51%) express that there are school policy and regulations on prevention of sexual harassment. Apart from these, 44% of the students reveal that school assemblies/seminars/workshops on prevention of sexual harassment are held. Students indicate that school assemblies/seminars/workshops on prevention of sexual harassment are delivered by teachers (20%), social workers in school (20%), the EOC (18%) and social service organizations outside school (17%). The proportions of the latter two sources tend to be low. This reflects that schools less likely engage external resources to promote the prevention of sexual harassment, and therefore, social workers and teachers in school have to bear greater responsibilities of educating the students.

4.57 A majority of the students (80%) express that they understand what “*Wonjokyuje*” is. Only 11% of them have no idea about it. More female students (68%) than male students (43%) do not accept *Wonjokyuje*. In respect of premarital sex, similar pattern is observed that more female students (44%) than male students (30%) do not accept it. Instead, more male students (34%) than female students (28%) show acceptance of premarital sex. The same pattern repeats in relation to teenager pregnancy. More female students (84%) than male students (75%) do not accept teenager pregnancy. It is noted that the rate of not accepting teenager pregnancy is greater than those of the previous two issues.

4.58 The impact of age on the acceptance of premarital sex is clearly observed. As students increase their ages from children (11%), teenagers (27%) to adults (44%), their level of acceptance increases significantly. Also, it only occurs in adulthood that the level of acceptance (44%) exceeds that of not accepting (38%) premarital sex. Furthermore, the level of not accepting is affected by age, as indicated in issues including *Wonjokyuje* and teenager pregnancy. For instance, not accepting *Wonjokyuje* increases from children (46%),

teenagers (54%) to adults (71%); the same pattern repeats in disapproving teenager pregnancy (children (73%), teenagers (77%), adults (88%)).

4.59 Differences are found among students in various educational levels. Significantly more university students (71%) do not accept *Wonjokyuje*, when compared to senior secondary school students (55%) and P4 & S1 students (44%). As for premarital sex, slightly more university students (41%) do not accept it, when compared to senior secondary school students (39%) and P4 & S1 students (35%). Rather, many more university students (44%) accept premarital sex, in comparison with senior secondary school students (30%) and P4 & S1 students (12%). In respect of teenager pregnancy, university students (89%) obviously do not accept it, the proportion of which is significantly higher than those of senior secondary school students (77%) and P4 & S1 students (72%).

Chapter 5 Findings of Focus Group Survey

5.1 The research team undertook qualitative research in the form of focus groups. The qualitative research aims to find out the degree of understanding of sexual harassment among students, teaching staff, school principals and parents. Furthermore, it reveals the situation of sexual harassment on campus, as well as policies and measures on prevention of sexual harassment in school. There was a total of 16 focus group discussion sessions which involved 131 participants (*Table 3-2 summarizes the composition of the focus groups*). Through interactive communication in the groups, more comprehensive, valid and empirical data were collected to supplement the questionnaire survey in delineating any correlation and causality between different topics.

Understanding of Sexual Harassment

5.2 Although the students are at different stages of schooling, they have a basic understanding of sexual harassment which comprises sexually implicit words or behaviors. They also recognize that these words or behaviors are compelling. The students can distinguish whether the involved parties are subjected to sexual harassment involuntarily or not. In general, the students opine that sexual harassment will cause feelings of intimidation, repulsion, discomfort and anxiety in the victims.

“It’s talking about things related to sex which is used to humiliate the opposite sex. These things are about pornography or obscenity. All in all, sexual harassment is anything that ‘s indecent.” (Primary school student, female)

“There’re many forms of sexual harassment. Some boys touch the private parts of the girls, whereas some others bring pornography books to school and force the girls to read. Or some boys touch their own sex organs all the time.”
(Primary school student, male)

“Yes, I agree with the legal definition of sexual harassment that any unwelcomed behavior disliked by the other person...doesn’t matter whether it’s physical action or voice, it can amount to sexual harassment. To attack one’s sex organs, obviously it is sexual harassment.” (Junior secondary school student, male)

“Sexual harassment is related to sex. Verbal or physical harassment behaviors make people feel uneasy and anxious. That should be sexual harassment.”
(Junior secondary school student, female)

“I think it’s OK if he talks a little in a group of people (dirty jokes, sizes of sex organs)... It tends to be a kind of sexual harassment, I guess. That is, if a girl is pulled aside for no reason to hear such sayings (blah blah blah about what he knows), she naturally dislikes to listen.” (Senior secondary school student, female)

“You can say it or do it, for example, telling dirty jokes or pulling someone’s clothes. Anyway, if the affected persons feel that they are being harassed, don’t feel good about it or experience badly, these incidents amounts to sexual harassment. People really feel sick and unhappy about being harassed.” (Senior secondary school student, male)

“If your roommate has hung up a poster that you don’t like to see, or says things that you don’t like to hear, or makes any sounds or has pictures that you don’t like, (those pornography things), this can amount to harassment because you have no choice. (Even though) you can choose to walk away... but they still make you feel uncomfortable.” (University student, female)

“Well, it’s beyond your control in many occasions. It just happens that we all pick someone to mess around. Before we con⁷ the target, we will never ask his/her consent. In other words, you are forced to play the game. You are really embarrassed. Some people like to use their phones to record the incident, and it’s convenient too. They even post it on YouTube or elsewhere. So even if you don’t feel that it’s a big deal at the beginning, all of a sudden, the whole world gets to see it, and maybe even your family. That’s really embarrassing. Like if your family is having dinner, they see the video about you... Actually, this is not just sexual harassment. From my point of view, this is a bit like sexual bullying.” (University student, male)

5.3 However, there are discrepancies between how the students understand the definition of sexual harassment and their actual responses in real life situations. In the course of determining whether certain behaviors amount to sexual harassment, the students are more concerned about the motives and mentality of the perpetrators. In other words, even if they feel uneasy with the perpetrators’ behaviors, they find it difficult to differentiate whether certain behaviors will amount to sexual harassment due to their friendship with the perpetrators and no discernment of the motives behind such behaviors. With respect to same-sex harassment, the students are aware of its existence, but the likelihood of its occurrence is lower than heterosexual harassment. Female students are more sensitive to same-sex sexual harassment. However, sometimes they do not address the issue because they fear that it will affect the friendship. In general, the students indicate that the gender of the harasser is not the most important determinant of sexual harassment, but rather the victim’s feelings of disgust and discomfort.

“The biggest difference between same-sex and heterosexual harassment is that the motives are different. Sexual harassment can’t be defined by gender. Sexual harassment is that one party feels offended by the other party and wonders ‘Have you sexually harassed me?’ That’s how you can define sexual harassment.” (Junior secondary school student, male)

⁷ Happy Corner means that a male or a female is carried by the limbs. S/he is swung in such a way that her/his genitalia will hit against a pole.

“I think that regardless of same-sex or heterosexual, if things, words or behaviors (sex is involved) make the other person feel uncomfortable and unhappy, then it is sexual harassment.” (Junior secondary school student, female)

5.4 Both secondary school students and university students talk about school culture and provide actual examples. For example, ‘Happy Corner’ is found in university orientation camp. Under the premise of voluntary participation, it is difficult to determine whether it is a game or amounts to sexual harassment. People have different views and there is no consensus.

“Maybe Happy Corner is a ritual, but in reality, they (students who take part in Happy Corner) treat it as a form of celebration for someone who is elected the President (of a student association or society) to take on the responsibilities. That’s how it has persisted and is accepted as a part of our culture.” (University student, male)

“Well, I have seen it. At the beginning, I wonder what has happened and later on I get used to it. If they like to do that and I’m not involved, let them do it. Initially, I have queried why this happened, so boring. I was a bit embarrassed and had many questions in my mind. Afterwards, that appears fine if they like it.”
(University student, female)

5.5 When compared to similar views on the definition of sexual harassment, the students show different views on harassers’ motives. Most students (particularly male students) consider that sexual harassers are curious about sex. Apart from this, some junior secondary school students perceive that male students who always stay home, have family problems or a huge physique are most likely sexual harassers.

Situation of Sexual Harassment on Campus

5.6 There are similarities in the forms of sexual harassment mentioned by the students in the focus groups and sexual behaviors stated in the questionnaire survey. Incidents of sexual harassment mostly occur in the classroom during the changing of classes or recesses when teachers are not present. Some of the female students in secondary schools indicate that there are incidents when the male students horseplay around with each other, touching and pulling each other’s clothing, so as to seemingly entertain certain female students. However, their behaviors make other female students feel uncomfortable. The female students in primary school also point out that there are more incidents of sexual harassment after the general studies lesson on sexual harassment.

“The guys always talk loudly about sexual stuff and they never caution that other people don’t want to hear. Sometimes when our teacher isn’t in the classroom, they will point to someone and say sexual stuff about him/her.” (Primary school student, female)

“When some male students hear stuff about hookers, gigolos, etc., they just laugh and laugh about it. They’ll say someone has done this to you, and then a story is formed.

Sometimes while we are playing hopscotch in the playground, they are laughing at us. They query that we are lesbians because we're playing together."

(Primary school student, female)

"It's someone who gives you sexual stuff to read. Previously, someone wanted to give me sexual stuff to read. At the beginning, I was a bit curious. When he took the stuff out, I just ran away." (Primary school student, male)

"I saw a boy and a girl arguing. The girl pulled down the boy's pants. To my relief, the boy had underwear. Then the boy tried to pull up the girl's clothing. When the girl's clothing was nearly pulled up, the others rushed to stop him. Thereafter, a big crowd of onlookers stayed in the classroom. At that time I was standing outside the classroom. For no reason, one classmate said that he was going to pull down my pants."

(Junior secondary school student, male)

"I think that they (male students) are really disgusting in their doing (sexual harassment behaviors to others). Why do they kiss and touch each other? They're doing that during recesses or changing classes when teachers aren't there."

(Junior secondary school student, female)

"She showed us the sexy pictures of her gorgeous breast, nearly naked. She just sexually harassed us. During the lesson, when teacher was talking, unexpectedly she took out the picture, mentioned by her as the most valued one. She said that this picture showed the breast better than the other one taken before."

(Senior secondary school student, female)

"All of a sudden, the girls (female students) said something to harass us...they would say that we were gay and had anal sex, which made us feel uncomfortable."

(Senior secondary school student, male)

5.7 Most of the sexual harassers are classmates of the victims. Among the primary and secondary school students, sexual harassment mostly occurs in both physical and verbal forms. As for university students, sexual harassment is primarily in the verbal forms. These findings match with the results of the questionnaire survey. Physical forms of sexual harassment mostly comprise pulling the clothing and touching the body of the victim.

"I once pulled off my male classmate's clothes. At that time, I thought it was playful because he always challenged me to do so. Also he said, 'Pull them off, and pull them off. You are smart if you do it'. He should know that it was a kind of playing among boys. I have seen male bodies and it doesn't matter to do so. I think that it matters if girls are there because they may not want to see this. Even if they don't mind, it's improper and impolite to do it in public domain. It was OK and just playful because there were few people in the place where I pulled off my male classmate's clothes."

(Junior secondary school student, male)

5.8 In verbal forms of sexual harassment, the students commonly tell sexually explicit jokes or make comments about the body shapes of other people. This is true for students from primary schools to universities. Some of the secondary school students even openly do these on Facebook. The university students mostly talk about other people's sexual lives. These forms of sexual harassment often take place in a group. Even if some students express disapproval, these forms of sexual harassment will continue to take place and become a normal part of the living. They may come up to form an ethos that other people are forced to accept the behaviors.

"I think that these (sexual harassment) behaviors form the ethos that classmates view them as funny and natural. In doing these, these classmates appear outstanding among teenagers because they think that it draws attention, hurts nobody and we're all happy."
(Junior secondary school student, female)

5.9 The teaching staff can also be perpetrators of sexual harassment. A female junior secondary school student pointed out that there were male teachers who made dirty jokes during class, which made them feel uncomfortable. The teachers may say that this form of teaching can make students easier to remember the contents. The students are so confused that they do not know how to judge if it is sexual harassment.

"During Chinese history class, sometimes when the (male) teacher wants to help us remember the information more easily, he will tell us jokes. But some of them are explicitly sexual stuff. I think that he only wants us to remember the information, and the jokes seem useful. When I think about the jokes, I recall the contents of the textbook."
(Junior secondary school student, female)

5.10 Same-sex sexual harassment occurs on campus from time-to-time and often takes place in groups. This makes it difficult for students to differentiate between playing, pleasing others and sexual harassment. These forms of sexual behaviors are rationalized as 'school ethos or culture'.

"This is how they think. It doesn't matter if it's same-sex and not heterosexual. All boys and girls play like this and find no problems. (Even sexual harassment behaviors are involved,) students of same-sex generally do not see any problems. I am used to the behaviors unless they are so deviant that it makes everyone uncomfortable."
(Junior secondary school student, female)

"When I was in Form 1, one of my classmates said, 'Cut your penis off! Cut your penis off!' At that time, I didn't think this was sexual harassment because it's how we communicate. It's just how we talk to each other."
(Junior secondary school student, male)

5.11 Students (primary and secondary school students in particular) mostly encounter incidents of sexual harassment at school. However, female university students might face sexual harassment when they are taking public transport and walking in the street.

“It’s really hard to differentiate whether they have done it purposely or not, especially when there are a lot of people on the train after school or work. Everyone is so close to each other. I feel uneasy whenever it is overcrowded....But I am confused at the situation if they (men standing closely) are doing it on purpose or not.”

(University student, female)

Coping with Sexual Harassment

Keeping Quiet before Sexual Harassers

5.12 Most students (especially female students) choose to keep quiet, tolerate, avoid or leave when they encounter sexual harassment. Many of them do not know how to react and are concerned that over-reaction will trigger the harasser’s emotion or even bring about adverse consequences. In fact, the victims get used to the feeling of repulsion when sexual harassment takes place. Furthermore, as the incidents mainly involve their classmates, the victims seldom seek assistance. They are worried that lodging complaints will affect their friendship with the classmates. Therefore, their approaches are to handle the incidents privately and try to maintain harmony as far as possible.

“I chose to leave because I was so scared when I was harassed. I couldn’t scream out loudly, for it was so embarrassing.” (Junior secondary school student, female)

“I was afraid that (the sexual harasser) would get too emotional that maybe other things might happen. When I faced sexual harassment, I would see if there was anyone I could ask for help....if I found someone (a third party) to help me, maybe s/he could give views if this was really sexual harassment. If so, then I would try to move away from the harasser.” (Junior secondary school student, male)

Other Responses towards Sexual Harassers

5.13 Many students tend to face the harassers themselves. Some of them indicate that they will react in some rigorous manners in response to the harassment, such as scolding, slapping and fighting. However, they seldom report the incidents to teachers. One student pointed out that after the harassers were punished by teachers, there would not be any improvement but rather after a while, they would resume their harassment behaviors and even took revenge. Moreover, some teachers may feel embarrassed and they avoid handling the complaints which will then be unnoticed after a period of time.

“One friend showed me some x-rated stuff. If I went to my teacher and complained about this, my friend would have found out and then we were no more friends. He’d be angry at me and then he wouldn’t talk to me anymore.” (Primary school student, male)

“(After the sexual harassment incident) I told my teacher about the incident. She said that she’d look into it. Yet I didn’t see her do anything about it after a year.”
(Primary school student, female)

“Teachers aren’t the professionals. I don’t believe they can help me.”
(Junior secondary school student, female)

“Actually, s/he (the teacher) will punish the harasser. After that, they (the harassers) will keep on doing the same thing!” (Senior secondary school student, female)

“Firstly, it is better to settle the complaint privately. If not, you have to seek help from designated departments which will explain the situation so that students will be deterred from doing it again.” (University student, male)

Impacts on Sexually Harassed Victims

5.14 Since awareness of sexual harassment among the students is low, the emotional and psychological impacts on the victims have not been addressed effectively. Some of the female university students seek help from their classmates, but they have not been provided with support and their claims are even doubted. On public transport vehicles, some female university students quickly reproach the harassers when the incident takes place, but some others are frightened and do not know how to react.

“I told my classmate, ‘I think that I have been sexually harassed by someone standing in front.’ However, he (the classmate) had no response. Later on, he told me that he did not respond because I had told him twice about being sexually harassed. He even said (in a playful and teasing tone), ‘Probably he sexually harassed you only when he met you. Actually, I really don’t want to tell you the fact.’ I found no fun in his saying. I have been angry and uncomfortable for quite a long time.” (University student, female)

5.15 The students point out the importance of counseling after being sexually harassed because it is essential to have social workers, family and teachers who help them in addressing psychological aftermaths of sexual harassment.

“The greatest damage of sexual harassment is not on the body but the scars in the heart. Provision of counseling services is needed. It will be more effective if psychologists can provide counseling services.” (Junior secondary school student, male)

School Policies on Sexual Harassment

Students' Views on Prevention of Sexual Harassment and complaint-handling in School

5.16 Most students express that there are no measures to deal with sexual harassment in school. If there are measures, they will be administered through seminars and leaflets. As for seminars, they are presented unidirectional by social workers or outside speakers in providing information. Secondary school students opine that they are treated as small kids in school. Seminars and leaflets are not attractive to them. They only explain abstract and unrealistic concepts and therefore cannot effectively convey knowledge about sexual harassment. Also, some secondary school students think that schools are worried about the reputation and therefore dare not to tackle this sensitive issue.

“If someone reported (sexual harassment), the school would address the incident, but if nobody complained, then they just ignored it. The school is afraid of addressing this sensitive issue because if it spreads out, then everyone would think the school isn't any good, and there are fears of damaging the school reputation. The school prefers that the students resolve the issue privately.” (Senior secondary school student, male)

“I feel that the school isn't very committed to addressing the issue of sexual harassment because they don't know that youths nowadays mature earlier and don't think that there would be (sexual harassment). If someone says to you that they want to cut off your penis, then that's sexual harassment. But the school thinks that we're all small kids.” (Junior secondary school student, male)

“I think you need to use ways that are appealing to the youth, like cartoons, TV programs, games, etc. They're all better than attending a seminar. I'm sleeping most of the time.” (Junior secondary school student, male)

“I read the leaflets of sexual harassment, but don't read them over in details because I think that it won't happen to me.” (University student, female)

Teaching Strategies on Sexual Harassment in School

5.17 As indicated by school principals, the schools are concerned that the seminars are too much avant-garde and they themselves cannot fully understand the definition of sexual harassment. In reality, students obtain knowledge about sex mostly via external sources such as the internet. Schools should care about students' precocious development. The students prefer to have group discussion sessions on actual cases, led by people they trust. Currently, the issue of sexual harassment is not regarded important in school. A portion of students and parents point out that education about sexual harassment has not been included in the curricula as well as planning of lessons in delivering the knowledge.

“The biggest problem is that there is a lack of understanding on the definition of sexual harassment, and there isn’t a consensus. There are many people in school. Of course, most are students but there are teachers, technicians, janitors (and now contracted security guards), school bus drivers, tuck-shop workers, and parents. Throughout the day, there are many people coming and going, and sexual harassment is not confined to happen among students and teachers.” (School principal)

“Our school has not arranged (seminars) because we cannot find suitable speakers. According to comments made by other schools, those social workers are too liberal to comply with schools’ viewpoints.” (School principal)

“It’s better to have small group discussion sessions, just as the one (focus group) we are having. It’s not ‘lecturing’ (no room for discussion and just giving the information). We need discussion.” (Junior secondary school student, female)

“There’s too much to do at school already.....What you can do is to educate us (about sexual harassment) for 5 minutes afterschool. Staying for 5 more minutes afterschool is not a problem. (The school chooses not to do it) because of the outcomes, which are not obvious enough.” (Junior secondary school student, male)

Management of Sexual Harassment by Teaching Staff

5.18 In respect of handling complaints about sexual harassment, teachers and students hold similar views. They both consider that schools address the issue in a low-key manner in order to uphold their reputation. The general attitude is “don’t make a mountain out of a molehill”. The students are especially concerned about confidentiality and safety if they report an incident of sexual harassment, whether there is peer pressure, or if it will affect their relationship with classmates. The teachers agree that they may not have a full understanding of sexual harassment. Also, the schools do not pay sufficient attention to the relevant regulations.

5.19 Among the school principals, most of them denied that there were incidents of sexual harassment in their school. This contradicts with the responses provided by the students in the questionnaire survey. The policies on sexual harassment mainly focus on the relationship between students and teaching staff/ external tutors. Sexual harassment between students is seldom addressed. Besides, parents are not aware of relevant information in school. They indicate that they want to have policies on the prevention of sexual harassment in line with the curriculum of sex education in school, so that students will have a clear understanding of the complaint procedures.

“The teachers point the fingers at the school principals that they only want to uphold the school reputation, whereas the parents blame the schools to be too lenient (towards the sexual harassers). In reality, it doesn’t matter how you deal with the issue. I’m always caught up in the dilemma.” (School principal)

“When it (sexual harassment) has happened, we (the school) don’t want to make a mountain out of a molehill. We’re reluctant to treat the victim fairly, and even the student who has reported the incident is considered to be “nosy’. This kind of culture nurtures sexual harassment, and in the end, the victim just puts up with it. If the student is younger, s/he may be frightened and won’t speak up” (Teacher, female)

“They’re afraid of the repercussions, and only want to uphold the school reputation. They don’t take students’ interests as first priority. Perhaps that’s just the way how senior staff thinks.” (Head of guidance and counseling, female)

5.20 There are committees on sexual harassment in universities, which can handle complaints more effectively. They also proactively promote awareness of sexual harassment but the outcomes are not obvious. Students pay little attention to the promotional materials such as leaflets. Furthermore, primary and secondary school students have no ideas about any procedure of reporting sexual harassment incidents in their schools.

Understanding of Gender Equality and Sexual Harassment

Relationship between Genders in School

5.21 Most male students in primary and secondary schools consider that relationship between genders on campus is not amicable and there is inequality. The wellbeing of female students is recognized. However, when male students have claimed being sexually harassed by female students, their complaints are seldom addressed. Yet most female students opine that gender equality is found on campus.

“Nowadays people are more concerned about sexual harassment against female students, but ignore the fact that male students are sexually harassed as well.”
(Senior secondary school student, male)

Stakeholders’ Views on Gender Equality and Sexual Harassment

5.22 Among students, some of the female junior students from secondary schools can clearly point out that gender equality is directly related to sexual harassment. When there is gender inequality, it influences the occurrence of sexual harassment. Some students do not recognize that the relationship between genders will involve power and the concept of gender is based on division of labour in the society. Some male junior students from secondary schools have blamed that the sexually harassed female students dress too sexy. Surprisingly, most school principals, teaching staff and parents do not understand the relationship between gender equality and sexual harassment. Only a few can indicate how the distribution of power between genders will impact on the occurrence of sexual harassment.

“Girls who are in lower grade-levels get touched by guys who are in higher forms. It’s because they’re inferior and that’s why they’re sexually harassed by the guys.”

(Junior secondary school student, female)

“If you are cautious about clothes and present yourself in a plain way, then nobody is going to touch you. If you dress too sexy, you’re asking for it. Actually, they (girls) don’t know how to protect themselves.” (Junior secondary school student, male)

“Everyone has the rights to be respected. I have heard about cases of sexual harassment which are related to power. For instance, sexual harassment is found in: supervisors against subordinates, senior students against junior ones, and men against women.”

(Teaching staff, female)

5.23 Some of the school principals do not have an understanding on how to create a ‘zero sexual harassment’ environment. They even have suggested holding some extracurricular activities such as judo classes, as a means to prevent sexual harassment. Parents anticipate that the schools would increase the time of teaching about sexual harassment. They hope that sex education will be taught as early as possible and perhaps starting from kindergarten.

Sex Education and Preventive Measures against Sexual Harassment

Parents’ Views on Sex Education

5.24 In general, parents are open-minded and they suggest that students should receive sex education at an earlier age. Sex education for both genders should be different. Girls should be taught how to protect themselves, whereas boys should be aware of their attitudes in interacting with the opposite sex. They also emphasize the importance of using mainstream media for sex education. For example, some parents will explain the cases while their children are watching TV programs such as the Police Magazine. Aside from that, they will use daily life experiences to help children analyze the situation and suggest ways to address the problem.

“My son loves to watch Police Magazine which contains cases of sexual assault. In one occasion, the episode featured cases of sexual assault only. Women dressed in short skirts. My son watched that episode many times. I told him that it was a criminal offense. Consequently, he would be in prison with a record. He wouldn’t be able to study overseas. I don’t know how much he can get.....Even if he sees (incidents of sexual harassment), don’t be a copycat and do it. That’s how I have explained it to him.”

(Parent, female)

5.25 As mentioned by students, parents also point out that the school curricula are so closely packed that insufficient time is allocated for sex education. It is difficult for schools to alter this situation.

“Time is not allocated for sex education. If sex education is taught after final examinations, students are no longer interested...Recently, I chatted with a teacher on the contents of some subjects (e.g., math and science). She told me that the curricula were tightly packed and the Education Bureau stipulated that everything in the curricula had to be taught.....I agree that sex education should be taught as early as possible, but this will create difficulties for the schools. You can’t just add more onto the curricula because there are extracurricular activities and visits.” (Parent, female)

5.26 Parents also hope to learn more about sex education and sexual harassment, and some of them blatantly admit that their knowledge is inadequate. Therefore, they suggest that schools and other external organizations should provide workshops or parent-child camps on these related topics.

Improvement Strategies Suggested by Students

5.27 Students are concerned that reporting incidents of sexual harassment will affect their relationship with peers and even cause retaliation. They hope that a hotline or email account with confidentiality will be set up. Currently, it is inadequate to educate students by means of seminars only. More interactive and lively modes of activities (e.g., motion pictures, games) are needed. They think that the issue of sexual harassment has not been properly addressed as before. Relatively less propaganda in the media is observed.

“If the victims don’t want others to know (complaints about sexual harassment), they can write letters anonymously to tell schools and external organizations how they feel.....An email account will be set up and the account and password should be released to all students in school. If someone wants to report an incident, they can use the account to send an email to the school. The school won’t know the identity of the sender because we all use the same account.” (Junior secondary school student, female)

Improvement Strategies Suggested by Teaching Staff

5.28 Teachers indicate that schools should emphasize more on sexual harassment because related guidelines have not been taken seriously. Teaching staff should also be trained in enriching their knowledge about sexual harassment. As regards teaching, they suggest that knowledge of sexual harassment can be taught in a systematic manner in regular lessons. This will raise students’ awareness of sexual harassment and respect between both genders. It is much better than the current practice of using morning assemblies and seminars to introduce the information. Some teachers suggest that there is a need to establish effective and strict procedures of reporting incidents of sexual harassment so that schools can properly address the complaints.

“It is better to carry it out in a systematic manner in the classroom. For example, courses about personal growth, life education or even liberal studies can be used to provide information about sexual harassment.” (Teacher, male)

“There is really not enough time for the teachers to have professional development. Normally, the teachers focus on teaching and administrative works. Topics related to sexual harassment will be discussed once, maybe twice, and probably won’t be the focus. It will be briefly mentioned when we are talking about strategies on sex education.”
(Head of guidance and counseling, female)

Summary

5.29 Although the students are at different stages of schooling, they have a basic understanding of sexual harassment which also comprises sexually implicit words or behaviors. They recognize that these words or behaviors are compelling and can distinguish whether the involved parties are subject to sexual harassment involuntarily or not. In general, the students opine that sexual harassment will cause feelings of intimidation, repulsion, discomfort and anxiety in the victims.

5.30 There are discrepancies between how the students understand the definition of sexual harassment and their actual responses in real life situations. In the course of determining whether certain behaviors are actually sexual harassment, the students are more concerned about the motives and mentality of the perpetrators. Since most incidents of sexual harassment involve friends or classmates, the victims find that it is somewhat difficult to differentiate the harassers’ intention. There are times when the victims even think that the behaviors form part of the school ethos or a playful culture, with verbal sexual harassment in particular.

5.31 The forms of sexual harassment are very similar to what are revealed in the questionnaire survey. While verbal and physical sexual harassment is prevalent for students in primary or secondary schools, students in universities mostly encounter verbal sexual harassment. In terms of sexual jokes and comments on body and private life of other people, some students perceive it as a part of the school ethos. Even if some classmates disapprove, it will continue.

5.32 In the face of sexual harassment, most of the students adopt passive means to address the issue by themselves. For example, they will choose to tolerate or to leave. Even though the harassers are mostly students, the victims rarely seek help from their teachers. Some of the students think that their teachers, either inexperienced or embarrassed, are incapable of handling cases of sexual harassment. The fear of revenge also prevents them from reporting the incidents of sexual harassment to their teachers. This may explain why the figures of seeking help from other sources appear as low as revealed in the questionnaire survey.

5.33 Currently, education on prevention of sexual harassment is primarily carried out in the form of seminars. A portion of students express that they show no interests in the talks, whereas some others indicate that they have fallen asleep during the seminars. The majority think that daily life examples are lacking in these seminars and it may explain why the

students cannot apply what they have learnt to prevent the occurrence of sexual harassment, and do not know how to face and deal with the incident once it has happened. Therefore, the problem is related to the ways how the students are educated. At present, understanding of the definition of sexual harassment is emphasized but the students mostly do not recognize some underpinning concepts such as the relationship between gender equality and sexual harassment.

5.34 Male students in primary or secondary schools opine that the relationship between both genders is not amicable. There appears a 'tit for tat' mentality. Preventive measures against sexual harassment on male students are lacking. There are reports on male students being sexually harassed by female students. Apart from heterosexual harassment, there is sexual harassment between students of the same sex, the occurrence of which is even harder to be identified.

5.35 Both teaching staff and parents indicate that the current education on sexual harassment is inadequate, and its importance has not been emphasized in school. School curricula are so compacted that prevention of sexual harassment as well as sex education is not included. The parents hope that training courses about sex education will be provided so that they have the opportunities to learn how to nurture their children about sexual harassment. Some of the students, teaching staff and parents express that schools tend to handle complaints of sexual harassment in a very subtle manner (or even doing nothing), fearing that the school reputation would be adversely affected.

Chapter 6 Discussions, Conclusion and Recommendations

6.1 The present study attempts to collect data from students (studying in primary/secondary schools or universities) about their attitudes towards sex and views on sexual harassment. The findings largely echo those in overseas countries that sexual harassment is prevalent and mainly takes place among students. Most of the victims will not report the incidents. This study shows that apart from heterosexual harassment, sexual harassment takes place between students of the same sex, within social groups, and between teachers and students.

Discussion

6.2 The questionnaire survey and focus group discussion survey provide similar findings, which indicate that students have a basic understanding of sexual harassment that comprises sexually implicit words or behaviors. These non-consensual and unwelcome sexual behaviors will affect lives of the victims. In general, the students interpret sexual harassment behaviors between peers as normal youth behaviors in experiencing what sex is and exploring their gender roles.

Findings of Questionnaire Survey

6.3 Students generally consider sexual behaviors in the questionnaire as sexual harassment. Among those physical sexual behaviors such as pulling clothing or touching others' body, 80% of the students reveal that they amount to sexual harassment. For those involving verbal sexual behaviors such as calling others 'gay' or 'tomboy', relatively fewer students (about 40%) regard them as sexual harassment. In general, more female students than male students consider sexual behaviors in the questionnaire as sexual harassment. When compared to children and teenagers (their views are similar), more adults perceive sexual behaviors in the questionnaire as sexual harassment. Similarly, when compared to primary and secondary school students (their views are common), more university students regard sexual behaviors in the questionnaire as sexual harassment.

6.4 During the past one year, 50% of the students have experienced various forms of sexual harassment. Among them, most students indicate the experiences of "Someone made sexual jokes about you", "Someone talked about sex all the time in your presence", "Someone asked you to talk about sexual topics or to have intimate body contacts with the same/opposite sex", "Someone continuously made suggestions, propositions, or demands to you for sexual favors or sexual relationship" and "Someone rubbed or touched against you on purpose".

6.5 Sexual harassment, in terms of the forms, involves people of opposite sexes, of same sex and in a group. Among female students, who had been sexually harassed, they experienced "A male bothered by asking for dates, though you had answered 'no'", "A male continuously made suggestions, propositions, or demands to you for sexual favors or sexual

relationship”, and “A male rubbed or touched against you on purpose”. Among male students, who had been sexually harassed, they experienced “Two or more males talked about sex all the time in your presence”. Moreover, “Someone made sexual jokes about you” mostly occurred in social groups (two or more persons of both genders). Among students who have experienced sexual harassment, 97% of the victims express that the harassers are their “boy/girl friends”. Next are “classmates” (21%) and “friends” (14%). Sexual harassment primarily occurs “in school” (including university campus) (49%), where students spend much time in studying. Most of the incidents take place “in the classroom” (25%). It is followed by “in the street” (11%) or “on public transport vehicles” (8%).

6.6 More male students than female students express that they have experienced sexual harassment such as “Someone called you ‘gay’”, “Someone made sexual gestures/movements to you” and “Someone showed or passed to you pornography”. More teenagers than children and adults indicate that they have experienced sexual harassment of various forms. Similarly, more senior secondary school students show that they have experienced various forms of sexual harassment, when compared to Primary 4 and Secondary 1 (P4 & S1) and university students. Examples are “Someone made sexual jokes about you”; “Someone talked about sex all the time in your presence” and “Someone rubbed or touched against you on purpose”.

6.7 When the students encounter sexual harassment, most of them indicate “Feeling angry” (40%), “Feeling afraid or scared” (38%) and “Cannot relate well with others” (36%). However, fewer students express that their daily life will be affected, such as “Sleep disturbances” (7%) and “Eating disorders” (10%). On one hand, more female students are affected psychologically and emotionally, when compared to male students. On the other hand, more male students than female students are affected in daily life and interpersonal relationship. More primary and secondary school students (especially children) are impacted in some ways, when compared to university students. They include “Cannot relate well with others”, “Cannot study well” and “Eating disorders”. Alternatively, more university students (adults in particular) will obviously be affected in some ways, when compared to primary and secondary school students. They include “Feeling helpless”, “Feeling angry” and “Feeling stressed and confused”.

6.8 Over a half of the sexually harassed students are found “Keep silent” (58%) and “Complain to the harassers” (51%). They are followed by “Tell classmates/friends” (39%) and “Call the police” (34%). They seldom choose to seek help from “family members” (16%), “seniors in school” (5%) and “the EOC” (3%).

6.9 53% of the students indicate that promotional materials such as posters/leaflets about preventing or dealing with sexual harassment are posted or delivered in school. About a half of the students (51%) express that there are school policy and regulations on prevention of sexual harassment. Apart from these, 44% of the students reveal that school assemblies/seminars/workshops on prevention of sexual harassment are held. Students indicate that school assemblies/seminars/workshops on prevention of sexual harassment are delivered by teachers (20%), social workers in school (20%), the EOC (18%) and social

service organizations outside school (17%). The proportions of the latter two sources tend to be low. This reflects that schools less likely engage external resources to promote the prevention of sexual harassment, and therefore, social workers and teachers in school have to bear greater responsibilities of educating the students.

6.10 A majority of the students (80%) express that they understand what “*Wonjokyuje*” is. Only 11% of them have no idea about it. More female students (68%) than male students (43%) do not accept *Wonjokyuje*. In respect of premarital sex, similar pattern is observed that more female students (44%) than male students (30%) do not accept it. Instead, more male students (34%) than female students (28%) show acceptance of premarital sex. The same pattern repeats in relation to teenager pregnancy. More female students (84%) than male students (75%) do not accept teenager pregnancy. It is noted that the rate of not accepting teenager pregnancy is greater than those of the previous two issues.

6.11 The impact of age on the acceptance of premarital sex is clearly observed. As students increase their ages from children (11%), teenagers (27%) to adults (44%), their level of acceptance increases significantly. Also, it only occurs in adulthood that the level of acceptance (44%) exceeds that of not accepting (38%) premarital sex. Furthermore, the level of not accepting is affected by age, as indicated in issues including *Wonjokyuje* and teenager pregnancy. For instance, not accepting *Wonjokyuje* increases from children (46%), teenagers (54%) to adults (71%); the same pattern repeats in disapproving teenager pregnancy (children (73%), teenagers (77%), adults (88%)).

6.12 Differences are found among students in various educational levels. Significantly more university students (71%) do not accept *Wonjokyuje*, when compared to senior secondary school students (55%) and P4 & S1 students (44%). As for premarital sex, slightly more university students (41%) do not accept it, when compared to senior secondary school students (39%) and P4 & S1 students (35%). Rather, many more university students (44%) accept premarital sex, in comparison with senior secondary school students (30%) and P4 & S1 students (12%). In respect of teenager pregnancy, university students (89%) obviously do not accept it, the proportion of which is significantly higher than those of senior secondary school students (77%) and P4 & S1 students (72%).

Findings of Focus Group Survey

6.13 Although the students are at different stages of schooling, they have a basic understanding of sexual harassment which also comprises sexually implicit words or behaviors. They recognize that these words or behaviors are compelling and can distinguish whether the involved parties are subject to sexual harassment involuntarily or not. In general, the students opine that sexual harassment will cause feelings of intimidation, repulsion, discomfort and anxiety in the victims. This matches with survey findings that students generally consider sexual behaviors in the questionnaire as sexual harassment and harassed victims have to suffer from various disturbances.

6.14 The findings of focus group survey are supplementary to questionnaire survey data. First, there are discrepancies between how the students understand the definition of sexual harassment and their actual responses in real life situations. In the course of determining whether certain behaviors are actually sexual harassment, the students are more concerned about the motives and mentality of the perpetrators. Since most incidents of sexual harassment involve friends or classmates, the victims find that it is somewhat difficult to differentiate the harassers' intention. There are times when the victims even think that the behaviors form part of the school ethos or a playful culture, with verbal sexual harassment in particular.

6.15. The forms of sexual harassment are very similar to what are revealed in the questionnaire survey. While verbal and physical sexual harassment is prevalent for students in primary or secondary schools, students in universities mostly encounter verbal sexual harassment. In terms of sexual jokes and comments on body and private life of other people, some students perceive it as a part of the school ethos. Even if some classmates disapprove, it will continue.

6.16 In the face of sexual harassment, most of the students adopt passive means to address the issue by themselves. For example, they will choose to tolerate or to leave. Even though the harassers are mostly students, the victims rarely seek help from their teachers. Some of the students think that their teachers, either inexperienced or embarrassed, are incapable of handling cases of sexual harassment. The fear of revenge also prevents them from reporting the incidents of sexual harassment to their teachers. This may explain why the figures of seeking help from other sources appear as low as revealed in the questionnaire survey.

6.17 Currently, education on prevention of sexual harassment is primarily carried out in the form of seminars. A portion of students express that they show no interests in the talks, whereas some others indicate that they have fallen asleep during the seminars. The majority think that daily life examples are lacking in these seminars and it may explain why the students cannot apply what they have learnt to prevent the occurrence of sexual harassment, and do not know how to face and deal with the incident once it has happened. Therefore, the problem is related to the ways how the students are educated. At present, understanding of the definition of sexual harassment is emphasized but the students mostly do not recognize some underpinning concepts such as the relationship between gender equality and sexual harassment.

6.18 Male students in primary or secondary schools opine that the relationship between both genders is not amicable. There appears a 'tit for tat' mentality. Preventive measures against sexual harassment on male students are lacking. There are reports on male students being sexually harassed by female students. Apart from heterosexual harassment, there is sexual harassment between students of the same sex, the occurrence of which is even harder to be identified.

6.19 Both teaching staff and parents indicate that the current education on sexual harassment is inadequate, and its importance has not been emphasized in school. School curricula are so compacted that prevention of sexual harassment as well as sex education is not included. The parents hope that training courses about sex education will be provided so that they have the opportunities to learn how to nurture their children about sexual harassment. Some of the students, teaching staff and parents express that schools tend to handle complaints of sexual harassment in a very subtle manner (or even doing nothing), fearing that the school reputation would be adversely affected.

Limitations of the Study

6.20 Sexual harassment was regarded as a sensitive topic in many primary and secondary schools and therefore, most schools were not willing to participate in the study. This lack of positive responses from schools indicated their conservative stance on this issue. With a lack of support from the schools, the original method of stratified random sampling was changed to convenience sampling. Schools were invited to participate through personal networks of the research team members and referral by participants themselves.

6.21 From the focus group discussion, many school principal expressed that sexual harassment did not take place in their school, which contradicted with what revealed in questionnaire survey. This shows an “ostrich policy” in response to the incidents of sexual harassment that take place in school. The findings of the focus group survey indicate that the policies on sexual harassment mainly focus on the relationship between students and teaching staff/ external tutors. Sexual harassment between students is seldom addressed. Both teachers and social workers consider that schools address the issue in a low-key manner in order to uphold their reputation. The general attitude is “don’t make a mountain out of a molehill”. It is noted that sex education has been promoted in schools for nearly 40 years in Hong Kong. Despite the fact that parents are concerned about their children on campus and they hold open-minded attitudes towards this Study, it is sad that schools do not embrace such attitudes that recruitment of participants has faced lots of difficulties.

Conclusion and Recommendations

6.22 The occurrence of sexual harassment originates from the harassers, who have discriminated against the victims by violating the victims' rights physiologically, sexually and physically. The mild cases cover rude sexual jokes, showing/ passing pornographic materials, indecent gestures, attitudes, behaviors, insults and touches. The moderate cases include continuous propositions or demands against victims' willingness. The serious cases consist of sexual assaults or attacks. This Study reveals that about a half of the interviewed students have experienced various forms of sexual harassment without their consent in the past year. Furthermore, over one-third of the senior secondary school students indicate that they have been sexually harassed (mainly on sexual jokes) in the previous year. The findings match with results of the survey undertaken by the Chinese University of Hong Kong in 2003 (i.e. About 23% of the interviewed senior primary school students and 43% of the

secondary school students have experienced sexual harassment from peers (e.g., sexual topics or jokes, propositions or demands to view pornographic videos/ webpages / publications). This shows that there has not been much improvement in reducing sexual harassment on campus. It is worrying that during the focus group discussion sessions, some students have accepted sexual harassment as school culture. Therefore, although other students have expressed resentment, sexual harassment will still go on.

6.23 In the face of sexual harassment, most of the students react passively by addressing the issue on their own. For example, they will choose to tolerate or to leave. Even though the harassers are mostly students, the victims rarely seek help from their teachers. Some students think that their teachers, either embarrassed or inexperienced, are incapable of handling cases of sexual harassment. The fear of revenge also prevents them from reporting the incidents of sexual harassment to their teachers. It is rare for the victims to seek external assistance and therefore they are alone to face the incidents. Despite the fact that they can talk to family members or friends and get reliefs from fearful and angry emotions, their negative feelings from embarrassment to damage of self-respect, and even depression linger. Local studies point out that victims, after being sexually harassed, show low self-confidence/ self-image, depression, insecurity, and poor sense of belongingness to school. Overseas research shows that apart from feeling unsafe at school, elevated risk of suicidal thoughts, early dating and substance use are also found. Girls are even reported of dieting and self-harm behaviors.

6.24 It is perplexing to note that schools adopt an “ostrich policy” in response to the incidents of sexual harassment on campus. The findings of the focus group survey indicate that the policies on sexual harassment mainly focus on the relationship between students and teaching staff/ external tutors. Sexual harassment between students is seldom addressed. Both teachers and social workers consider that schools address the issue in a low-key manner in order to uphold their reputation. The general attitude is “don’t make a mountain out of a molehill”. It should be understood that not dealing with sexual harassment does not mean its disappearance. Indeed, effective ways of dealing with sexual harassment involve the collaboration of the Government, principals and teaching staff, parents, students and stakeholders in the community. As such, victims can follow formal complaint procedures or legal means to solve the sexual harassment problems so that sexual harassers should receive appropriate punishment and counseling.

6.25 Based on the above discussions, there are a number of areas that need improvement in terms of the preventive measures against sexual harassment on campus and proper management in handling complaints of sexual harassment. In this regard, the research team proposes the following recommendations:

(1) Policies and Mechanisms in Handling Sexual Harassment on Campus

Each school should develop a policy to address sexual harassment. This policy should give a clear definition on sexual harassment so that principals, teaching staff and social workers know how to handle sexual harassment cases. The system of complaint-handling should serve to safeguard the basic rights of teachers and students, as well as their gender equity and

equality. In operation, the system should uphold the principles of fairness, transparency and protection of privacy, and the authority to discipline.

With reference to the universities, mechanisms should be established in primary and secondary schools in order to handle complaint cases. Concurrently, all students and parents should understand clearly about the complaint procedures (e.g., relevant information uploaded on the school website). Moreover, appropriate channels should be provided for students who can seek help in confidence. Once the policy is set, the school should enforce the policy, with proper mechanism to monitor the implementation and review the policy from time to time, in order to ensure the efficacies of its implementation.

(2) Training of School Principals and Teaching Staff

Incidents of sexual harassment mostly occur among peers in the classroom during the changing of classes or recesses. In fact, most students choose not to seek help from school staff. Therefore, more comprehensive training programmes should be provided for school principals, teachers, counselors and social workers in order to enhance their abilities in dealing with sexual harassment in schools.

(3) Provision of Appropriate Psychological Counseling

When incidents of sexual harassment occur, involved parties need to receive some sound psychological counseling. On one hand, the perpetrators need to address their offending behaviors which may involve psychological abnormalities or biases. On the other hand, victims need counseling services because they have experienced a lot of negative emotions and cognitions. The schools should collaborate with their counseling team, including the use of external resources and providing appropriate channels so that the victims are able to access one-stop professional counseling and follow up services. Designated persons will provide various support services for the victims, follow up their psychological wellbeing and avoidance of being sexually harassed in future.

(4) Strengthening Sex/ Gender Education

Different ages represent different developmental stages. The survey findings reveal that different educational modes should be administered to students in primary and secondary schools and universities. The primary school students have a vague concept of sexual harassment and therefore, an inductive and more flexible model should be adopted to educate them. For students in secondary schools and universities, strengthening of education on campus about issues including sexual harassment among students, relationship and courtship between genders, and even some controversial topics (e.g., *Wonjokyuje*, premarital sex and teenager pregnancy). Restructuring of lessons should be undertaken to increase class time to have teaching about sexual harassment. The mode of teaching should not be unidirectional and it needs to adopt other modes such as small group discussion and role-playing. Students can therefore freely discuss and clarify their concerns. It also helps students to establish mutual respect and self-respect in values around sex, and to build a “zero sexual harassment” campus.

Following the rapid development of information technology, local students increasingly get more channels and opportunities in employing information technology and the internet in their living and study. Many research findings reveal that as daily internet usage by children and teenagers continues to increase, exposure to online sexual harassment or violence will become more serious. For example, they receive online indecent or obscene materials (including child pornography) or experience sexual assaults in meeting their net friends. The schools and related organizations are responsible to equip teachers and parents to increase their awareness, understanding and knowledge about the issue. Students can therefore acquire the values and the concept of online security so as to prevent the online sexual harassment.

(5) Education for Parents

The schools and related organizations should organize various activities (such as workshops and parent-child camps) to help parents increase their awareness on the issues about sexual harassment. Tools such as CDs and activity kits could also be used as resources for parents to educate their children at home about sexual harassment.

(6) Roles of the Government, EOC and NGOs

The Government and the EOC should collaborate with related organizations to undertake large scale studies on sexual harassment on a regular basis. Furthermore, the Government should produce programmes about sex/ gender education which are broadcasted on mainstream media. CDs and teaching kits can be produced as useful tools to facilitate parents and teachers. Survey findings indicate that students seldom ask for assistance from teaching staff/ social workers in schools and external NGOs. It is proposed that hotlines and email accounts should be set up so that students can seek help in confidence.

References

- AAUW Educational Foundation (2001). *Hostile hallways: Bullying, teasing, and sexual harassment in school*.
- AAUW Educational Foundation (2004). *Harassment-Free Hallways: How to Stop Sexual Harassment in School*.
- AAUW Educational Foundation (2005). *Drawing the Line: Sexual harassment on campus*.
- AAUW Educational Foundation (2011). *Crossing the Line: Sexual harassment at school*.
- Chaffin, S. M. (2008). The new playground bullies of cyberspace: Online peer sexual harassment. *Howard Law Journal*, 51, 773-818.
- Chiodo, D., Wolfe, D. A., Crooks, C., Hughes, R., & Jaffe, P. (2009). Impact of sexual harassment victimization by peers on subsequent adolescent victimization and adjustment: a longitudinal study. *Journal of Adolescent Health*, 45(3), 246-52.
- Connell, R. W. (1987). *Gender and Power: Society, the Person and Sexual Politics*. Stanford: Stanford University Press.
- Connell, R. W. (1992). A Very Straight Gay: Masculinity, Homosexual Experience, and the Dynamics of Gender. *American Sociological Review*, 57, 735-751.
- Connell, R. W. (2002). *Gender*. Cambridge: Polity Press.
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika* 16, 297-334.
- Dellinger, K., & Williams, C. (2002). The locker room and the dorm room: Workplace norms and the boundaries of sexual harassment in magazine editing. *Social Problems*, 49, 242-257.
- GLSEN: Gay, Lesbian, and Straight Education Network. (2005). *From teasing to torment: School climate in America, a survey of students and teachers*. New York, NY.
- Gutek, B. A., Murphy, R. O., & Douma, B. (2004). A Review and Critique of Sexual Experiences Questionnaire (SEQ). *Law and Human Behavior*, 28(4), 457-482.
- Hendriks, J., Fyfe, S., Styles I., Skinner, S. R., & Merriman, G. (2012). Scale construction utilising the Rasch unidimensional measurement model: A measurement of adolescent attitudes towards abortion. *Australasian Medical Journal*, 5(5), 251-261.

- Leeper, C., & Brown, C. S. (2008). Perceived experiences with sexism among adolescent girls. *Child Development, 79*(3), 685-704.
- Lee, N. Y. (1999). Sexual harassment at Campuses and Regulations. *Journals for Women's Study, 10*, 163-174. Silla University,
- Linacre, J. M. (1994). Sample size and item calibration stability. *Rasch Measurement Transactions, 7*(4), 328.
- Margolis, J. (1993, July 6). The figures can lie and the lies can figure. *Chicago Tribune, Perspective*, p. 17
- Ministry of Gender Equality and Family (2002). *Reports on sexual harassment at university campuses in Korea*.
- Pepler, D. J., Craig, W. M., Connolly, J. A., Yuile, A., McMaster, L., & Jiang, D. (2006). A developmental perspective on bullying. *Aggressive Behavior, 32*, 376 – 84.
- Petersen, J. L., & Hyde, J. S. (2009). A longitudinal investigation of peer sexual harassment victimization in adolescence. *Journal of Adolescence, 32*(5), 1173 – 88.
- Roberts, D. F., & Foehr, U. G. (2008). Trends in Media Use. *Children and Electronic Media, 18*(1), 11-37.
- Shariff, S., & Strong-Wilson, T. (2005). Bullying and new technologies: What can teachers do to foster socially responsible discourse in the physical and virtual school environments? In J. L. Kincheloe (Ed.), *Classroom teaching: An introduction* (pp. 219 – 40). New York, NY: Peter Lang.
- Shoop, R. J., & Edwards, D. L. (1994). *How to stop sexual harassment in our schools*. Boston: Allyn & Bacon.
- Shoop, R. J., & Hayhow, Jr., J. W. (1994). *Sexual harassment in our schools: What parents and teachers need to know to spot it and stop it*. Boston, MA: Allyn & Bacon.
- Timmerman, G. (2005). A comparison between girls' and boys' experiences of unwanted sexual behavior in secondary schools. *Educational Research, 47*(3): 291-306.
- Tokunaga, R. S. (2010). Following you home from school: A critical review and synthesis of research on cyberbullying victimization. *Computers in Human Behavior, 26*, 277 – 87.
- Walsh, M. Duffy, J., & Gallagher-Duffy, J. (2007). A more accurate approach to measuring the prevalence of sexual harassment among high school students. *Canadian Journal of Behavioral Science, 39*(2), 110-118.

Williams, C. L., Giuffre, P. A., & Dellinger, D. (1999). Sexuality in workplace: Organizational control, sexual harassment and the pursuit of pleasure. *Annual Review of Sociology*, 25, 73-93.

Young, A. M., Grey, M., & Boyd, C. J. (2008). Adolescents' experiences of sexual assault by peers: Prevalence and nature of victimization occurring within and outside of school. *Journal of Youth and Adolescence*, 38(8), 1072-83.

Young Voice (2008). *Sexual bullying questionnaire results*. London: BBC.

陳若璋(1993)。大學生性騷擾、侵害經驗特性之研究。教育部訓委會委託研究計劃。

吳玉釵(1996)。國小學童性騷擾經驗之探討。

香港專上學院保健小組(2002)。香港大專生「性」調查。

鄧素琴(2002)。香港大專院校性騷擾調查。

鄧素琴(2004)。青少年及兒童朋輩間性侵犯。

防止虐待兒童會(2004)。網上活動對初中生的影響調查。

香港青年協會(2006)。「少女對性行為的態度」問卷調查。

香港中文大學(2006)。新一代大學女生性觀念的問卷調查。

台灣教育部(2006)。校園性侵害或性騷擾事件處理作業參考手冊。

蘇芊玲(2009)。性別平等意識教育參考教材。教育部校園性侵害及性騷擾行為人防治教育課程研發成果。

龔憶琳、呂明綦(2009)。校園性侵害或性騷擾防治與輔導實務手冊-身體活動指導篇。教育部。

香港基督教服務處(2009)。「青少年對援助交際看法」問卷調查。

香港性教育、研究及治療專業協會(2009)。「中學生對援交的認知及價值觀」問卷調查。

張郁君、盧文玉(2010)。校園性霸凌事件之介入處遇方案。高雄市教育局學生心理諮商中心。

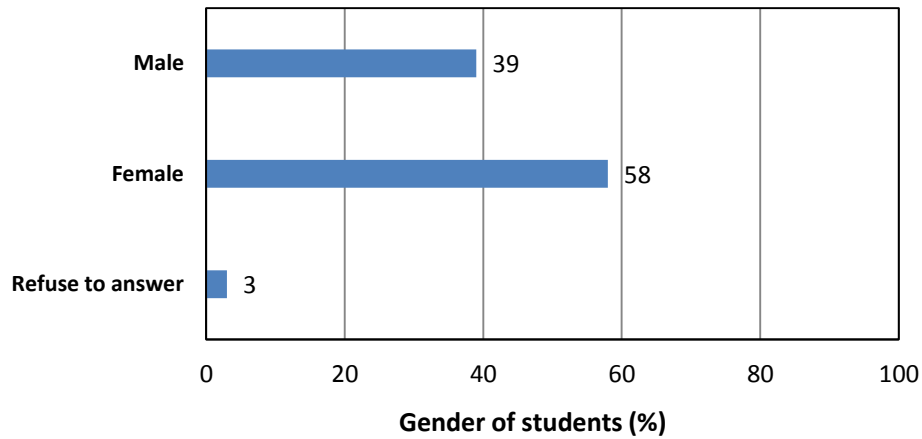
家庭計劃指導會(2010)。2006年青少年與性研究報告。

台灣教育部(2011)。國民中小學校園性侵害或性騷擾防治教育課程教師手冊。

Appendix 1 - Profile of the Respondents

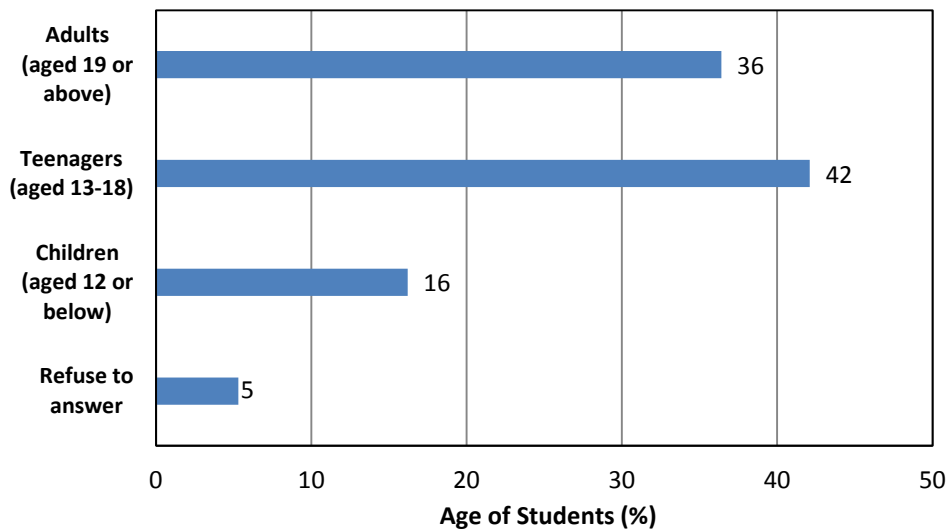
1. Gender

About 39% of the interviewed students are males whereas 58% are female students.



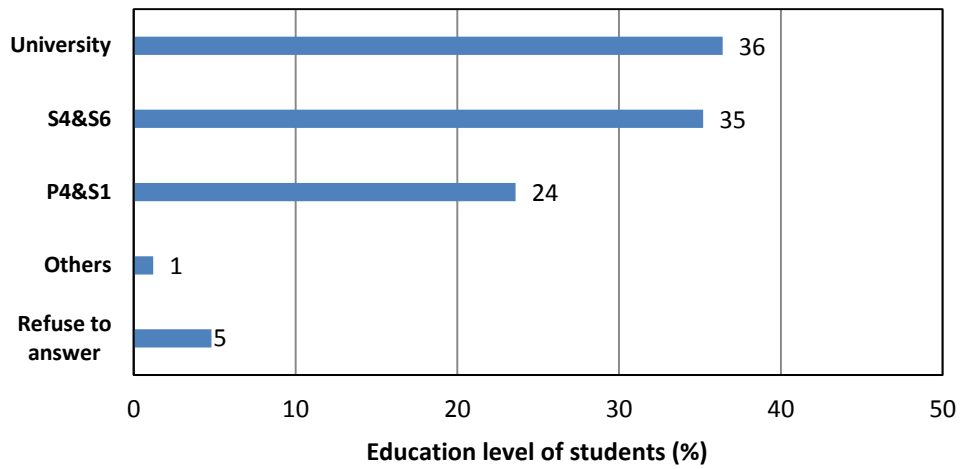
2. Age

Among the interviewed students, 42% are teenagers (aged 13-18). Furthermore, 36% are adults (aged 19 or above) whereas children (aged 12 or below) constitutes the smallest portion of 16%.



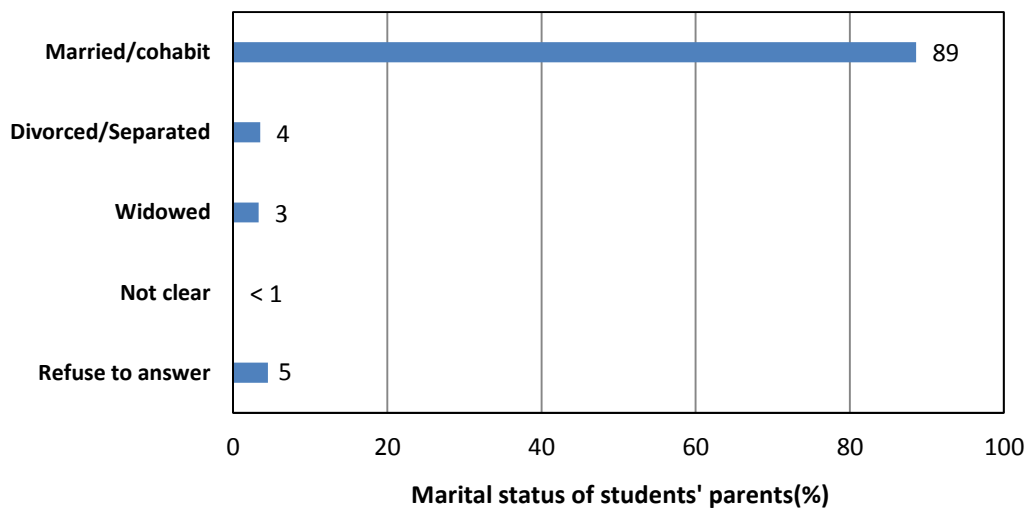
3. Educational Level

Senior secondary school students and university students occupy 35% and 36%, respectively. P4 & S1 students occupy 24% only.



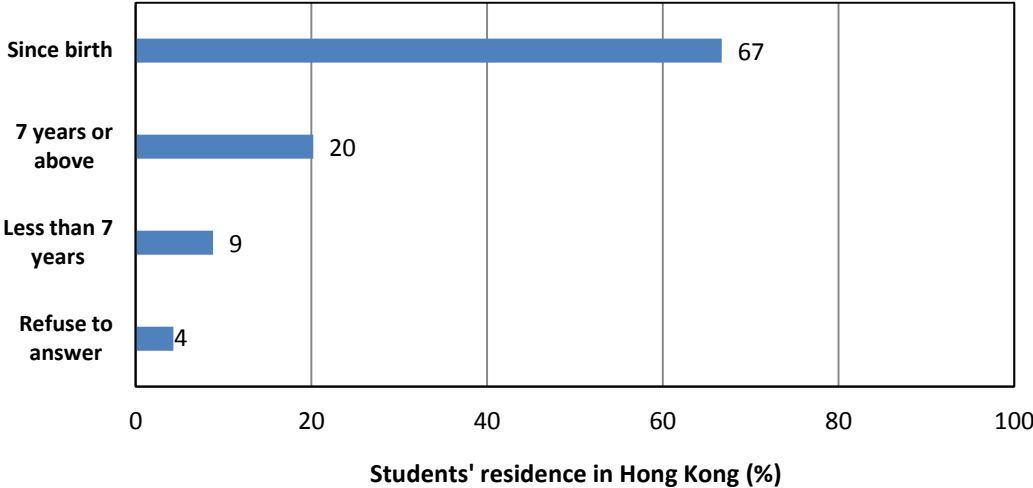
4. Marital Status of Parents

Among the interviewed students, 77% of their parents are married or cohabit. Those single parents who are divorced/separated/widowed occupy 11%.



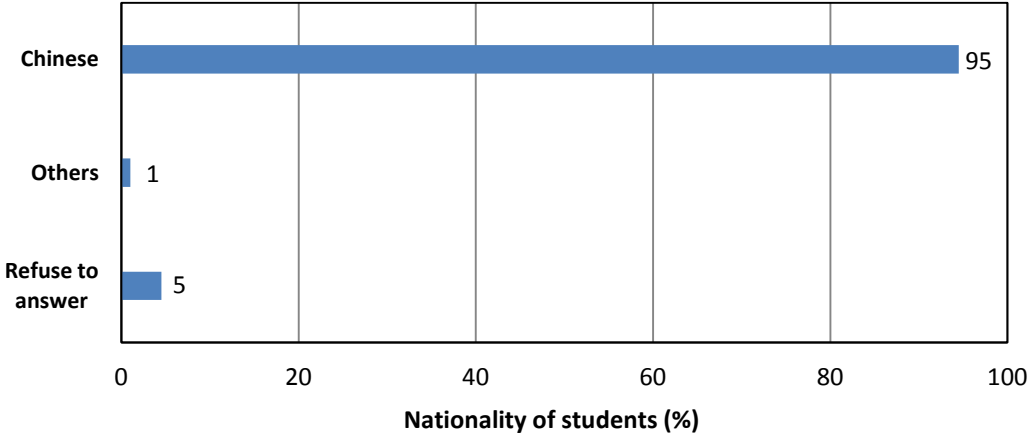
5. Years of Residence in Hong Kong

As for the interviewed students, 67% of them have stayed in Hong Kong since birth whereas 20% have stayed for 7 years or above. Only 9% of the students have stayed less than 7 years.



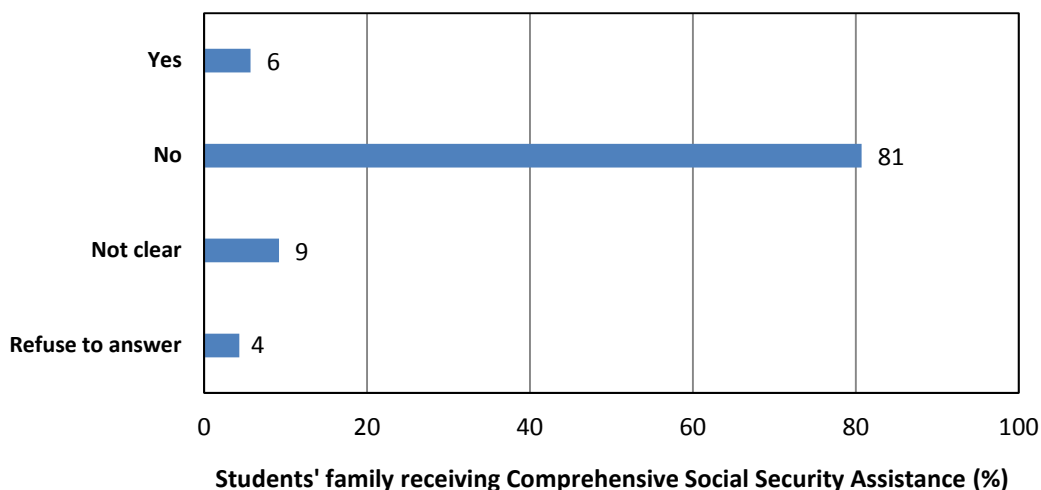
6. Nationality

Most interviewed students (95%) are Chinese in nationality. Students holding other nationalities occupy only 1%.



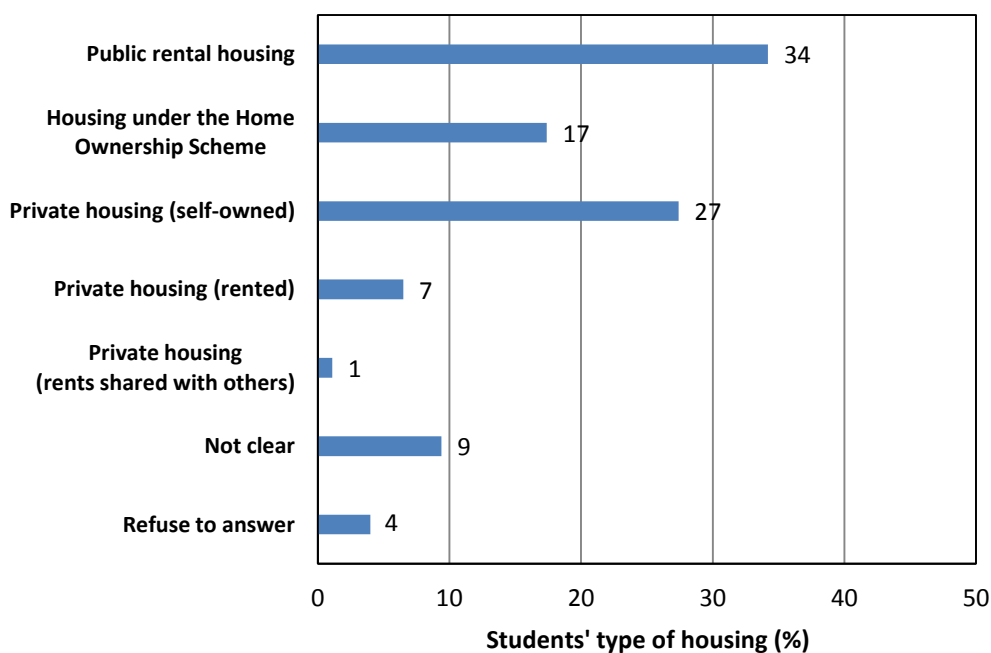
7. Family receiving Comprehensive Social Security Assistance (CSSA)

Families of most interviewed students (81%) do not receive CSSA whereas only 6% do.



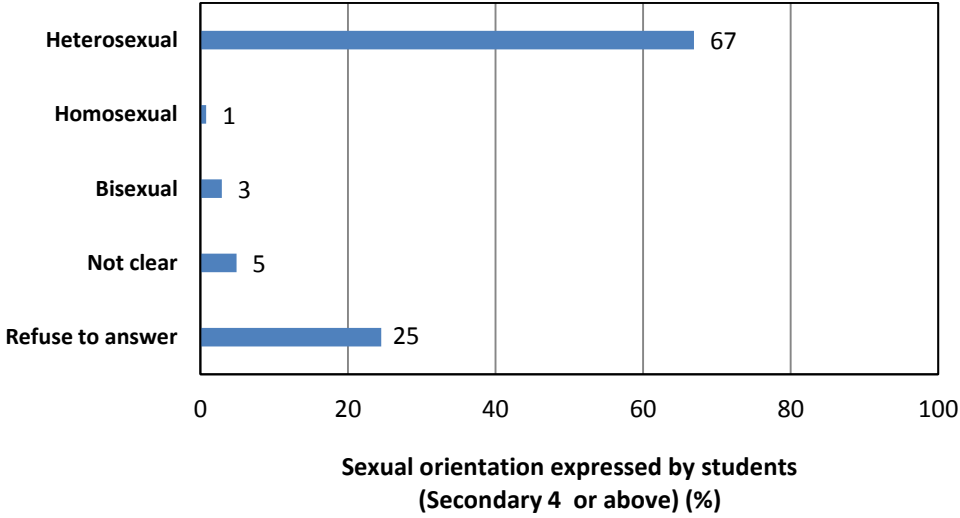
8. Types of Housing

About one-third of the interviewed students (34%) live in public rental housing whereas 27% live in self-owned private housing. Besides, 17% live in housing under the Home Ownership Scheme, 7% rent some private housing, and 1% share with others in private rental housing.



9. Sexual Orientation (Ask only secondary 4 or above)

As for the interviewed students, 25% refuse to answer. Among those who have claimed their status, they include 67% heterosexuals, 3% bisexuals, 1% homosexuals, and 5% not clear of their own sexual orientation.



Appendix 2 - Quantitative Survey Questionnaire

Study on students' sexual attitudes and views on sexual harassment

The Equal Opportunities Commission entrusted the Hong Kong Institute of Education to conduct a survey on 'students' sexual attitudes and views on sexual harassment'. You are invited to complete the questionnaire which would take a few minutes. For the following questions, there would be no standard answer. Please answer the questions based on your experiences and feelings, and put a tick (✓) in an appropriate box. **Our promise: All the personal information and data obtained will be kept confidential and used in data analysis for research purpose only. Please feel free to answer the questionnaire.** Thank you!

1. Do you regard the following circumstances as sexual harassment?

	It definitely is not sexual harassment	It should not be sexual harassment	Not sure	It should be sexual harassment	It definitely is sexual harassment	Have you ever done this to others in the past 1 year?
a. Someone continuously made suggestions, propositions, or demands to you for sexual favors or sexual relationship, e.g., using telephone, mail, SMS and Email						
b. Someone bothered you by asking for dates, leaving messages, though you had answered 'no'.						
c. Someone talked about sex all the time in your presence.						
d. Someone called you 'tart', 'gigolo', 'whore', 'manwhore', or similar words.						
e. Someone called you 'gay', 'lesbian', 'tomboy', 'effeminate', or similar words.						
f. In or out of classes, or during orientation activities, someone asked you to talk about sexual topics or to have intimate body contacts with the same/opposite sex.						
g. Someone made sexual comments or jokes about your looks, body, or private life which make you feel uncomfortable.						
h. Someone spread sexual rumors about you.						
i. Someone publicly "rated" your sexual attractiveness.						
j. Someone wrote sexual messages/graffiti about you in public areas in school.						
k. Someone made sexual jokes about you.						
l. You saw some sexual messages/graffiti on toilet door, wall, notice board, locker area, others' book covers, school bags, stationeries, and personal decorations.						
m. Someone rubbed or touched against you on purpose (e.g., encircled your waist).						
n. Someone pulled your clothing (e.g., lifted up your skirt, pulled your bra, pulled off your pants).						
o. Someone looked you up and down in a sexual way.						
p. Someone made sexual gestures/movements to you.						
q. Someone showed or passed to you pornography (e.g., sexually explicit magazine, screensaver, email etc).						
r. Someone continually followed you in public areas even when you did not like it.						

2. During **the past one year** have anyone done the following acts to you without your consent?

	No	Yes				
		A male	A female	Two or more people (all males)	Two or more people (all females)	Two or more people (both males and females)
a. Someone continuously made suggestions, propositions, or demands to you for sexual favors or sexual relationship, e.g., using telephone, mail, SMS and Email						
b. Someone bothered you by asking for dates, leaving messages, though you had answered 'no'.						
c. Someone talked about sex all the time in your presence.						
d. Someone called you 'tart', 'gigolo', 'whore', 'manwhore', or similar words.						
e. Someone called you 'gay', 'tomboy', 'effeminate', or similar words.						
f. In or out of classes, or during orientation activities, someone asked you to talk about sexual topics or to have intimate body contacts with the same/opposite sex.						
g. Someone made sexual comments or jokes about your looks, body, or private life which make you feel uncomfortable.						
h. Someone spread sexual rumors about you.						
i. Someone publicly "rated" your sexual attractiveness.						
j. Someone wrote sexual messages/graffiti about you in public areas in school.						
k. Someone made sexual jokes about you.						
l. You saw some sexual messages/graffiti on toilet door, wall, notice board, locker area, others' book covers, school bags, stationeries, and personal decorations.						
m. Someone rubbed or touched against you on purpose (e.g., encircled your waist).						
n. Someone pulled your clothing (e.g., lifted up your skirt, pulled your bra, pulled off your pants).						
o. Someone looked you up and down in a sexual way.						
p. Someone made sexual gestures/movements to you.						
q. Someone showed or passed to you pornography (e.g., sexually explicit magazine, screensaver, email etc).						
r. Someone continually followed you in public areas even when you did not like it.						

If all the answers are 'no', please skip to Q7.

3. Please indicate the people who have done **any of the above behaviors** to you. (You can choose more than one answer)

a. Classmates (same class/other classes)
b. Teachers (including social workers)
c. Minor staff in school (e.g., school guards, janitors)
d. Family members
e. Friends
f. Net friends
g. Service provider (e.g., waiters, barbers)
h. Others, please specify: _____

4. Please indicate the site where **any of the above behaviors** takes place. (You can choose more than one answer)

a. School	If the answer is 'School', please also choose the following options: Learning area(e.g., Classroom, Laboratory, etc) Toilet/ Changing room Canteen Hall Playground Car park Teacher/Staff offices or Teacher/Staff residence Student residence hall Others, please specify: _____
b. Home	
c. Public park	
d. Entertainment place (e.g., Karaoke, Cinema etc)	
e. Service facilities (e.g., Restaurant, Fast food restaurant, Library etc)	
f. On public transport facilities (e.g., Bus, MTR, Ferry, etc)	
g. Street	
h. Internet platform (e.g., Website, E-mail, etc)	
i. Others, please specify: _____	

5. When you experienced any of the above circumstances, did you have the following feeling(s)?

	Yes	No
a. Feeling helpless		
b. Feeling depressed		
c. Being less sure of yourself or less confident		
d. Feeling afraid or scared		
e. Feeling angry		
f. Feeling stressed and confused		
g. Sleep disturbances		
h. Eating disorders		
i. Cannot concentrate in daily life		
j. Cannot study well		
k. Cannot relate well with others		
l. Others, please specify: _____		

6. When you experienced any of the above circumstances, did you behave in the following way(s)?

	Yes	No
a. Keep silent		
b. Complain to the harassers.		
c. Tell classmates/friends		
d. Tell family members.		
e. Tell seniors in school (e.g., teachers, social workers)		
f. Complain to Equal Opportunities Commission		
g. Call the police		

7. Have you ever seen/heard the following information in school?

	Yes	No
a. School policy and regulations on prevention of sexual harassment.		
b. Promotion materials such as posters/leaflets about preventing or dealing with sexual harassment in schools.		
c. School assemblies/seminars/workshops on prevention of sexual harassment		

8. If you had participated in any school assemblies/seminars/workshops on prevention of sexual harassment, please indicate who was the parties in charge? (You can choose more than one answer)

a. Teachers in school
b. Social workers in school
c. Staff from Equal Opportunities Commission
d. Staff from other social service organizations outside school
e. Others, please specify: _____

9. Do you know what *Wonjokyuje* (compensated dating) is?

a. Yes
b. No

→ If the answer is 'No', please go to Q12.

10. What do you think about *Wonjokyuje*?

a. Absolutely acceptable
b. Acceptable
c. Not acceptable
d. Absolutely not acceptable
e. No opinion

11. Do you agree with the following statements about *Wonjokyuje*?

	Strongly agree	Agree	Disagree	Strongly disagree	No opinion
a. <i>Wonjokyuje</i> is one type of occupation.					
b. <i>Wonjokyuje</i> is different from being a sex worker because there can be a choice of client.					
c. <i>Wonjokyuje</i> will distort social values. (e.g., Money is the most important.)					
d. <i>Wonjokyuje</i> would spread sexual diseases.					

12. What do you think about premarital sex?

a. Absolutely acceptable
b. Acceptable
c. Not acceptable
d. Absolutely not acceptable
e. No opinion

13. Do you agree with the following statements about premarital sex?

	Strongly agree	Agree	Disagree	Strongly disagree	No opinion
a. Premarital sex can satisfy sexual desires/sexual needs.					
b. Premarital sex improves intimate relationship.					
c. Premarital sex can make my partner love me.					
d. Premarital sex will negatively affect relationship after marriage.					

14. What do you think about teenage pregnancy?

a. Absolutely acceptable
b. Acceptable
c. Not acceptable
d. Absolutely not acceptable
e. No opinion

15. Do you agree with the following statements about teenage pregnancy?

	Strongly agree	Agree	Disagree	Strongly disagree	No opinion
a. Teenage pregnancy is not a problem if they are able to take care of the baby.					
b. Teenage pregnancy will cause psychological and physiological harm to both teenage parents.					
c. Teenage pregnancy will seriously affect their future career.					
d. Teenage pregnancy will make them learn to take up parenting responsibilities and become more responsible persons.					

16. What grade are you in?

a. Primary 4
b. Secondary 1
c. Secondary 4
d. Secondary 6
e. University year 1
f. University year 2
g. University year 3
h. University year 4
i. Others, please specify: _____

17. What is your gender?

a. Male
b. Female

18. What is your sexual orientation? [Ask only secondary 4 or above, i.e. respondents c-h in Q16]

a. Heterosexual
b. Homosexual
c. Bisexual
d. Not clear

19. Your age is _____

20. What is your nationality?

a. Chinese
b. Others, Please specify: _____

21. How long have you been living in Hong Kong?

a. Since birth.
b. 7 years or above.
c. Less than 7 years.

22. What is the marital status of your parents?

a. Cohabit
b. Married
c. Divorced/Separated
d. Widowed
e. Not clear

23. Which type of housing are you living in?

a. Public rental housing
b. Housing under the Home Ownership Scheme
c. Private housing (self-owned)
d. Private housing (rented)
e. Private housing (rents shared with others)

24. Is your family receiving Comprehensive Social Security Assistance (CSSA)?

a. Yes
b. No

If you feel uncomfortable after completing the questionnaire, please contact your teacher and social worker immediately.

End of Questionnaire

- Thank you for answering -

Appendix 3 - Focus Group Discussion Guidelines

Warm Up Questions

1. The facilitator introduces her/himself and states the purpose of doing this focus group.
2. Invite participants to introduce themselves and tell how they should be called.
3. State that there will be no standard answer in the discussion and all the data will be kept in strictest confidence.

Questions for Students

A. The Culture of Sexual Harassment

1. The facilitator uses 2-3 of the following cases to ask the participants whether they agree or not the cases are sexual harassment. Probe the reasons behind. **(The facilitator should base on the given time to choose 2-3 cases. Some supplementary cases which suit the current grade level of students can be used too.)**
 - a. Mass games which are organized by student, such as “hide-and-seek“, “haunted house adventure” and “happy corner”, induce lots of body contact/touch among participants.
 - b. University hall residents display posters with nude images inside a double door, as well as surfing pornographic websites.
 - c. A gang of male teenagers abuse the genitals of another teenager inside the washroom/changing room.
 - d. Without prior consent, the sexual organ of Tom is touched by a healthcare professional in a medical checkup.
 - e. A teacher lifted up Mary’s skirt in school and praised her sexy legs.
2. Have you ever seen the following situations in school? How was it? What do you think?
 - a. Someone called others “tart”, “gigolo”, “whore”, “manwhore”, “gay”, “lesbian”, “tomboy”, “effeminate” or similar words.
 - b. Someone made sexual comments or jokes about others’ appearance, figure, or private life.
 - c. Someone talked and joked about sex all the time.
 - d. Someone pulled others’ clothing (e.g., lifted up the skirt, pulled the bra, pulled off the pants).
3. What do you think is sexual harassment? Under what circumstance would you consider it as sexual harassment? Why?
4. Who do you think would likely be sexual harasser? Why?

B. Measures to Prevent Sexual Harassment

1. If you encounter sexual harassment, what will you do or will not do? Why?

2. Do you know whether your school has any measures to prevent sexual harassment? If yes, what are they?
3. If you encounter sexual harassment, do you know any people or social service organizations you can seek help from?
4. Do you think these aftermath support measures are useful?
5. Have you ever discussed sexual harassment in class? In what grade-level and class subject was it undertaken? What was taught in the class? By whom? If it was not conducted by school personnel, what organization held the class activity?
6. Have you ever joined any activities to prevent sexual harassment (including seminar, workshop) organized by schools or other social service organizations?
7. How do you evaluate these activities that you have joined? Why?
8. Do you think schools, parents, and society are actively promoting prevention of sexual harassment? Why?
9. Do you think your understanding in sexual harassment is sufficient? Why?
10. Do you have any suggestions about enhancing the awareness of prevention of sexual harassment? What are they?

C. Gender equality

1. What do you think that gender equality means?
2. Do you think you are living in a society with gender equality?
3. Do you think boys and girls in school respect or fight against each other? Why?
4. Do you think there is a relationship between the occurrence of sexual harassment and gender equality awareness? Why?

Questions for School Principals / Teachers / Social Workers

1. Do you think sexual harassment exists in school? Is the problem serious?
2. What are the forms of sexual harassment in school? Who are involved in it?
3. How do you perceive these behaviors?
4. Are there any codes, rules, or policies in your school to prevent sexual harassment? How were these policies developed?
5. Do parents know these policies?
6. Does your school post any notices, posters, or leaflets about the prevention of sexual harassment?
7. Does your school organize any seminars or workshops on the prevention of sexual harassment? Who are the participants?
8. How do you think the social atmosphere, school culture, and government policies affect sexual harassment in school?
9. Does your school have any good measures to prevent sexual harassment?

10. How does your school offer an environment with gender equality? Is it efficient? Are there difficulties in the implementation?
11. Does your school consider building up a 'sexual-harassment-free space'? (something like 'smoke-free space')

Questions for Parents

1. In your opinion, what is sexual harassment? What kind of situations would make you think of sexual harassment? Why?
2. If you encounter sexual harassment, what will you do or not do? Why?
3. Do you think you have enough understanding of sexual harassment? Why?
4. What do you think that gender equality means?
5. Do you think there is a relationship between the occurrence of sexual harassment and gender equality awareness? Why?
6. As a parent, what do you think of your role in preventing sexual harassment and promoting gender equality?
7. With regard to preventing sexual harassment and promoting gender equality, how do you teach your children? (at what age / time? by what means?) Are there any difficulties? Do you use the same method to teach your son and daughter? Why?
8. Did your children ever discuss with you about sexual harassment they faced in school? How did you respond?
9. Are there policies and measures in your children's schools to prevent sexual harassment and promote gender equality? If yes, what do you think of these policies and measures?
10. Have you ever joined any activities to prevent sexual harassment (including seminar, workshop) organized by schools or other social service organizations? If yes, how do you evaluate the activities that you have joined? Why?
11. What suggestions do you have in preventing sexual harassment and promoting gender equality? How can schools and society work together to effectively support parents in teaching their children in these areas?