

Break ...the Silence

Equal
Opportunities
Commission 2019

Territory-wide Study on Sexual Harassment of University Students in Hong Kong

Report



平等機會委員會
EQUAL OPPORTUNITIES COMMISSION

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Equal Opportunities Commission

Tel. : (852) 2511 8211

Fax : (852) 2511 8142

Email : eoc@eoc.org.hk

Website : www.eoc.org.hk

Address : 16/F., 41 Heung Yip Road, Wong Chuk Hang, Hong Kong

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BREAK THE SILENCE:

TERRITORY-WIDE STUDY ON SEXUAL HARASSMENT OF
UNIVERSITY STUDENTS IN HONG KONG

Equal Opportunities Commission 2019



平等機會委員會
EQUAL OPPORTUNITIES COMMISSION

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If anything in this report has affected or distressed you, you can contact the following support or counselling services:

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18281 [24-hour]
ceasecrisis.tungwahcsd.org

RainLily

2375-5322
www.rainlily.org.hk

Sexuality Zone, Caritas

6188-5555
playsafe.caritas.org.hk/sz/

Suicide Prevention Services

2382-0000 [24-hour]
www.sps.org.hk

The Family Planning Association of Hong Kong

2572-2222
www.famplan.org.hk

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You can also contact the support or counselling services at your universities:

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Centre of Development and Resources for Students
Counselling and Person Enrichment
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cedars-cope@hku.hk

The Chinese University of Hong Kong

Wellness & Counselling Centre, Office of Student Affairs
3943-7208 / 3943-3493
wacc@cuhk.edu.hk
(24 Hour Emotional Support Hotline: 5400-2055)

The Open University of Hong Kong

Student Counselling Services, Student Affairs Office
2768-6856

City University of Hong Kong

Counselling Service, Student Development Services
3442-8478
cityucare4u@cityu.edu.hk

The Hong Kong University of Science and Technology

Counseling & Wellness Center, Dean of Students' Office
2358-6696
counsel@ust.hk
(24/7 HEARing helpline: 8208-2688)

Hong Kong Baptist University

Counselling & Development Centre
3411-7435
cdc@hkbu.edu.hk

The Hong Kong Polytechnic University

Office of Counselling and Wellness
2766-6800
ocw.sc@polyu.edu.hk

The Education University of Hong Kong

Student Affairs Office Counselling Service
2948-6245
saocs@eduhk.hk

Lingnan University

Counselling Team, Student Services Centre
2616-7024
counsel@ln.edu.hk

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Foreword

Sexual harassment is a taboo in Asian societies, even in an international metropolis like Hong Kong. This subject is so untouchable that many people avoid speaking its name. Some use other words such that sexual harassment becomes "carelessly crossing the line", "making fun" or "pursuit of a romantic relationship".

Every now and then, we hear about campus sexual harassment incidents in news reports. In particular, incidents of sexual harassment in orientation camp have become something like "seasonal influenza", which is expected to occur every year. The big efforts the universities spent on preventing sexual harassment seem to be of little avail. The Equal Opportunities Commission (EOC) believes that we need to gain greater insight into the overall picture of campus sexual harassment before we can find the right strategy to tackle with the problem, and here comes this Study.

This EOC Report, *Break the Silence: Territory-Wide Study on Sexual Harassment of University Students*, examines the prevalence and nature of sexual harassment among students in nine universities. The findings tell us the inconceivable truth of campus sexual harassment. Verbal harassment is common, some of which are direct sexual requests. Inappropriate physical contact is not rare. For instance, a male student repeatedly put his hand on the thigh of a number of female classmates in the name of asking if they felt cold or not, which was in fact a blatant sexual assault. More alarmingly, female students were sexually abused by classmates after drinking and a professor suggested a student to wear less for higher marks next time. The latter is particularly disappointing since such remarks have not only been an abuse of power, but have also undermined the hard work the female student has committed to her study. Having been teaching in a university for years before I join the EOC, I am overwhelmed and at a loss for words after reading these accounts of victims.

The findings of this Report tell us that it is time to face the facts. The problem of campus sexual harassment is too big to be ignored. As much as 23% of university students have been sexually harassed in the 12 months before our survey. The proportion of female students being sexual harassed is even as high as 27%.

What happens in universities today may repeat in the workplace in the future. If such wrongful acts are trivialised and tolerated on university ground, how can students be expected to speak up against sexual harassment after graduation? And

how can students be expected to respect colleagues when they learn sexual harassment bear no consequences in university?

While universities have to further enhance its preventive measures and reporting mechanism, the universities are not able to deal with it on their own. This Study finds that some of the root causes of sexual harassment can be traced well before the students start their university life. Stereotypes of women and misconceptions about sex and relationship have taken shape in teenage years.

The only answer lies with changing the mindsets of people and creating a culture in which people treat one another with respect, regardless of their gender. We recommend the Education Bureau to thoroughly reform the sex education into a gender-focused curriculum and start sexuality education early. The support of primary and secondary schools, teachers and parents is most crucial to put sexuality education in place. Universities should take the chance to provide young adults with have proper education on consent and relationship before they go to work.

Equally importantly, we have to engage both students and staff in making some real changes. Many reject training of sexual harassment as they find it a waste of time, in the belief that the label of harasser or victim would never apply to them. We need to tell them we all have a role to play in stopping and preventing sexual harassment. As a bystander, we can step forward to help and speak up for the victim.

Last but not least, the EOC owes our thanks to the nine universities participating in this Study for the determination of eliminating sexual harassment. We would also like to give a big round of applause to those 14,442 students, especially those 28 students who disclosed their personal experience of sexual harassment. They broke the silence in the hope of changing the status quo.

I sincerely hope that the recommendations of this Report will be duly considered by participating universities and other stakeholders and will be translated into real change in the not too distant future.



Prof. Alfred CHAN Cheung-ming, SBS, JP

Chairperson

Equal Opportunities Commission

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Without the 14,442 students who responded to the survey and the 28 students who spoke up and shared with the research team their personal experience of sexual harassment (and many more who expressed their interests for joining the interviews), this large-scale research project would not have been possibly achieved.

The Equal Opportunities Commission (EOC) would also like to express its sincerest gratitude to the nine universities that agreed to join this Study — in particular, all the university representatives who assisted the dissemination of our research invitation, expressed their views in our focus group discussion, and responded to the follow-up questions and inquiries posed by the research team. The nine participating universities include (in alphabetical order):

- **City University of Hong Kong**
- **Hong Kong Baptist University**
- **Lingnan University**
- **The Chinese University of Hong Kong**
- **The Education University of Hong Kong**
- **The Hong Kong Polytechnic University**
- **The Hong Kong University of Science and Technology**
- **The Open University of Hong Kong**
- **The University of Hong Kong**

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The lead authors of this report are **James CHAN Kin-sing** and **Kitty LAM Kit-ye** and the research team members are **Christy CHEUNG Chi-man** and **Jimmy LO Ting-yu** of the Policy, Research and Training Division of the EOC. The report would also not have been possible without the support from the IT Section and Language Section of the EOC. The graphics of this report was designed by E-link Design & Communications Limited. The analyses and recommendations of this report are of the EOC and do not necessarily reflect the views or the endorsement of the interviewees or their university. ◆

Executive Summary

Background and objectives

1. Collaborating with nine universities in Hong Kong, the Equal Opportunities Commission (EOC) conducted the very first territory-wide, independent, and large scale mixed-method study examining the issue of sexual harassment of university students in Hong Kong.
2. This Study, *Break the Silence: Territory-Wide Study on Sexual Harassment of University Students in Hong Kong*, collected extensive and solid evidence on the prevalence and underlying causes of sexual harassment of university students, as well as their awareness and views on this issue. This Study aims at painting an overall picture of sexual harassment, with a view to providing recommendations to universities for them to map out a better overall strategy on how to create a safe, inclusive and harassment-free environment for young people to study at universities.
3. The objectives of this Study are as follows:
 - To examine university students' understanding and awareness of sexual harassment;
 - To measure the prevalence and examine the nature of sexual harassment of university students, including the setting in which sexual harassment occurs, the relationship between perpetrators and victims, the impact of sexual harassment, etc.;
 - To evaluate the underlying causes contributing to sexual harassment at universities;
 - To examine the follow-up actions taken by victims of sexual harassment, such as lodging a complaint, and the reasons behind for not taking any actions;
 - To review the effectiveness of the policies and measures taken by the universities to address sexual harassment on campus;

- To provide recommendations for universities, the Government, and other stakeholders regarding how to properly address the issues of sexual harassment at universities.

Research Methodology

4. This Study adopts a mixed-method research design including three major data collection methods:

- i. An anonymous self-administered online questionnaire was sent by universities to all full-time undergraduate and postgraduate students of the nine participating universities via email;
- ii. In-depth interviews were conducted with 28 students who indicated they have been sexually harassed before;
- iii. A focus group discussion was conducted with representatives of universities who have been handling sexual harassment complaints and/or promoting the prevention of sexual harassment at universities.

5. A total of 14,442 self-administrated questionnaires were returned through the online survey webpage and received by the EOC research team between 22 March and 30 April 2018, representing an overall response rate of 14.3% out of the 101,016 full-time undergraduate and postgraduate students of the nine participating universities. At a 95% level of confidence, the results of this Study have a standard error of +/-0.8%. In order to ensure representativeness of the findings, weighting of data was conducted based on the male/female distribution of the nine participating universities' student population.

6. In addition, the 14,442 respondents of the online questionnaire were invited to participate in semi-structured in-depth interviews of this Study. A total of 28 in-depth interviews were successfully conducted between 10 May and 26 June 2018 at the office of the EOC. All selected interviewees have indicated that they have encountered sexual harassment personally. They were selected in a way to ensure that the views and experiences of students of different backgrounds (i.e. gender, level of study, university, etc.) were included.

7. Also, a focus group discussion was conducted on 5 June 2018 with 13 representatives of participating universities, including staff from student affairs office,

equal opportunities office/committee, and human resources department. The representative of one participating university was not available for the discussion and provided the views via a phone interview instead.

Key findings

Awareness of sexual harassment

8. The concept of sexual harassment was interpreted vastly differently among students. Conducts that were considered as sexual harassment by most students include “someone has inappropriate physical contact with you (82.8%)”, “someone sends you sexually suggestive messages or photos on the Internet and makes you feel offended (81.7%)”, and “someone keeps making sexual advances to you regardless of your rejection (81.0%)”. Even though most students had the consensus that the above three acts constitute sexual harassment, there are still some 20% did not think so. Acts considered by the least number of students as sexual harassment were “someone invites you to go out on dates repeatedly, regardless of your rejection (35.0%)”, and “someone discusses with others about sex in front of you and makes you feel uncomfortable (55.8%)”.

9. This Study has created a Sexual Harassment Awareness Index (SHA Index) to better compare the awareness and understanding of students among different sub-groups. From zero to 100, a higher score of the SHA index indicates that the respondent has a greater ability to identify sexual harassment behaviours accurately.

10. The average score of the SHA index of all respondents is 69.5, with a standard deviation of 31.4. It was found that a significant proportion of students had a fairly good understanding of the concept of sexual harassment, yet there were still room for improvement, with one-fourth (25.0%) of students getting 50 points or below. It was also found that the awareness of sexual harassment for male students was in general lower than their female counterparts by 6.8 SHA Index points — with male scored in average 65.85 and female scored 72.65.

11. This Study found that students who said they had read the anti-sexual harassment policy of their university had the highest average SHA Index score (74.61), whereas students who mistakenly said their university had no such policy got the lowest score of 54.30. In addition, those who indicated they had been sexually harassed had a higher awareness than their counterparts who had not experienced sexual harassment, by 2.47 SHA Index point.

Prevalence of overall sexual harassment

12. Near one-fourth of students (23.0%, 3,329) participated in the questionnaire survey indicated they were sexually harassed on at least one occasion, within 12 months before the survey was conducted. If the data is disaggregated by sex, as much as 27.0% (2,083) of female students and 18.4% (1,234) of male students were sexually harassed. These figures include students who said they were sexually harassed on campus, off campus by fellow students or staff, or online by anyone.

Sexual harassment on campus

13. This Study found 15.6% of students (2,259) were sexually harassed on campus. Most of them (48.6%) said they encountered sexual harassment once in the 12 months before the survey were conducted. Yet, a sizeable 43.5% of them reported that they had encountered sexual harassment for two to five times. Alarming, 3.4% (77) of students who were sexually harassed on campus said they had encountered sexual harassment for more than 10 times, in the 12 months before the survey.

14. Sexual jokes or comments were the most common form of sexual harassment. Among those who said they were sexually harassed on campus, 38.0% of them said someone had made sexually suggestive comments or jokes to others in front of them, while 34.7% said those comments or jokes were made directly to them.

15. The third most common form of campus sexual harassment was inappropriate physical contact (20.2%). Also, 15.2% of those who suffered from sexual harassment on campus responded that they had someone played sexually suggestive games in front of them during student activities, while 11.8% said someone had requested them to participate in those games and made them feel uncomfortable.

16. A small but alarming 5.1% said someone had kept making sexual advances to them regardless of their rejection, whereas 2.8% said someone had offered good academic results, money or other benefits in exchange for sexual favours.

17. Some groups of students may experience sexual harassment more likely than others, if they are female or non-binary, persons of LGBTI (Lesbian, Gay, Bisexual, Transgender, or Intersex), persons with disabilities, or non-local students. Female students had a higher chance of experiencing sexual harassment on campus than male students by 4.5 percentage points; students who are LGBTI people were 1.7 times more likely to be sexually harassed on campus than their counterparts; students with disabilities were twice as likely as students without disabilities to have been sexually

harassed; and students from the Mainland China and overseas countries were 2.9 and 2.2 percentage points more likely to have experienced sexual harassment on campus than local students, respectively. All of the differences were tested to be statistically significant ($p < 0.01$).

18. Among students who said they were sexually harassed on campus, most indicated that the gender of their perpetrators were male (80.7%) and classmates of the victims from the same university (72.7%); 4.4% (98) identified their perpetrators of sexual harassment incidents as tutors, lecturers or professors, while 4.4% (98) identified the perpetrators as non-academic staff of university.

19. Most students who were sexually harassed responded that they encountered sexual harassment incidents in common areas or lounges at university (44.9%), followed by teaching venues (26.9%), university accommodation (20.1%), and libraries or study rooms (10.5%).

In-depth interview: Students' experience of sexual harassment on campus

20. Similar to our quantitative findings, lots of students shared at the in-depth interviews that they had experienced verbal sexual harassment. In many of those cases, the perpetrators believed they were just making funny jokes or comments, while the victims felt embarrassed or offended. Some of these verbal sexual harassments amounted to unwelcome sexual advance, or unwelcome request for sexual favours. Some sexual remarks even came from professors or instructors.

21. Among all the in-depth interviews conducted, some of the most serious incidents involved sexual assault or even attempted rape. In many of those cases, alcohol was often involved and some interviewees believed that alcohol consumption was one of the contributing factors to sexual harassment and sexual assault.

22. For inappropriate physical contact, similar to verbal sexual harassment, most of the interviewees said the perpetrators were their fellow students. Some of these inappropriate contacts were immediately followed by explicit sexual advance. Many of those sexual harassment incidents occurred at university residential halls or college accommodation, where students spend a substantial amount of time with their fellow schoolmates every day.

23. Multiple students also told us in the in-depth interview that there was a culture of sexual harassment at orientation camps, which involved sexually suggestive games and abusive languages most of the time. In many occasions, victims of sexual harassment were pressurised to participate in these sexually suggestive games, or they were under strong peer-pressure which made them nod along the acts of sexual harassment.

Sexual harassment off campus

24. This Study found 3.8% (545) of students were sexually harassed by university students or staff off campus, in the 12 months before responding the survey. Although a majority of those activities were of private nature, 11.9% of them indicated that the sexual harassment incidents took place at activities organised by the university and 14.7% said those incidents occurred at student bodies' activities.

Online sexual harassment

25. Also, this Study found 11.5% (1,662) of students were sexually harassed online. Among them, 61.5% said they had received offensive sexually suggestive messages on the Internet. As many as 71.5% (1,188) and 39.4% (654) students who were sexually harassed online said they encountered sexual harassment online on social media and online forum or chat room, respectively.

Underlying causes contributing to sexual harassment at university

26. Through the in-depth interviews with students who have experienced sexual harassment, the underlying factors and causes contributing to sexual harassment at university were identified as follows:

- **Misunderstanding or trivialising sexual harassment:** The concept of sexual harassment was generally misunderstood or trivialised by university students. For instance, many students perceived conducts that constituted sexual harassment as acts of romantic pursuit, or considered them as “not a big deal”.
- **Misinterpretation of consent:** The concept of sexual consent was misunderstood by perpetrators. As shared by multiple interviewees, they found that sometimes the perpetrators, mostly men, believed that “no means yes” in the context of sex.

- **Distorted perception towards women and sexual minorities:** There is a culture of objectifying or disrespecting women among university students, and a disrespectful or even discriminatory attitude was even more prevalent towards the LGBTI community.
- **Misunderstanding masculinity:** Some students held the view that men should engage in conducts of sexual harassment to showcase their “manliness and masculinity”, while some others wrongly believed that men would not be the victim of sexual harassment, due to traditional gender norms and gender stereotypes.
- **Culture of victim-blaming:** There is an attitude of “blaming the victim” for being sexually harassed or assaulted at university. For example, some interviewees said women would be blamed for dressing in a “revealing style”, or behaving wrongly and misleading the perpetrator.
- **University “culture” and peer-pressure:** The influences of peers, as well as university culture and tradition, were widely viewed as one of the key contributing factors to sexual harassment at university. This kind of culture was most commonly found at orientation camps or other student activities. Many of those games and activities of sexual nature were passed down through generations in the name of “tradition”.
- **Silence of bystanders:** Many bystanders were unwilling to speak up or intervene when they witnessed sexual harassment at orientation camps or other situations. This phenomenon further exacerbated the prevalence and culture of sexual harassment at university.
- **Abuse of power:** In the case of being sexually harassed by people in positions of power, such as professors, lecturers or seniors in residential halls, the victims would feel vulnerable or even powerless to act against the perpetrators. Due to the fear of retaliation by perpetrators, some students choose not to report the sexual harassment incidents. These all may exacerbate the problem of sexual harassment at university.

- **Sexuality education:**¹ The insufficient or lack of sexuality education was viewed by many interviewees to be the root cause of sexual harassment at university. Without proper sexuality education, students may not have a positive attitude towards relationship and sexual norm.

Impact of sexual harassment

27. This Study found that sexual harassment incidents would cause significant adverse impact on the victims, regarding their mental health, academic studies, and social lives. In our in-depth interviews, a student said the incidents of sexual harassment would make them feel distressed, or even anxious about their personal safety. Another said she moved to another university to continue her doctoral studies, after being sexually harassed by her academic supervisor. Many more shared that their social lives were affected by the experience of sexual harassment, as they went to great lengths to avoid encountering perpetrators at university after the incidents.

Reporting and actions following sexual harassment

28. Underreporting remains a central issue for sexual harassment of university students. Among all students who were sexually harassed on campus, off campus by university-related people, or online, only 2.5% (84) of them said they had lodged complaints with their university. Another 1.0% and 1.9% of students said they had lodged complaints with the EOC and reported to the police respectively.

29. Instead of lodging complaints, most of the students who were sexually harassed (75.0%) had adopted a passive approach to the incidents, which were to avoid contact with the harasser(s) (45.0%), or to not take any actions at all (30.0%).

30. The positive actions that most students had taken included blocking the harasser(s) online (23.0%), asking the harasser to stop the sexual harassment act (22.3%), or asking social networking sites to remove the harassing content (9.5%). Only a few students (2.2%) sought professional support services after experiencing the sexual harassment incidents, such as talking to academic staff or counsellors at their university.

¹ The EOC believes that the term “sex education” should be renamed as “sexuality education” or “sexuality and relationship education”, in order to emphasize the gender and relationships elements of the subject and its comprehensive nature. Except for directly quoting interviewees, the term “sexuality education” will be used in this whole report.

31. The reasons behind students not reporting sexual harassment incidents to the university are complex and manifold. Among students who had not reported the sexual harassment incidents to the university, 58.9% of them said they did not consider the incident to be serious. Following that, 36.2% said they had resolved the matter on their own. These figures indicated that there may be a danger of victims of sexual harassment downplaying or trivialising the incidents they experienced.

32. As many as 20.7% of students among who decided not to report the sexual harassment incidents said they were not sure whether the incidents they encountered constitute sexual harassment. One in ten (10.6%) said because they did not want to jeopardise the relationship with the harasser(s) (10.6%), whilst 7.2% said were due to in fear of retaliation by the harasser(s).

33. About 11% of students who did not report their sexual harassment incident to their university because they worried about ineffective complaint mechanism or protracted process (11.2%) and 8.7% did not even know the channels for lodging complaints in university. The above findings were echoed by the qualitative interviews in this Study.

Universities' efforts to prevent sexual harassment

34. This Study also reviews the measures taken by the participating universities to prevent and eliminate sexual harassment. While many universities have spent a lot of efforts on countering sexual harassment, the students did not think in the same way. Below are some of the key issues identified that hinder the anti-sexual harassment efforts:

- **Students were unaware of universities' anti-sexual harassment policy:** All participating universities have developed their own anti-sexual harassment policies which are available on university websites. However, this Study found more than half of the students (58.6%) were not aware of the anti-sexual harassment policy of their university. Among those who were aware of it, a majority (62.1%) admitted that they had never read the policy at all. Similarly, in the in-depth interviews, many interviewees did not know their university has an anti-sexual harassment policy and were unsure which department they should go if they want to report sexual harassment.
- **Universities' promotional efforts received lukewarm response:** While a majority of students rated the work done by the university as "Fair

(52.5%)”, 26.9% considered the work of their university “Insufficient” or “Very Insufficient”, as compared to 20.7% of students who rated “Sufficient” or “Very Sufficient”. Students were of the view that some of the training and activities were not appealing to students which resulted in lukewarm responses and they emphasised the importance of using the appropriate media for the message of anti-sexual harassment.

- **Training for students and staff are insufficient:** The training arrangement of most universities is far from ideal. Not a single participating university requires students to attend at least one training session on sexual harassment prevention during their university study. Both university representatives and student interviewees believed that compulsory training would not be welcomed by students, while knowing that few would enrol in voluntary training. Also, only two out of nine universities said they have some compulsory training requirement for staff.
- **Complaint and reporting mechanism:** All nine universities have established a centralised complaint mechanism for sexual harassment. Yet, two universities responded that their personnel for handling complaints had not received any formal training on the matter of sexual harassment. Some university representatives shared that the division of labour among departments on handling complaints were not entirely clear.
- **Sexuality education:** Most representatives shared the view that sexuality education in Hong Kong is far from sufficient and university students do not understand the concept of sexual harassment and sexual consent.

Conclusions

35. Below are some key issues identified which requires substantial changes and improvement, in order to create a safe and harassment free environment for all university students in Hong Kong:

- a. **High prevalence of campus sexual harassment:** This Study found that near one-fourth of students (23.0%, 3,329) were sexually harassed within 12 months before the survey. Analysed by the setting of sexual harassment incidents, 15.6% of students (2,259) reported that they were sexually harassed on campus; 11.5% (1,662) said they were sexually harassed online; while 3.8% (545) said they were sexually harassed by university students or

staff off campus. Structural and systematic changes are needed to address such a high prevalence of sexual harassment at university.

- b. Female students and minorities are more prone to sexual harassment:** As much as 27.0% (2,083) of female students were sexually harassed, that is nine percentage points higher than male students. Students who were non-binary, persons of LGBTI, or persons with disabilities were also more likely to have been sexually harassed.
- c. It is not uncommon for male students to be sexually harassed:** Up to 18.4% (1,234) of male students were sexually harassed, a percentage that is higher than what people would have expected. A couple of male students in the in-depth interviews also shared the experience of being sexually harassed, such as being touched inappropriately or having someone made sexually suggestive jokes to them.
- d. Underreporting of sexual harassment at university:** This Study found that only 2.5% of students who were sexual harassed said they had lodged a complaint with the university. While the causes behind are complex, reasons such as “unaware of the complaint channels” or “in fear of retaliation by perpetrators” are cited by students that could be and should be duly addressed by university.
- e. The lack of an overall picture of campus sexual harassment makes it difficult for universities to form a holistic action plan:** The number of complaints received by each university is so small that the universities are not able to form an overall picture of the seriousness and nature of sexual harassment on their campus simply by relying on the complaint figures. Without the overall picture, it is not possible for individual universities to know the priorities and find the right response to the problems, let alone mapping out a holistic strategic action plan to eliminate sexual harassment step by step. It is also difficult for the individual universities to keep track of the awareness and prevalence of sexual harassment on their campus over the years, and evaluate the effectiveness of their policy and measures from time to time.
- f. Reported cases involving abuse of power are concerning:** While a small proportion, but not negligible numbers, of perpetrators of sexual

harassment were reported to be university staff members, including teaching staff who are supposed to be the protectors rather than perpetrators of the young students. Some of the interviewees had shared experience of staff, student leaders or internship supervisors abusing their position of power to sexually harass students. This phenomenon is concerning as victims of sexual harassment would fall vulnerable to act against or report them.

g. Social media platforms are the hotbeds for sexual harassment:

Among the 1,662 students who were sexually harassed online, 71.5% and 39.4% said they encountered sexual harassment on social media and online forums or chat rooms respectively.

h. Student's awareness of sexual harassment has clear room for improvement: One-fourth of students were getting 50 points or below (in a scale of 0-100) for the SHA Index created by the research team. This Study also found that students' lack of awareness of sexual harassment is one of the underlying causes leading to sexual harassment behaviour on campus. It is also a common reason cited by students for not reporting sexual harassment incident.

i. Some students held distorted perception towards sex, gender and relationship: In the in-depth interviews of this Study, many shared that perpetrators of sexual harassment often held views that disrespecting or objectifying women. Some students organised and played games of a sexual nature, in the name of "tradition", during student activities, while some others misinterpreted masculinity and believed that men should engage in conducts of sexual harassment to showcase their "manliness". Such distorted perception indicated that there is a lack of proper sexuality and relationship education.

j. The reluctance of bystanders to intervene in sexual harassment should be addressed: Although this Study did not focus on collecting quantitative evidence regarding bystanders' behaviours in the event of sexual harassment, a number of students shared in our in-depth interviews that bystanders were generally unwilling to speak up or intervene when they witnessed sexual harassment at university. Many of them believed it is none of their business. Without engaging the majority of student population

to take ownership on the issue, this could be a major obstacle to eliminating sexual harassment as intervention of bystanders has proven to be an effective way to stop sexual harassment behaviours.

- k. **Traditional promotional and training efforts of universities are not working effectively on students:** Despite all the current efforts spent by the universities, more than half of the students (58.6%) were not aware of the anti-sexual harassment policy of their university. Also, more than one-fourth of students (26.9%) said their university's efforts on promoting anti-sexual harassment was "Insufficient" or "Very Insufficient". While students believed that their universities should do more to promote university policy on this area and teach students what sexual harassment and consent are, many shared in the in-depth interviews that the traditional training and promotion do not fit in the learning and social habits of the young generation who are more attached to the online world.
- l. **University's top level commitment and staff support on anti-sexual harassment have to be enhanced:** Since most of the participating universities do not require staff to attend compulsory anti-sexual harassment training, it is difficult for university to get staff attending those training even if provided, in particular senior management staff who always have a busy schedule. Without some firm and visible support from the senior management of university on the matter of anti-sexual harassment — which is the case of some universities as found in our focus group discussion — the message of zero-tolerance to sexual harassment is hard to be conveyed to both staff and students. Also, some universities did not have sufficient resources for promoting anti-sexual harassment, and the staff's participation on those events (e.g. training) are also yet to be seen.

Recommendations

36. This Study indicated that the problem of sexual harassment of university students in Hong Kong is too big to be ignored. The seriousness of the issue is also alarming. The personal accounts of sexual harassment disclosed by students illustrated that some of the root causes of the current problem can be traced well before the youngsters start their university study. Some formed a distorted view about women, manhood and relationship as a teenager, which resulted in sexual harassment when they have become a young adult.

37. Therefore, campus sexual harassment cannot be tackled by the universities alone. It is a social problem that requires solutions both on and off the university campus. Urgent and systemic actions and responses are needed from multiple stakeholders — including the Government, primary and secondary schools, management of universities and residential colleges, student leaders and all other students — to combat the problem.

38. A timely response is most needed. Otherwise, sexual harassment will not only continue to exist on university campus, it may even exacerbate and spread to the workplace after students are graduated. This report provides recommendations in four directions:

- **University’s commitment and governance;**
- **Victim-centric reporting mechanism in responding to sexual harassment;**
- **Awareness-raising training for attitude changing; and**
- **Comprehensive sexuality education.**

39. The 17 recommendations made below are based on the findings of this Study, expertise of the EOC, and some best practices adopted by overseas universities:

- **Recommendation 1:** *Universities should consider appointing a top-level managerial staff member, at least at the level of Pro-Vice-Chancellor/Vice-President, to oversee matters related to anti-sexual harassment, gender equality and sexuality education.*
- **Recommendation 2:** *It is recommended that each department and residential hall/college of universities should assign a “Gender Focal Point (GFP)”, who serves as the link between the university management and the department/hall/college, to make sure the university’s policy on gender equality and anti-sexual harassment can be properly implemented at all levels. The GFP also serves as the resource person to provide advice for their colleagues in the same unit on how to handle or refer cases of sexual harassment.*
- **Recommendation 3:** *University may consider introducing an “anonymous online feedback channel” for students and staff to report sexual harassment incident that they experienced or witnessed. The channel is NOT a replacement of*

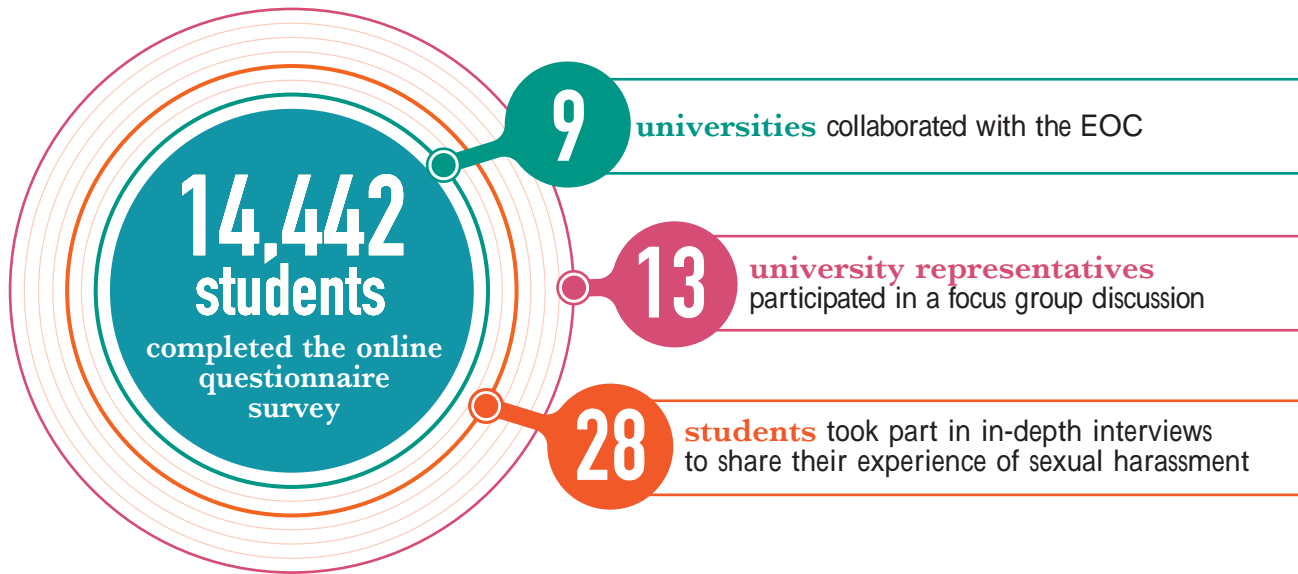
the formal complaint mechanism, but a tool that allows university to collate data and monitor the scope and scale of sexual harassment on campus.

- **Recommendation 4:** It is recommended that each university should conduct a university-wide anonymous survey (similar to the questionnaire of this Study) every three to five years, preferably funded by the UGC or the Government, to track the latest trend and prevalence of sexual harassment systematically.
- **Recommendation 5:** Universities should publish reports every year regarding the effort they made to eliminate sexual harassment and enhance gender equality, so as to enhance transparency and reaffirm all stakeholders that it has taken the matter seriously.
- **Recommendation 6:** Each university should lay out the division of labour among departments explicitly for handling sexual harassment complaints, so that staff members can find the right office to provide assistance to victims once a report is received to save the victim from being referred from one office to another.
- **Recommendation 7:** Confidentiality and protection against victimisation should be clearly specified in the anti-sexual harassment policy and complaint procedures. University may consider making interim administrative arrangement, when appropriate, by arranging a different academic supervisor if he/she is the respondent of the sexual harassment complaint filed by a student.
- **Recommendation 8:** All staff who have frequent encounters with students (e.g. professors, tutors, departmental staff handling students enquiries or welfare) should receive basic training regarding how to deal with situations like witnessing a sexual harassment incident or a victim seeking assistance from them for being sexually harassed.
- **Recommendation 9:** Compulsory training on prevention of sexual harassment should be provided to all new employees (both teaching and non-teaching staff) as part of the induction programme. Refresher training should be offered every three years to existing staff to ensure that they have a basic understanding of sexual harassment and keep them abreast of the latest development in sexual harassment legal provisions and the related university policies and measures.

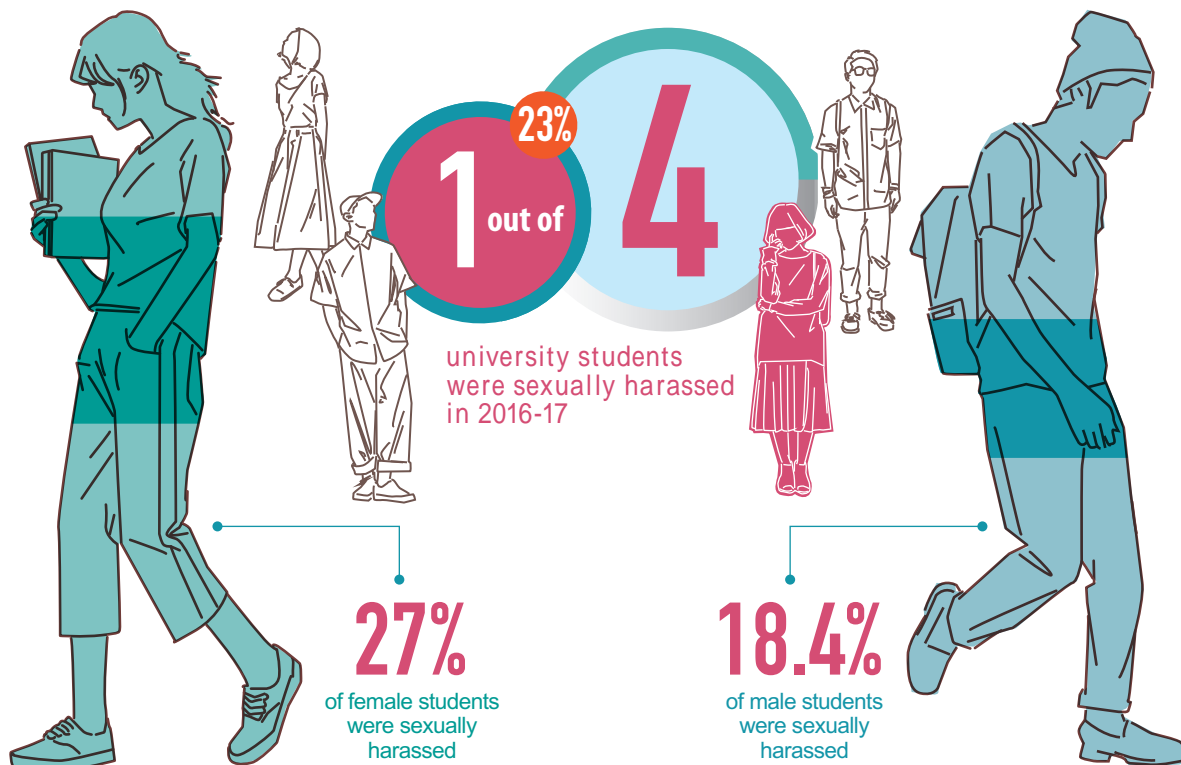
- **Recommendation 10:** Staff who are responsible for implementing the centralised sexual harassment complaint mechanism, in particular, should receive formal and comprehensive training, including sensitisation training of how to communicate with victims of sexual harassment and assault, training of anti-discrimination law, and how to conduct investigation in accordance with the principle of natural justice. Refresher training should also be provided to them regularly.
- **Recommendation 11:** It is recommended that the centralised university sexual harassment complaint hotline and counselling services should be widely promoted within the campus.
- **Recommendation 12:** A short compulsory training should be offered to all incoming students during the orientation programme. The training should focus on three key components, including the definition of sexual harassment and case scenarios illustrating what sexual harassment is, what to do, and where to seek help when students encountered sexual harassment.
- **Recommendation 13:** Universities should specifically develop some in-person and interactive workshops for students to discuss issues related to consent and relationship, as well as the role of bystanders while witnessing a sexual harassment incident. Students who live in residential halls or university accommodations should be required to attend at least one of those workshops.
- **Recommendation 14:** It is recommended that education programmes in relation to responsible drinking should be introduced to all students. Discussions on the relationship between sexual consent and alcohol consumption should be highlighted in these programmes, especially for students living in residential halls or university accommodations.
- **Recommendation 15:** Universities may consider engaging tools that fit in the learning and social habits of the young generation, such as mobile-friendly online training modules, videos and short films, and social media to effectively deliver the message of anti-sexual harassment to university students.

- **Recommendation 16:** *University may consider including an element of anti-discrimination of minority students, such as LGBTI students, ethnic minority students, students with disabilities, in its anti-sexual harassment training, and spending more effort on eliminating discrimination and bias towards minority students.*

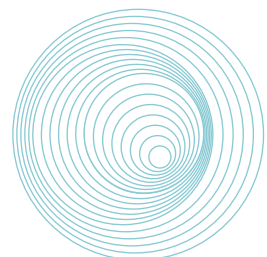
- **Recommendation 17:** *The Education Bureau (EDB) should thoroughly reform the sexuality education in primary and secondary schools as soon as possible to give more emphasis on gender equality and relationship education, and provide adequate resources and teaching materials to schools and teachers respectively. It is recommended that school sponsoring bodies and Parent-Teacher associations should support and assist reforming sexuality education in schools. ◆*

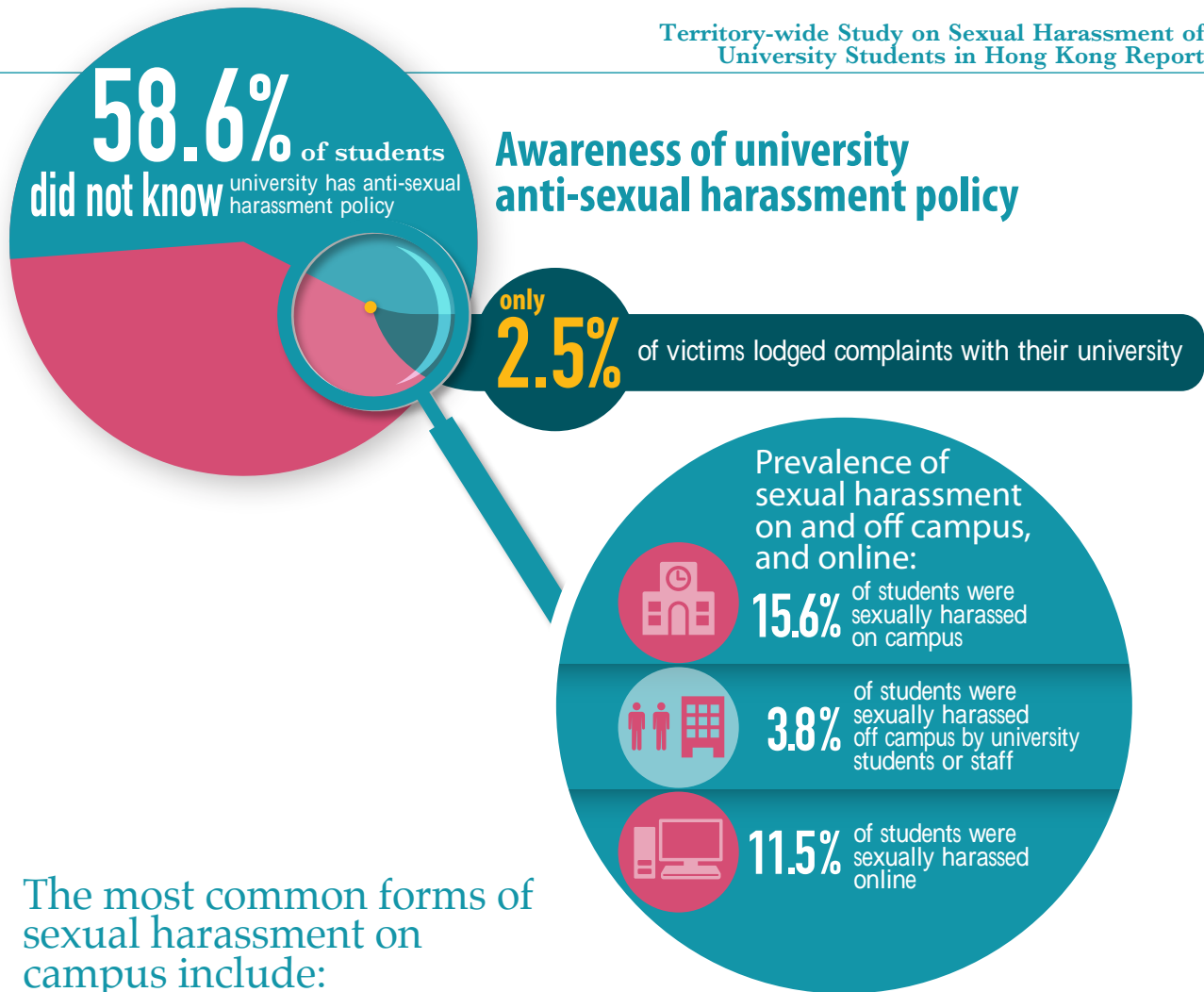


Prevalence of Sexual Harassment



Among students who were sexually harassed :





Making sexually suggestive comments or jokes to third parties in front of the student

▶ **38.0%**

Making sexually suggestive comments or jokes directly to the student

▶ **34.7%**

Inappropriate physical contact with the student, such as forcible kiss or touching

▶ **20.2%**

Someone exposing him/herself in front of the student

▶ **6.6%**

Making sexual advances repeatedly regardless of rejection

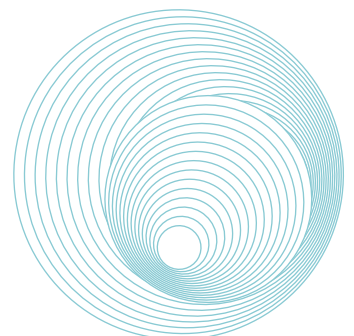
▶ **5.1%**

Someone has sexually bullied the student

▶ **2.8%**

Offering good academic results, money or other benefits for sexual favours

▶ **2.8%**



1. Introduction

1.1. Overview of sexual harassment at universities in Hong Kong

1.1.1. For many young people, university education is a crucial formative period in their early stage of adult life with a lasting influence. It is a time when students learn and equip themselves for their future career, socialise and meet new friends, and — for many of them — live away from home for the first time and spend time with their fellow students at halls and residential colleges.

1.1.2. University experience can be rewarding and exhilarating for some, and challenging and overwhelming for others. Yet unfortunately, among hundreds of thousands of students who enrolled at universities and colleges in Hong Kong, sexual harassment or sexual assault, is one of the experiences that some of them have gone through against their will.

1.1.3. The problem of sexual harassment at universities in Hong Kong is not a recent phenomenon. In fact, the first sexual harassment legal case in Hong Kong, *Yuen Sha Sha v Tse Chi Pan*,² was occurred in a university dormitory in 1997. In that case, both the plaintiff and the defendant were students residing at the same hostel in a university.

1.1.4. Assisted by the Equal Opportunities Commission (EOC), the plaintiff brought proceedings against the defendant under the Sex Discrimination Ordinance (SDO) after she discovered that the defendant had secretly placed a camcorder inside her room over an extended period of time, which had videotaped her undress or naked and several clothes-changing scenes. While the defendant admitted that he placed the camcorder in her room for fun, it was a distressful experience for the plaintiff. The plaintiff said she was shocked, upset, distressed and was literally trembling upon discovery of the camcorder, and she was not able to attend classes for a few weeks after discovery. The Court awarded the plaintiff a total of HK\$80,000, including exemplary and aggravated damages, as well as the compensation for her injury to feelings. The defendant, i.e. the perpetrator, also paid a high cost for his act of sexual harassment. Not only he has to pay financial compensation with legal costs

² *Yuen Sha Sha v Tse Chi Pan* [1999] 2 HKLRD 28, DC.

to the victim, he was also expelled from the university as a result and his friendship with the victim since secondary school was ruined.³

1.1.5. History repeats itself. Even for recently, there are still several court cases of university students and staff members who were convicted of secret filming of male and female students in the nude during shower or in the dorm room.^{4,5} However, these unlawful acts of sexual harassment are often treated as individual incidents.

1.1.6. What aroused public concern are the numerous incidents of students playing sexually suggestive games at orientation camps and student activities, or bullying their peers sexually at university dormitories. After media reports of university students shouting derogatory sexual slogans at orientation camp in 2002, there was widespread condemnation by the public. In this connection, The Chinese University of Hong Kong (CUHK) established guidelines for organising orientation activities to prevent sexual harassment in the following year. Yet, the activities of orientation camps continued to attract media attention for a number of years.

1.1.7. Apart from orientation camps, student activities at residential halls have made headlines of news reports regularly. For instance, in 2017, an online video went viral and was widely reported by the media, which showed that a student believed to be at a university residential college, using his genitalia to strike the back of another person's head, who was held down by at least two other male students, with laughter and expletives heard in the background. The incident came only a few days after a candidate in the election for the council of another residential hall in the same university had wax poured over his lower body by over 20 people.⁶ A Review Panel on Residential Hall Education and Culture was set up by the Senior Management of The University of Hong Kong and recommendations were made in September 2018 which were welcomed by the senior management of the university.⁷

³ *Ibid.*

⁴ HK01 (July 17, 2017). 港大精算高才生認宿舍偷拍女生裸體片 被判感化 18 月. Retrieved from <https://www.hk01.com/%E7%A4%BE%E6%9C%83%E6%96%B0%E8%81%9E/105315/%E6%B8%AF%E5%A4%A7%E7%B2%BE%E7%AE%97%E9%AB%98%E6%89%8D%E7%94%9F%E8%AA%8D%E5%AE%BF%E8%88%8D%E5%81%B7%E6%8B%8D%E5%A5%B3%E7%94%9F%E8%A3%B8%E9%AB%94%E7%89%87-%E8%A2%AB%E5%88%A4%E6%84%9F%E5%8C%96%E6%9C%88>

⁵ Oriental Daily (January 14, 2017). 法庭：拍男生沖涼 中大內地男判社服. Retrieved from http://orientaldaily.on.cc/cnt/news/20170114/mobile/odn-20170114-0114_00176_124.html

⁶ South China Morning Post (April 5, 2017). University of Hong Kong investigates second bullying case after video went viral. Retrieved from <https://www.scmp.com/news/hong-kong/education-community/article/2085135/university-hong-kong-investigates-second-bullying>

⁷ The University of Hong Kong (2017). *Review Panel on Residential Hall Education and Culture: Report to the Senior Management Team*. Retrieved from https://www.hku.hk/f/page/16317/rprhec_report.pdf

1.1.8. Even though universities reviewed episodes of sexual harassment when they happened and took action to prevent similar incidents from re-occurring, more systemic evidence is needed to tackle the overall situation of sexual harassment on campus.

1.1.9. There are a handful of existing studies which examine the prevalence and awareness of sexual harassment at university campuses in Hong Kong (see Chapter 3 for the full literature review). However, many of them have a limited sample size or focus on the situation of particular university, with many research gap — such as the prevalence of online sexual harassment, the impact and underlying causes of sexual harassment at universities, and the effectiveness of university's measures in preventing sexual harassment — that are yet to be explored.

1.1.10. Sexual harassment is not a problem that can be tackled if we just treat where the pain is. The scale and the nature of the problem have to be investigated and revealed. As the statutory body which is responsible for implementing the SDO in Hong Kong, the EOC decided to conduct this comprehensive Study, in order to collect solid data to paint an overall picture of sexual harassment, with a view to providing recommendations for universities to map out a better overall strategy to create a safe, inclusive and harassment-free environment for young people to study at universities.

1.2. Objectives of the research

1.2.1. This territory-wide Study on sexual harassment at universities in Hong Kong aims at taking the first step to create robust quantitative and qualitative evidence regarding the issue of sexual harassment at universities, with specific objectives as follows:

- To examine university students' understanding and awareness of sexual harassment;
- To measure the prevalence and examine the nature of sexual harassment of university students, including the setting in which sexual harassment occurs, the relationship between perpetrators and victims, the impact of sexual harassment, etc.;
- To evaluate the underlying causes contributing to sexual harassment at universities;

- To examine the follow-up actions taken by victims of sexual harassment, such as lodging a complaint, and the reasons behind for not taking any actions;
- To review the effectiveness of the policies and measures taken by the universities to address sexual harassment on campus;
- To provide recommendations for universities, the Government, and other stakeholders regarding how to properly address the issues of sexual harassment at universities.

1.3. Structure of the report

1.3.1. This report is divided into five main chapters. Chapter 1 provides background information and objective of this Study. Chapter 2 presents the detailed research methodology, weighting method and limitations of data collection of this Study. Chapter 3 provides the definition of sexual harassment employed by this Study, and a literature review of previous studies on the subject of sexual harassment in educational settings, in Hong Kong, Australia and United Kingdom.

1.3.2. The key findings of this Study are presented in Chapter 4. Chapter 4.1 examines students' understanding and awareness of sexual harassment, which the awareness of different sub-group of students are compared using a Sexual Harassment Awareness Index. Chapter 4.2-4.5 focus on the prevalence and nature of sexual harassment experienced by students on campus, off campus and online, including the findings of the quantitative survey and sharing by students in in-depth interviews. Chapter 4.6-4.7 analyse the underlying causes contributing to sexual harassment at university and the impact of sexual harassment, based on the in-depth interviews conducted with student who experienced sexual harassment personally. Chapter 4.8 looks into the follow-up actions taken by students following sexual harassment, in particular the reasons behind the phenomenon of underreporting of sexual harassment at university. Chapter 4.9 evaluates universities' effort to prevent sexual harassment, based on the focus group discussion conducted with all university representatives. Finally, Chapter 5 of the report concludes all the findings of this Study and provides some recommendations for changes that serve as guiding principles for university, the Government and other stakeholders to eliminate sexual harassment from the university campus ground. ◆

“No one teaches us about consent, no one teaches us about what sex is, no one teaches what you can and cannot do, and no one even teaches you what women’s sexual rights are.”

(Female, Postgraduate, Interview #14)





2. Research methodology

2.1. Overview

2.1.1. This Study is an in-house research project of the EOC, conducted by the staff of the Policy, Research and Training Division. They are referred as the “research team” in this Report.

2.1.2. The EOC extended an invitation to vice-chancellors and presidents of all public and private universities in Hong Kong on 15 December 2017, regarding this territory-wide study. Nine universities agreed to join the study and below is the list of participating university in alphabetical order:

- City University of Hong Kong;
- Hong Kong Baptist University;
- Lingnan University;
- The Chinese University of Hong Kong;
- The Education University of Hong Kong;
- The Hong Kong Polytechnic University;
- The Hong Kong University of Science and Technology;
- The Open University of Hong Kong; and
- The University of Hong Kong.

2.1.3. In order to paint a full picture regarding the issue of sexual harassment at universities in Hong Kong, this Study adopts a mixed-method research design adopting three major methods for data collection:

- i. An anonymous self-administered online questionnaire was sent by universities to all full-time undergraduate and postgraduate students of the nine participating universities via email;
- ii. In-depth interviews were conducted with 28 students who indicated they have been sexually harassed before;
- iii. A focus group discussion was conducted with representatives of universities who have been handling sexual harassment complaints and/or promoting the prevention of sexual harassment at the participating universities.

2.2. Quantitative data

2.2.1. In the process of designing the online questionnaire, the research team took reference from similar Hong Kong research done in the past, in particular the two surveys done by CUHK and Hong Kong Institute of Education (both studies will be discussed in Chapter 3).^{8,9}

2.2.2. Consisted of 27 questions, the online questionnaire is divided into six sections, including I) Understanding of Sexual Harassment, II) Experience of Online Sexual Harassment, III) Experience of Sexual Harassment on Campus at Local Universities, IV) Matters Related to Complaints, V) Anti-sexual Harassment Efforts of the University and VI) Personal Particulars. The questionnaire is provided in English, traditional and simplified Chinese, and the sample of the full questionnaire is at Appendix I.

2.2.3. While the word “sexual harassment” could be interpreted vastly differently by different students, a simplified version of the legal definition of sexual harassment was displayed multiple times on the online questionnaire whenever they were asked to answer whether they have been sexually harassed in various situations (see Appendix I for the questionnaire). This is to ensure that respondents had a consistent understanding of sexual harassment while answering the survey and they only reported those incidents that fall within the legal definition of sexual harassment under SDO. The detailed definition of sexual harassment will be discussed in Chapter 3.

2.2.4. Before the formal launch of the online survey, a trial run was conducted by inviting a group of university students to fill in a draft questionnaire, and to provide feedback in post-trial run interviews, to ensure the questions and options for answers are properly phrased and sequenced for the avoidance of misinterpretation and for the effective collection of information via the questionnaire.

2.2.5. An invitation email with a hyperlink to the online questionnaire was sent to all 101,016 full-time undergraduate and postgraduate students of the nine participating universities on 22 March 2018, through the student affairs offices or equal opportunity offices of the universities concerned. A reminder email was sent to

⁸ Hong Kong Institute of Asia-Pacific Studies. (2015). *Questionnaire Survey on Sexual Harassment on Campus: Summary of Survey Findings*. Retrieved from http://policy-harass.cuhk.edu.hk/images/download-center/Summary_of_Survey_Findings.pdf

⁹ Luk-Fong, Y.Y. et al. (2013). *Study on Students' Sexual Attitudes and Views on Sexual Harassment*. Hong Kong: Department of Special Education and Counseling, the Hong Kong Institute of Education.

the same group of students on 12 April 2018 via the same means. All students who received the email and were at the age of 18 or above (excluding exchange students) were invited to fill in the anonymous questionnaire between 22 March and 30 April 2018. Coffee e-vouchers were offered to the first 1,000 students who successfully completed the questionnaire, as an incentive.

2.2.6. A list of contacts for support or counselling services and complaint channels of participating universities and non-governmental organisations (NGOs) were displayed at different sessions of the online questionnaire, to facilitate the respondents to seek assistance at any time while answering the survey (see Appendix 5 for the full list).

2.2.7. A total of **14,442** self-administrated questionnaires were returned through the online survey webpage and received by the EOC research team, representing an overall response rate of **14.3%** of the issued sample. At a 95% level of confidence, the results of this Study have a standard error of **+/-0.8%**.

Weighting

2.2.8. In order to ensure representativeness of the findings, weighting of data was conducted in all statistics and analyses presented in this Study, unless other specified. Weighting target was based on the male/female distribution of the nine participating universities' student population, using raw enrolment data obtained from the University Grants Committee (UGC) and the Open University of Hong Kong.

2.2.9. For respondents who identified a gender other than male or female, no specific weighting factors were allocated for them, as the abovementioned enrolment data do not account for students who identify with a gender other than male or female.

Limitations

2.2.10. While weighting of data was employed to ensure representativeness among different genders of the student population, the quantitative research design of this Study has the limitations and caveats listed as follows:

- **Response bias:** The participation in this Study was completely voluntary. The respondents, therefore, were those who were motivated to respond. They, in general, were more aware or concerned of issues related to sexual harassment or gender equality. Also, students who have been sexually

harassed may be more likely to respond to the questionnaire. Therefore, the responded sample may not necessarily be representative of the entire university student population.

- **Non-response bias:** On the contrary, some students who have been sexually harassed — especially for those who encountered severe incidents — may have chosen not to respond, because the experience was traumatic for them to share or recall. The accuracy of the results of this Study will thus be affected as well.

2.2.11. Also, as the sample sizes of respondents with a disability in this Study is relatively small, applying the findings for students with disabilities in this Study to the general population should be done with caution.¹⁰

Data Confidentiality and Accuracy

2.2.12. The online questionnaire responses were collected anonymously and kept strictly confidential. The research invitation email was sent by participating universities to the targeted student's university email accounts — instead of the accounts of the entire student population — to prevent data contamination. The research team of the EOC was not able to identify any individuals based on the online response.

2.2.13. All statistical analyses in this Study were performed by using IBM SPSS version 23.0.

2.3. Qualitative data

In-depth interviews

2.3.1. After the 14,442 respondents submitted their anonymous response to the online questionnaire, an invitation to participate in the in-depth interviews of this Study would be displayed. The participation in the interviews is voluntary. Respondents who have indicated their interest to participate in the in-depth interviews were asked to fill in a separate registration form, to provide information such as name, contacts, and whether they had been sexually harassed previously.

¹⁰ The sample size of students who self-identified as persons with disabilities is 94.

2.3.2. A total of 149 students completed the registration form and 39 face-to-face, semi-structured interviews were scheduled. With some of the interviews cancelled by the interviewees, in-depth interviews were successfully conducted with 28 students between 10 May and 26 June 2018 at the office of the EOC. All interviewees selected have indicated that they have encountered sexual harassment personally. They were also selected in a way to ensure that the views and experiences of students of different backgrounds (i.e. according to gender, level of study, university, etc.) were included. The detailed demographic information of interviewees is at Appendix 2.

2.3.3. The duration of each in-depth interview was around an hour. Two researchers of different genders conducted the interviews in Cantonese, English or Mandarin Chinese, depending on the interviewees' preference. The objectives of these interviews are to supplement the quantitative analyses, in order to better understand the underlying causes contributing to sexual harassment at universities; the interactions of the interviewee, his/her perpetrators and the bystanders of the sexual harassment incidents; if any, the impact of sexual harassment to students; and students' views on universities' effort of preventing sexual harassment; etc. These interviews also aim at obtaining illustrative examples of sexual harassment encountered by the students.

2.3.4. The ground rules and guiding questions of the in-depth interviews are included in Appendix 2. As these in-depth interviews were semi-structured, the guiding questions at the Appendix were for indicative purposes only. Interviewers would ask different follow-up questions depending on what the individual interviewees said. All interviewees would receive a remuneration of HK\$200 upon the completion of the interview.

2.3.5. To ensure anonymity and confidentiality of the information obtained in these interviews, names and some of the particular details of quotes and cases have been changed and/or removed in this Study report.

Qualitative responses collected from the questionnaire

2.3.6. It is well aware that some students might not be available or preferred not to have a face-to-face interview for various reasons. Therefore, text boxes were provided in Q4, 8 and 13 of the online questionnaire, inviting respondents to briefly describe their experience of sexual harassment on campus, off campus and on the Internet respectively, if they wish. A similar text box was included in Q21 for

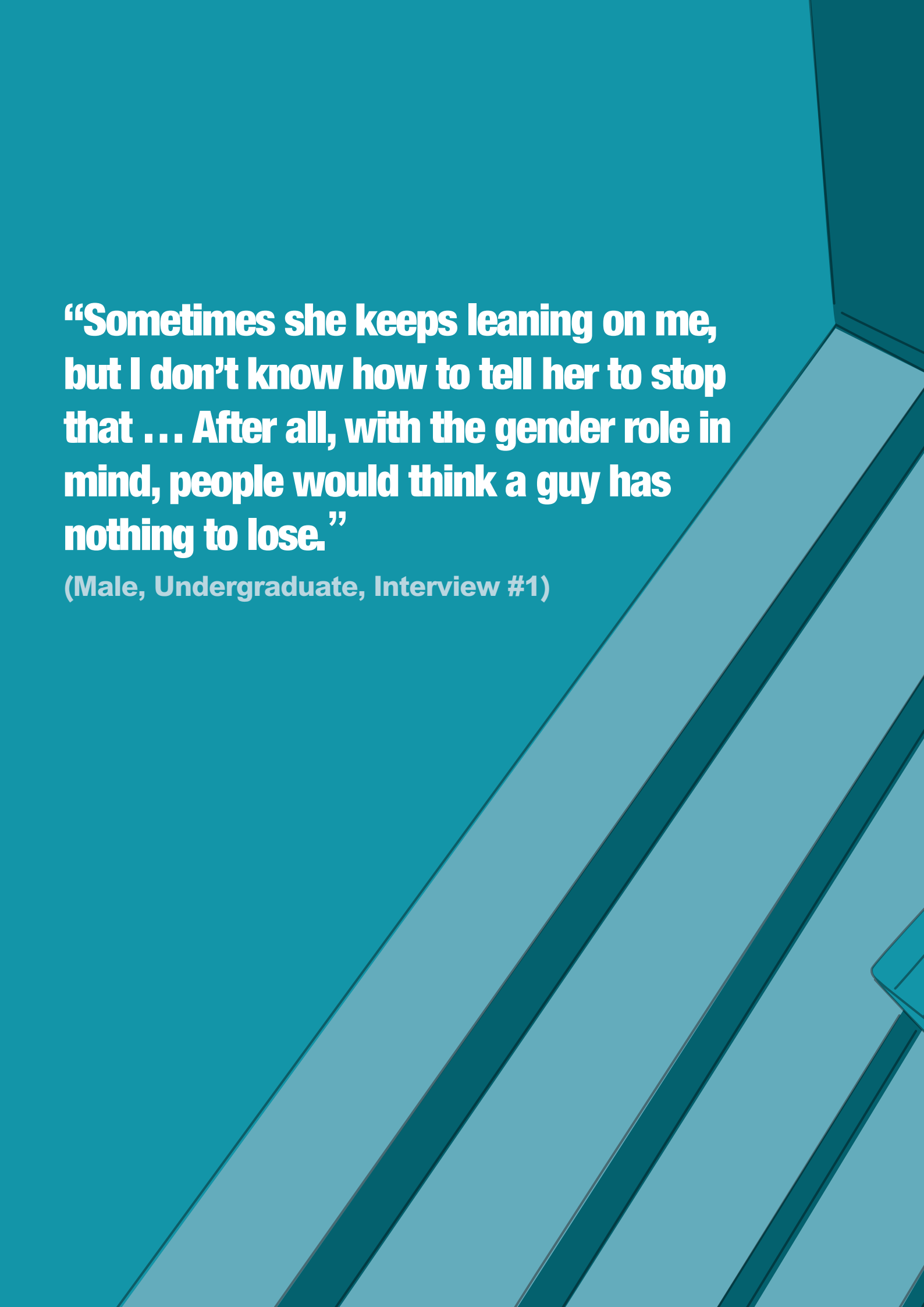
students to share their views on how the university can enhance their efforts on prevention of sexual harassment. A total of 384 valid responses were received regarding students' sexual harassment experiences, and 1,037 responses were received for their views and recommendations to the university. A list of selected responses was included in Appendix I.

2.3.7. It should be noted that the quotes and cases used in this Study was referred to alleged sexual harassment incidents stated by the students. While channels for lodging formal complaints to the EOC were provided to the respondents of the online survey and in-depth interviews, this Study did not investigate into specific incidents to allow students to share their views and experiences in full confidence. If any students would like to lodge a complaint during the in-depth interview, they were told that they would be referred to the EOC's Complaint Services Division after the interview was completed.

Focus group discussion with university representatives

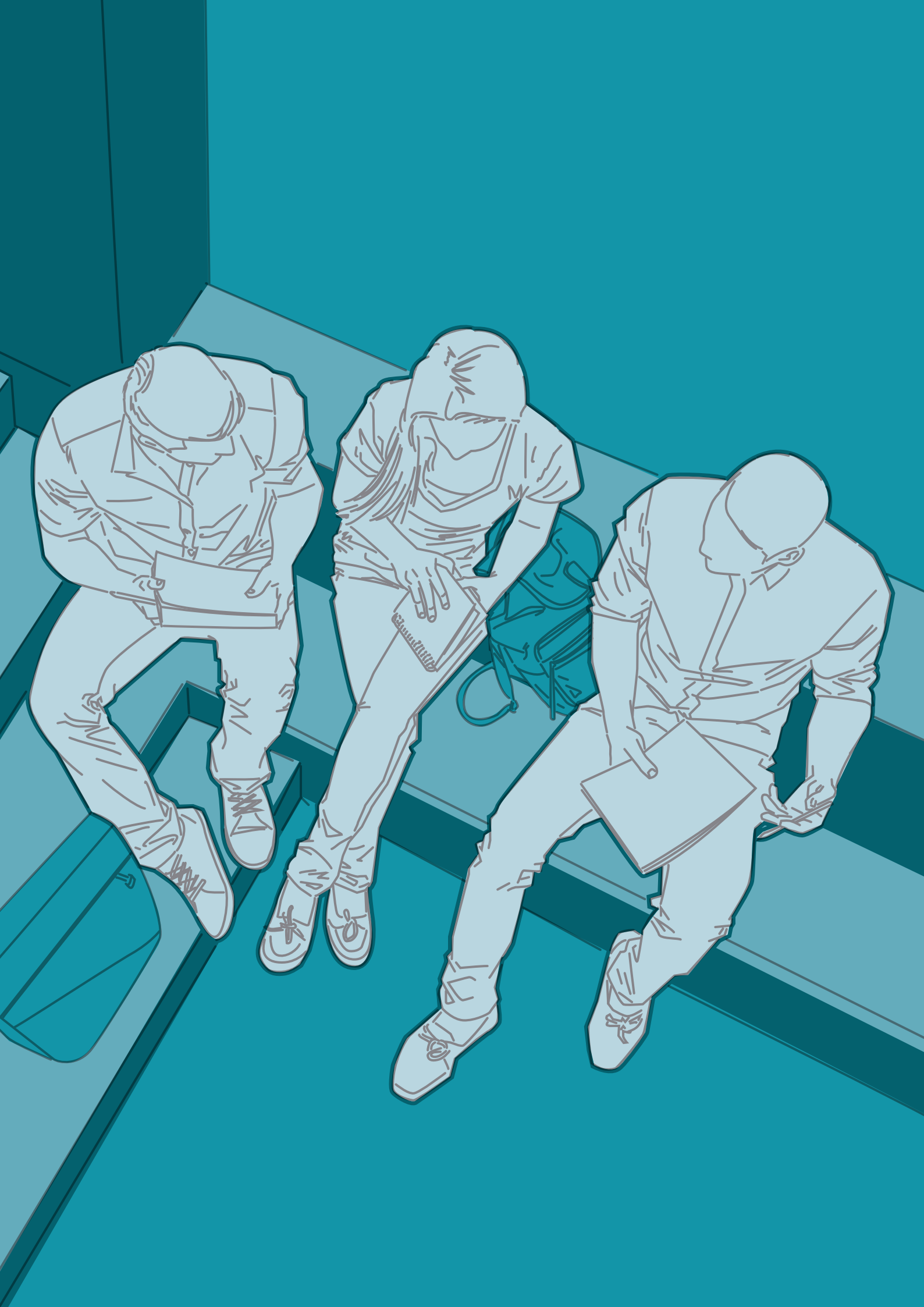
2.3.8. Apart from the views of students, the perspectives of the nine participating universities were also collected in this Study. The research team prepared a basic information sheet for all the representatives to indicate what their universities have done to prevent sexual harassment, the aggregated responses of those information sheets can be found in Appendix 3. A focus group discussion was conducted on 5 June 2018 with representatives of participating universities who have been working on promoting the prevention of sexual harassment at the participating universities, including staff from student affairs office, equal opportunities office/committee, and human resources department. The representative of one of the participating universities was not available for the discussion and provided the responses via a top-up phone interview instead.

2.3.9. Various topics were explored in the discussion of the focus group discussion, including the promulgation of university anti-sexual harassment policy, promotion and training of anti-sexual harassment message, complaint handling mechanism for sexual harassment, promotion of sexuality education. The indicative guiding questions of the focus group are also at Appendix 3. ◆



**“Sometimes she keeps leaning on me,
but I don’t know how to tell her to stop
that ... After all, with the gender role in
mind, people would think a guy has
nothing to lose.”**

(Male, Undergraduate, Interview #1)



3. Literature review

3.1. *Definition of sexual harassment*

3.1.1. Before diving into the key findings of the report, it is important to restate the definition of sexual harassment as stipulated in the SDO (Cap. 480), which is the definition that will be adopted in this entire Study. Under the SDO, the legal definition of sexual harassment is:

- (a) *If any person*
 - (i) *makes an unwelcome sexual advance, or an unwelcome request for sexual favours, to another person;*¹¹ or
 - (ii) *engages in other unwelcome conduct of a sexual nature in relation to that person,*
in circumstances in which a reasonable person, having regard to all the circumstances, would have anticipated that she would be offended, humiliated or intimidated; or
- (b) *The person, alone or together with other persons, engages in conduct of a sexual nature which creates a hostile or intimidating environment for another person.*¹²

3.1.2. Sexual harassment may occur to any person, regardless of gender. Also, even if an act is not intentional or is of a playful nature, it may still amount to sexual harassment, if it fits the definition above.

3.1.3. The SDO applies to the educational field, including universities. Under section 39 of the SDO, it is unlawful for a member of the staff of an educational establishment to sexually harass a student — or a person who is seeking to be a student — and vice versa. The law also forbids sexual harassment between students of the same educational establishment.

3.1.4. It is worth noting that part (b) of the definition of sexual harassment in the SDO — “a sexually hostile or intimidating environment” — was originally applied only to work environment. In 2003, following intense media coverage of students' experiences of sexual harassment at orientation camps, the EOC conducted a study and found that participants at orientation camps were not sensitised to sexual

¹¹ The SDO uses the phrases “sexually harass a woman” and “makes an unwelcome sexual advance ... to her” in the statute. Yet according to section 2(8), ‘provision of Part 3 or 4 framed with reference to sexual harassment of women shall be treated as applying equally to the treatment of men’. The word “her” is, therefore, changed into “another person” here, for the sake of clarity.

¹² Sex Discrimination Ordinance, s 2(5).

harassment and treated the conduct of a sexual nature as a game. Some students were under peer-pressure to shout slogans containing derogatory sexual comments, which created a sexually hostile environment on campus. The EOC therefore recommended the Government to amend the law to cover this type of sexual harassment at universities and other educational institutions.¹³

3.1.5. In October 2008, the Government adopted EOC's recommendation and extended the applicability of "sexually hostile or intimidating environment" to also cover educational establishment, in order to outlaw conducts like displaying posters with sexual contents on campus or shouting obscene slogans during orientation camps or student activities.¹⁴

3.1.6. This chapter of the report will review existing studies in Hong Kong and overseas countries, in order to provide an overview regarding the issue of sexual harassment in educational settings and to better contextualise the findings of this Study. This review will summarise research that primarily study the prevalence of sexual harassment at higher educational institutions in Hong Kong, Australia and United Kingdom. This review will also briefly explore themes like factors influencing reporting of sexual harassment, university students' understanding on sexual harassment, and causes contributing to sexual harassment at universities, citing various local and overseas literatures.

3.2. *Situation in Hong Kong*

3.2.1. According to an early study published by the Hong Kong Institute of Asia-Pacific Studies of The Chinese University of Hong Kong (CUHK) in 1993, 16.1% of CUHK students who responded to the study's questionnaire said they have gotten unwanted sexually suggestive looks or gestures from their peer students, while 15.3% of respondents in the same survey reported that their fellow students have made remarks about bodily or other features relating to their sex.¹⁵ The figures increase to 23.8% and 17.9%, respectively, if only looking at the responses of the 491 female students.

¹³ EOC (2004). Press Release: EOC and Women's Commission hold "Forum on Preventing Sexual Harassment in Universities". Retrieved from <http://www.eoc.org.hk/eoc/graphicsfolder/ShowContent.aspx?ItemID=2566>

¹⁴ EOC (2008). Press Release: Amendment to the Sex Discrimination Ordinance. Retrieved from <http://www.eoc.org.hk/eoc/graphicsfolder/ShowContent.aspx?ItemID=7866>

¹⁵ Cai, B., & Hong Kong Institute of Asia-Pacific Studies. (1993). *Power and Dignity: Sexual harassment on campus in Hong Kong* (Occasional paper (Hong Kong Institute of Asia-Pacific Studies); 32). Hong Kong: Hong Kong Institute of Asia-Pacific Studies, Chinese University of Hong Kong.

3.2.2. Comparing to a recent study also conducted by the same institute in 2015, 8.2% of the 2,890 responded CUHK students and staff said they had been sexually harassed on campus before.¹⁶ While those studies do not necessarily reflect that the prevalence of sexual harassment has been lowered in the past two decades — due to the different methodologies adopted — they indicated that sexual harassment at universities in Hong Kong is nothing new or uncommon throughout time.

3.2.3. Apart from studies that examined the situation of sexual harassment at a particular university, some others attempted to construct a preliminary picture of the issue of sexual harassment across different tertiary institutions. A survey conducted by Tang *et al.* at eight local tertiary institutions in 2001 found that 28.3% of the 2,495 respondents reported that they had been sexually harassed before. 19.2% of respondents reported that their peers have made remarks about body or features relating to gender, and 15.5% of respondents said they have heard their peers making sexual jokes about gender.¹⁷

3.2.4. Another study, conducted by The Hong Kong Institute of Education and commissioned by the EOC, found that 50% of participants — out of the 5,902 primary, secondary and tertiary students who responded the survey — said they experienced various forms of sexual harassment in the past 12 months when the survey was conducted in 2011. The study also found that 20% of the 2,148 respondents who studied at tertiary institutions said someone has made sexual jokes about them. 11% of the university students in the same study said someone has made sexual comments about their looks, body, or private life, while 15% of them said someone has continuously made suggestions for sexual favours or sexual relationship.¹⁸

3.2.5. Comparing to the considerable number of overseas literatures that study the issue of sexual harassment, the abovementioned ones are the handful studies that focusing on the situation of sexual harassment at universities in Hong Kong. While it may not be suitable for direct comparison between those research and the finding of this Study — as various methodologies and definitions of sexual harassment were

¹⁶ Hong Kong Institute of Asia-Pacific Studies. (2015). *Questionnaire Survey on Sexual Harassment on Campus: Summary of Survey Findings*. Retrieved from http://policy-harass.cuhk.edu.hk/images/download-center/Summary_of_Survey_Findings.pdf

¹⁷ Tang, S.K. & Gender Research Centre. (2002). *Survey Results on Sexual Harassment in Local Tertiary Institutions*. Hong Kong: Department of Psychology & Gender Research Centre, the Chinese University of Hong Kong.

¹⁸ Luk-Fong, Y.Y. *et al.* (2013). *Study on Students' Sexual Attitudes and Views on Sexual Harassment*. Hong Kong: Department of Special Education and Counseling, The Hong Kong Institute of Education.

used — these previous studies indicated that a sizable number (i.e. around 10-30%), of students have encountered sexual harassment during their tertiary education study.

3.2.6. Contrary to the findings of the abovementioned academic literature, only a handful of complaints relating to sexual harassment were actually lodged formally to universities in Hong Kong. According to a written response provided by the Education Bureau (EDB) to the Legislation Council (LegCo), each of the eight UGC-funded universities only received single-digit complaints relating to sexual harassment, from January 2013 to April 2017. Some universities did not receive any complaints at all for the mentioned period.¹⁹ The reason for the huge gap between the number of students said to have experienced sexual harassment and number of complaints lodged will be discussed in detail in Chapter 4.8.

3.3. *Situation in Australia*

3.3.1. The Australian Human Rights Commission (AHRC) conducted a comprehensive national survey — *Change the Course: National Report on Sexual Assault and Sexual Harassment at Australian Universities* — in 2017, examining the situation of sexual assault and sexual harassment across all 39 universities in the country.²⁰ The survey found that, out of 30,930 respondents, 21% of students were sexually harassed in a university setting, excluding travel to and from university, in 2016. The numbers increase to 26%, if include the sexual harassment incidents occurred during students' commute to and from university.²¹

3.3.2. The national survey found that the most common forms of sexual harassment were “inappropriate staring or leering that made you feel intimidated (32%)”, “sexually suggestive comments or jokes that made you feel offended (19%)” and “intrusive questions about your private life or physical appearance that made you feel offended (14%)”, among students who said they had been sexually harassed.²² Also, sexual harassment incidents were most commonly occurred on university

¹⁹ HKSAR Government. (2017). LCQ10: Promoting positive and healthy sex attitudes among youngsters. Retrieved from <http://www.info.gov.hk/gia/general/201704/26/P2017042600626.htm>

²⁰ Australian Human Rights Commission. (2017). *Change the Course: National Report on Sexual Assault and Sexual Harassment at Australian Universities*. Retrieved from https://www.humanrights.gov.au/sites/default/files/document/publication/AHRC_2017_ChangeTheCourse_UniversityReport.pdf

²¹ *Ibid.*, p.6.

²² *Ibid.*, p.38.

grounds (14%), in university teaching spaces (13%), and in university social spaces (8%).²³

3.3.3. In particular, female students were almost twice as likely as their male counterparts to have been sexually harassed at university, which 32% of female respondents and 17% of male respondents said that they had been sexually harassed in a university setting. Undergraduate students, trans and gender diverse students, students with a disability, and students identified as bisexual or gay, lesbian or homosexual were all more likely to have been sexually harassed.²⁴

3.3.4. More than two thirds (68%) of students said that the sexual harassment perpetrator(s) was a student from their university—among those who had been sexually harassed in a university setting by someone they knew. Also, postgraduates were more likely to have been sexually harassed by a tutor or lecturer (10%, as compared with 6% for undergraduates).²⁵

3.3.5. Moreover, the study found that most students who were sexually harassed did not make a formal complaint to the university, and the common reasons are they “did not believe their experience was serious enough” or “did not know how or where to make a report”. The study also collected 1,849 qualitative submissions regarding students’ experience of sexual harassment and sexual assault. The result found that there were four main contributing factors to sexual harassment at universities, including 1) the underlying attitudes of perpetrators towards women, gender roles and sex, 2) the influence of alcohol, 3) perpetrators abusing their position of power, and 4) easy access to bedrooms at residential college which created a space for perpetrators to commit sexual harassment.²⁶

3.3.6. Following up on the national survey, the former sex discrimination commissioner of Australia, Elizabeth Broderick, conducted a study examining the culture of different colleges at the Sydney University. In line with the results of the national survey, the research found that 25% of female students reported that they had experienced sexual harassment, and near half of the students (49%) agreed there was a “big drinking culture” at university’s colleges.²⁷ The colleges have immediately

²³ *Ibid.*, p.61.

²⁴ *Ibid.*, p.39-43.

²⁵ *Ibid.*, p.48.

²⁶ *Ibid.*

²⁷ Elizabeth Broderick and Co. (2017). *Cultural Renewal at the University of Sydney Residential Colleges*. Retrieved from

undertaken to implement the report's recommendations,²⁸ and the Tertiary Education Quality and Standard Agency — the regulator of higher education institutions in Australia — conducted an investigation on the matter in 2018 and later updated their guideline to require all universities to tackle the problem of sexual assault and harassment, or they will risk losing their registration.²⁹

3.3.7. Other universities have also introduced new preventive measures in response to the national survey, in order to combat sexual harassment at universities. For instance, The Charles Sturt University introduced a compulsory, intensive education program targeting the so-called "grey area" around consent for its first-year students.³⁰

3.4. *Situation in the United Kingdom*

3.4.1. In the UK, a similar cross-university study was conducted in 2010 by the National Union of Students, researching into the experiences of harassment, stalking, violence and sexual assault encountered by women students in UK higher education institutions. The study found that over two thirds of respondents (68%), out of the 2,058 women students who participated in the survey, have experienced some kind of verbal or non-verbal harassment in and around their institutions. Their experiences included groping, flashing and unwanted sexual comments, etc.³¹ The study shared a striking similarity with the AHRC national survey, which found that the reporting level of sexual harassment were low in UK universities.

3.4.2. In addition, the *Guardian* conducted an investigation in March 2017, regarding the issue of sexual harassment in universities. Based on a series of freedom

<http://www.sanctasophiacollege.edu.au/wp-content/uploads/2017/11/Cultural-Renewal-Overarching-Report-2017.pdf>

²⁸ "One in four women at University of Sydney colleges is sexually harassed, study finds", *The Guardian*, 29 November 2017. Retrieved from

<https://www.theguardian.com/australia-news/2017/nov/29/one-in-four-women-at-university-of-sydney-colleges-are-sexually-harassed-study-finds>

²⁹ "TEQSA forces universities to act on sexual misconduct", *The Australian*, 4 June 2018. Retrieved from

<https://www.theaustralian.com.au/higher-education/teqsa-force-universities-to-act-on-sexual-misconduct/news-story/d481f1169cac0e4e21e9c7fa28dfdd9e>

³⁰ "Consent program changing sexual assault, harassment culture at Charles Sturt University", ABC News, 26 June 2018. Retrieved from

<http://www.abc.net.au/news/2018-06-26/consent-program-changing-culture-at-charles-sturt-university/9909800>

³¹ National Union of Students. (2010). *Hidden Marks: A Study of Women Students' Experiences of Harassment, Stalking, Violence and Sexual Assault*. Retrieved from

https://nusdigital.s3-eu-west-1.amazonaws.com/document/documents/17483/e7e4a46967ac442f0ac4b2b1b9c912bc/NUS_hidden_marks_report_2nd_edition_web.pdf?AWSAccessKeyId=AKIAJKEA56ZWKFU6MHNO&Expires=1532611080&Signature=ZrS8biL2v7SSCW%2FGRlirV72v1IU%3D

of information requests sent to 120 UK universities, the investigative piece found that at least 169 students had been a victim of sexual harassment by staff, and 37 staff members have left or changed their jobs as a result of harassment reports from students. There were also at least another 127 allegations of sexual harassment about staff that were made by colleagues.³² As there is no obligation on universities to report the issues of sexual harassment, the *Guardian* thus suggested that universities' record of sexual harassment has underestimated the scope of sexual misconduct.³³

3.4.3. This observation was corroborated by University of Cambridge's experience of launching an anonymous sexual harassment reporting mechanism in 2017. The University received 173 complaints in nine months after launching the new reporting system, as compared to receiving only six formal reports in a three-month academic term previously. The University admitted it has "a significant problem" with sexual misconduct and said the anonymous tool can be used to judge the nature and scale of sexual misconduct affecting students and staff, and to act on it accordingly.³⁴ ♦

³² "Sexual harassment allegations: find figures for UK universities", *Guardian*, 5 March 2017. Retrieved from

<https://www.theguardian.com/education/ng-interactive/2017/mar/05/sexual-harassment-allegations-find-figures-uk-universities>

³³ "Why the true scale of university harassment is so hard to uncover", *Guardian*, 5 March 2017.

Retrieved from

<https://www.theguardian.com/education/2017/mar/05/why-the-true-scale-of-university-harassment-is-so-hard-to-uncover>

³⁴ "University of Cambridge admits significant sexual misconduct problem", *Guardian*, 5 February 2018.

Retrieved from

<https://www.theguardian.com/education/2018/feb/05/university-of-cambridge-significant-sexual-misconduct-problem>

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“People around me have different views on women. When girls say ‘no’, they actually want to say ‘yes’. They think when girls have given a ‘yes’ but denied it afterwards. Guys, in particular, think that girls do not mean what they say.”

(Others (Gender), Undergraduate, Interview #13)





4. Key findings

4.1. Awareness of sexual harassment

4.1.1. This Study first examines students' awareness of the concept of sexual harassment. The 14,442 university students who filed in the online questionnaire were given eight scenario-statements and asked to assess whether these scenarios constitute sexual harassment.

4.1.2. Conducts that were considered as sexual harassment by most students include "someone has inappropriate physical contact with you (82.8%)", "someone sends you sexually suggestive messages or photos on the Internet and makes you feel offended (81.7%)", and "someone keeps making sexual advances to you regardless of your rejection (81.0%)" (Table 4-a).

4.1.3. On the opposite, acts considered by the least number of students as sexual harassment were "someone invites you to go out on dates repeatedly, regardless of your rejection (35.0%)", and "someone discusses with others about sex in front of you and makes you feel uncomfortable (55.8%)". These indicated that the concept of sexual harassment was interpreted vastly differently among students (Table 4-a).

Table 4-a: Do you think the following conducts constitute sexual harassment?

	Yes	No	Don't know
Someone invites you to go out on dates repeatedly, regardless of your rejection	35.0%	55.3%	9.7%
Someone discusses with others about sex in front of you and makes you feel uncomfortable	55.8%	35.6%	8.6%
Someone tells sexual jokes and makes you feel uncomfortable	68.9%	24.8%	6.3%
Someone makes sexual comments about your appearance and makes you feel offended	74.8%	20.5%	4.7%
Someone plays sexually suggestive games in front of you during student activities and makes you feel offended	75.9%	19.0%	5.1%
Someone keeps making sexual advances to you regardless of your rejection	81.0%	16.4%	2.5%
Someone sends you sexually suggestive messages or photos on the Internet and makes you feel offended	81.7%	15.9%	2.4%
Someone has inappropriate physical contact with you (e.g. forcible kiss, touch or brush up against you)	82.8%	15.2%	2.0%

4.1.4. In addition, comparing to male students, more female students had consistently identified the conducts of sexual harassment correctly for each

scenario-statements. The differences of sexual harassment awareness among different demographic groups will be further discussed in paragraph 4.3.8-15.

4.1.5. It is worth noting that near 25-30% of students did not agree or did not know whether sexual jokes and comments constitute sexual harassment, while such conducts were found to be the most common type of sexual harassment experienced by students (more will be discussed in Chapter 4.2 regarding prevalence of sexual harassment).

4.1.6. This result is more or less in line with the EOC commissioned research released in 2013 as mentioned in paragraph 3.2.4 of the Literature Review, which most students found that inappropriate physical contact constitutes sexual harassment, while fewer students consider sexual jokes or sexual remarks as sexual harassment.³⁵

4.1.7. This is also echoed by the responses the research team collected during the in-depth interviews. Students were not entirely sure whether sexual jokes or comments could constitute sexual harassment:

“I am confused whether sexual jokes constitute sexual harassment. I definitely would feel uncomfortable, but if those jokes were not addressed to me, it is hard to say for sure.” (Others (Gender), Undergraduate, Interview #13)

“Occasional sexual jokes can be okay ... it is acceptable to have that, perhaps once per week, for instance.” (Female, Undergraduate, Interview #24)

“It depends on whether I am familiar with the person who made the jokes. If we are close, then it’s okay. Sometimes girls make those jokes too, I won’t take it seriously. But if the person is not close to me, and that person is a guy, then why would a guy say such things to me? That is a bit weird.” (Female, Undergraduate, Interview #25)

4.1.8. Moreover, although as much as 75.9% of students did actually consider playing sexually suggestive games during student activities as sexual harassment, there were still some students did not take the matter seriously or wrongly believed that sexually suggestive games do not count as sexual harassment, for a number of reasons.

³⁵ Luk-Fong, Y.Y. et al. (2013). *Study on Students’ Sexual Attitudes and Views on Sexual Harassment*. Hong Kong: Department of Special Education and Counseling, the Hong Kong Institute of Education.

4.1.9. First, some of the students mistakenly believed that only intentional acts would be counted as sexual harassment. Yet, under the SDO, mere horseplay or jokes for fun may still be regarded as sexual harassment, regardless of the intention of the perpetrator:

(Some students play sexually suggestive games in front of you in a student activity) "It may not be considered as sexual harassment but I would feel uneasy. They do not intentionally make me feel uneasy and their acts are not addressed to me or my gender. They simply find joking about sex funny. They are not targeting at anybody but simply making fun of it." (Female, Undergraduate, Interview #28)

4.1.10. Second, some students had different views on what counts as sexually suggestive:

"It should not be considered sexual harassment for games like passing a piece of dried seaweed to each other by the mouth. However, if the games are sort of a sexual nature, which are related to sex, it may be considered as sexual harassment." (Female, Postgraduate, Interview #8)

4.1.11. Also, some students believed that sexually suggestive games only constitute sexual harassment for participants of the game, but not for bystanders. However, under the law, those sexually suggestive games may constitute a sexually hostile environment for those who witness the sexual harassment:

(Some students play sexually suggestive games in front of you in a student activity) "It is surely an act of sexual harassment if people expose themselves, even from the perspective of a bystander. ... Foot licking is over the line, but as a bystander, I just find that entertaining, so it is not sexual harassment to me." (Female, Undergraduate, Interview #24)

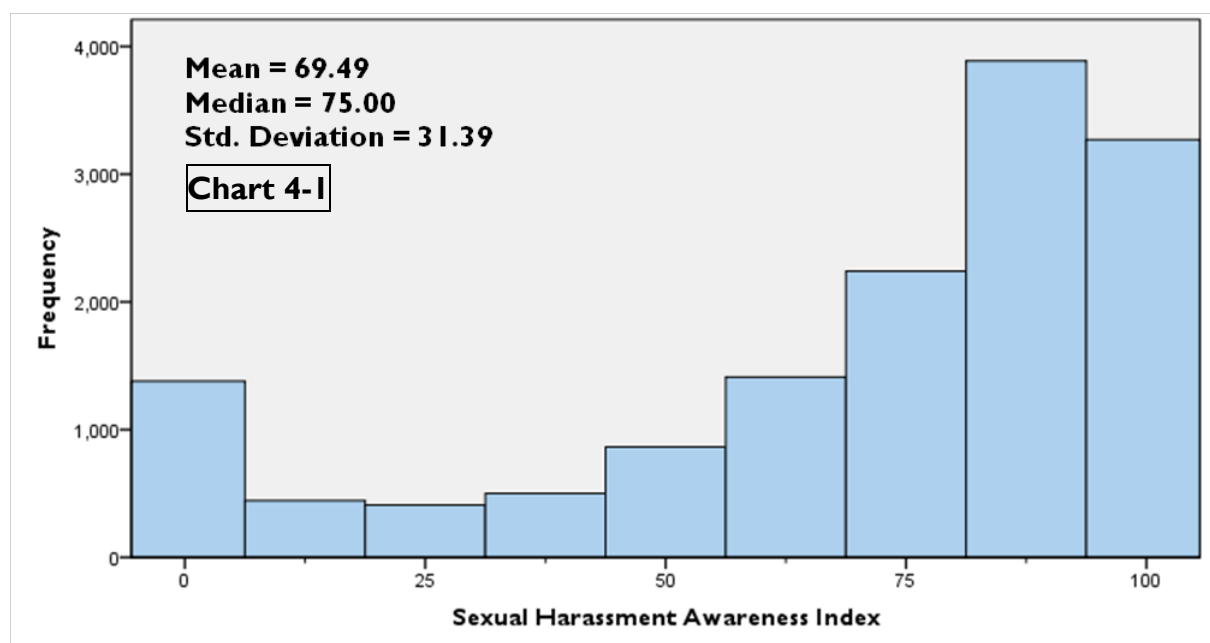
Sexual Harassment Awareness Index (SHA Index)

4.1.12. In order to better compare the awareness of students among different sub-groups, a Sexual Harassment Awareness Index (SHA Index) was created by the research team. From zero to 100, a higher score of the SHA index indicates that the respondent has a greater ability to identify sexual harassment behaviours accurately.³⁶

³⁶ For the eight-scenario statements, one point will be counted for the answer "yes" and zero point will be counted for the answer "no" or "don't know". The score was then adjusted into a 0 - 100 scale.

In terms of the reliability of the index, the Cronbach's Alpha coefficient of the scale is 0.87, indicating a high internal consistency.³⁷

Chart 4-1: Sexual Harassment Awareness Index of all respondents

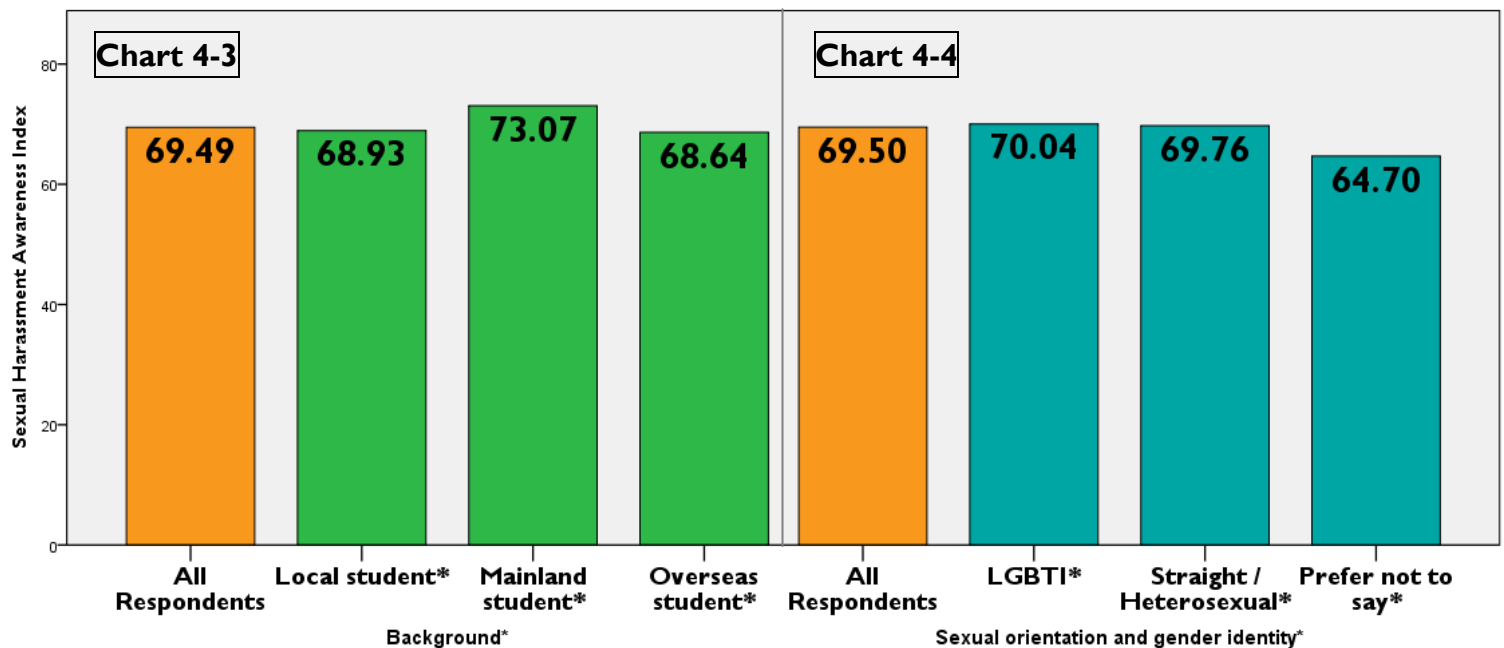
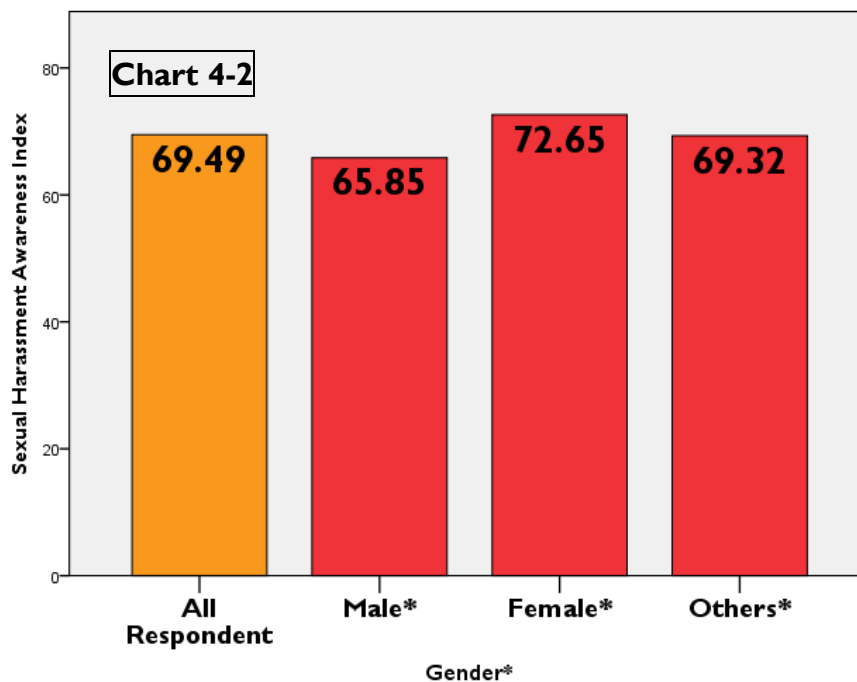


4.1.13. The average score of the SHA index of all respondents is **69.5**, with a standard deviation of 31.4. Chart 4-1 illustrated the detailed distribution of the Index scores of all respondents. The Chart and the average score indicated that a significant proportion of students had a fairly good understanding of the concept of sexual harassment, yet there were still room for improvement, with one-fourth (25.0%) of students getting 50 points or below.

4.1.14. The average SHA Index scores of different sub-groups of students were also analysed and compared. It was found that the awareness of sexual harassment for male students was in general lower than their female counterparts by 6.8 SHA Index points — with male scored in average 65.85 and female scored 72.65 (Chart 4-2). The differences were statistically significant ($p < 0.01$).

³⁷ This SHA Index merely serves as a preliminary tool to paint a broad picture regarding students' awareness of sexual harassment, and a more sophisticated index has to be developed if we would like to conduct further in-depth analyses.

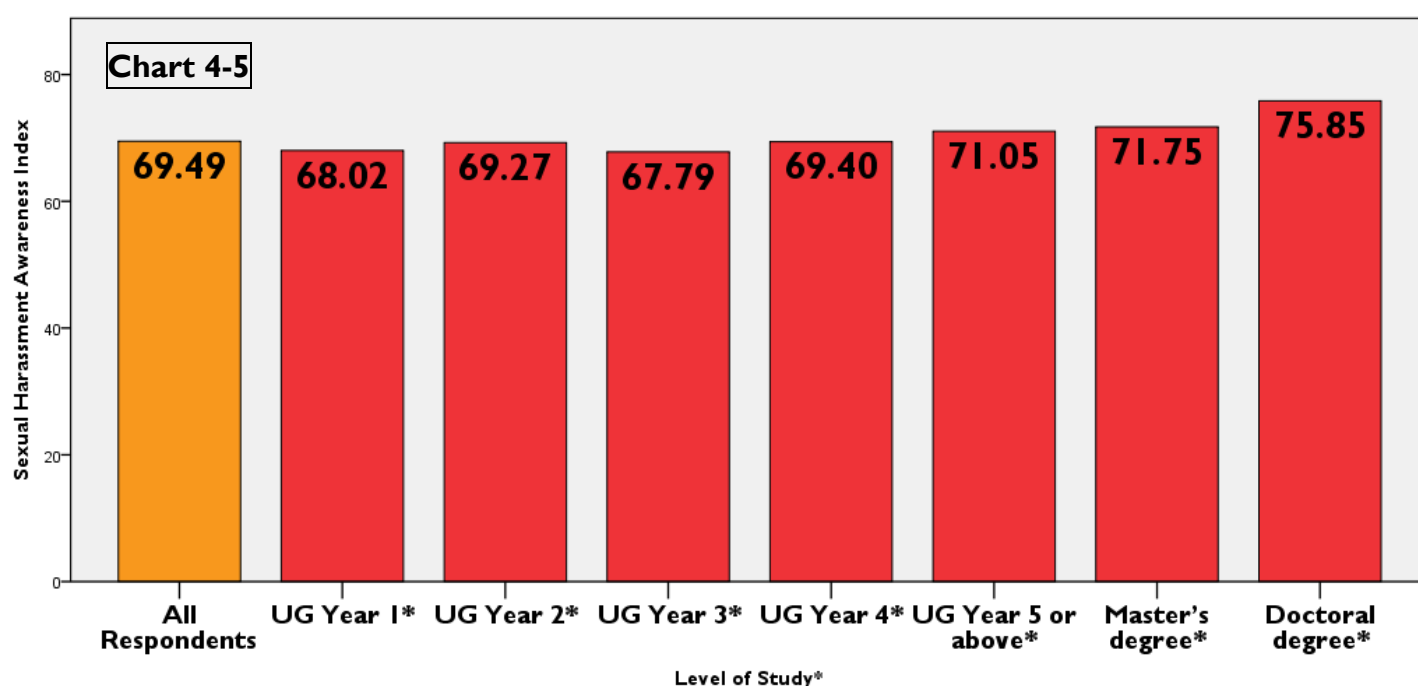
Chart 4-2, 4-3 & 4-4: Comparison of the average score of the Sexual Harassment Awareness Index — analysed by gender, background, and sexual orientation and gender identity



4.1.15. This Study also found that, students from the Mainland China (Chart 4-3), and students who identified as LGBTI people (Chart 4-4) scored higher in the SHA Index than others, indicated that they had a higher level of awareness of sexual harassment in general. While a higher female proportion of respondents among the Mainland students sub-group may partly explain the difference in scores, further studies are possibly needed to examine the causes behind.

4.1.16. Also, students with a higher education level had a higher level of awareness of sexual harassment. Doctoral students had the highest average SHA Index score, while undergraduate (UG) students had the lowest score in comparison. Among undergraduate students, the higher the year of study they were in, the higher SHA Index score they got, in general (Chart 4-5). All the above differences were statistically significant ($p < 0.01$).

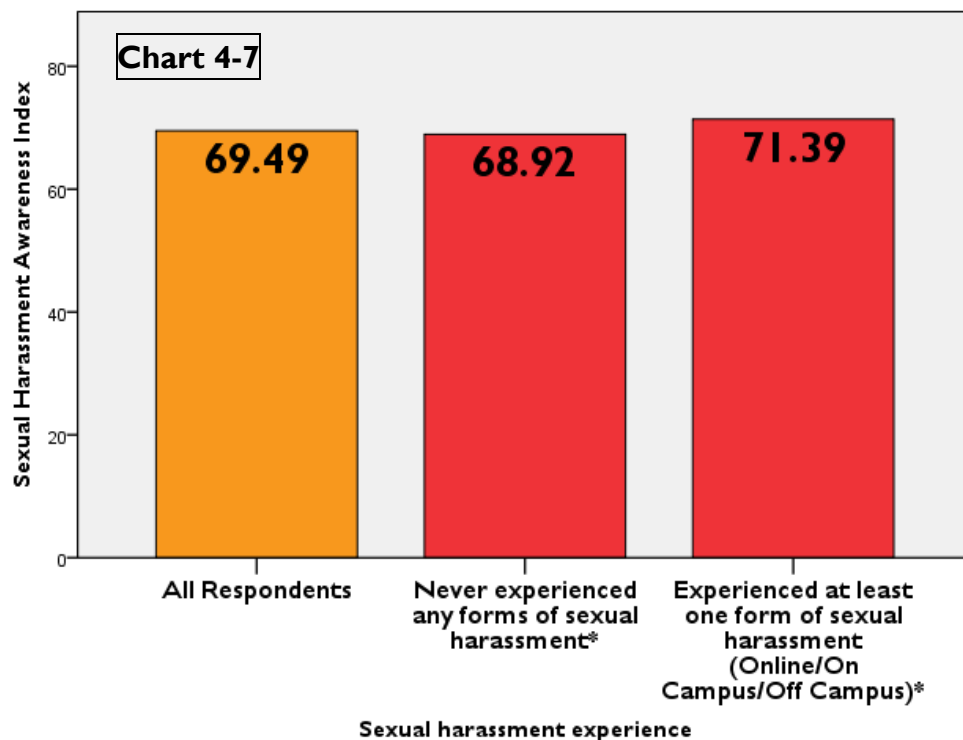
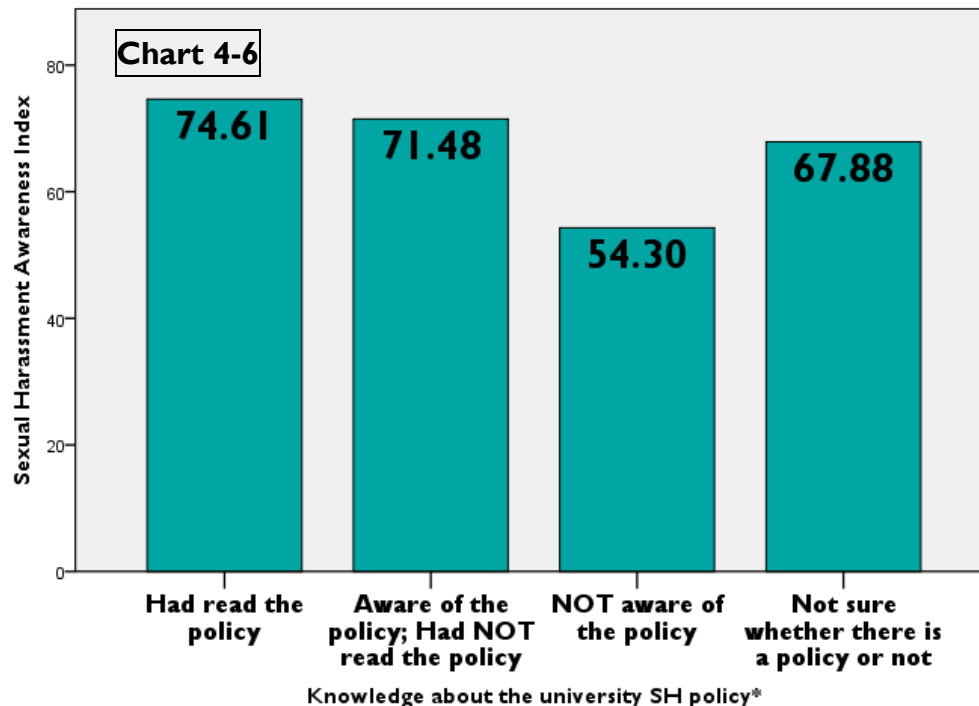
Chart 4-5: Comparison of the average score of the Sexual Harassment Awareness Index — analysed by level of study



4.1.17. This research also attempts to map out the relationship between student's knowledge about their university's anti-sexual harassment policy and their awareness of sexual harassment. The result found that students who said they had read the anti-sexual harassment of their university had the highest average SHA Index score (74.61), whereas students who mistakenly said their university had no such policy got the lowest score of 54.30 (Chart 4-6). The differences were statistically significant ($p < 0.01$).

4.1.18. This could potentially indicate that either students who were more aware of sexual harassment would have actively sought information regarding their university's policy on the matter, or students who had read the policy allowed them to acquire a better understanding about the concept of sexual harassment. More about students' knowledge regarding their university's anti-sexual harassment policy will be discussed in Chapter 4.9.

Chart 4-6 & 4-7: Comparison of the average score of the Sexual Harassment Awareness Index — analysed by students' knowledge of university's sexual harassment policy and their experience of sexual harassment



4.1.19. This Study also found that those who indicated they had been sexually harassed had a higher level of awareness than their counterparts who had no such experience, by 2.47 SHA Index point (Chart 4-7). The differences were statistically significant ($p < 0.01$).

4.1.20. This could potentially indicate that either students who had a low awareness about the issue might fail to identify that they had been sexual harassed before, or students who had experienced sexual harassment would subsequently decide to learn more about the issue.

4.1.21. For instance, one of the interviewees said she decided to go online and learn about the issue of sexual harassment after her experience of harassment:

“The sexual harassment incident committed by the professor triggered me to look for information about sexual harassment online. The incident has been suppressed inside me for a long time. To me, it is a double-edged sword, which made me understand that I did not have any knowledge on sexual harassment and sex education, and that I did not know how to protect myself.” (Female, Postgraduate, Interview #8)

4.2. Prevalence of overall sexual harassment

4.2.1. After examining student's awareness on sexual harassment, the questionnaire survey provided 13 sexual harassment scenario-statements and asked whether students had experienced any of those in the 12 months prior to the survey.

4.2.2. In total, **near one-fourth of students** (23.0%, 3,329) were sexually harassed on at least one occasion, within 12 months before the survey was conducted. If the data is disaggregated by sex, as much as 27.0% (2,083) of female students and 18.4% (1,234) of male students were sexually harassed respectively. These figures include students who said they were sexually harassed on campus, off campus by fellow students or staff, or online by anyone.

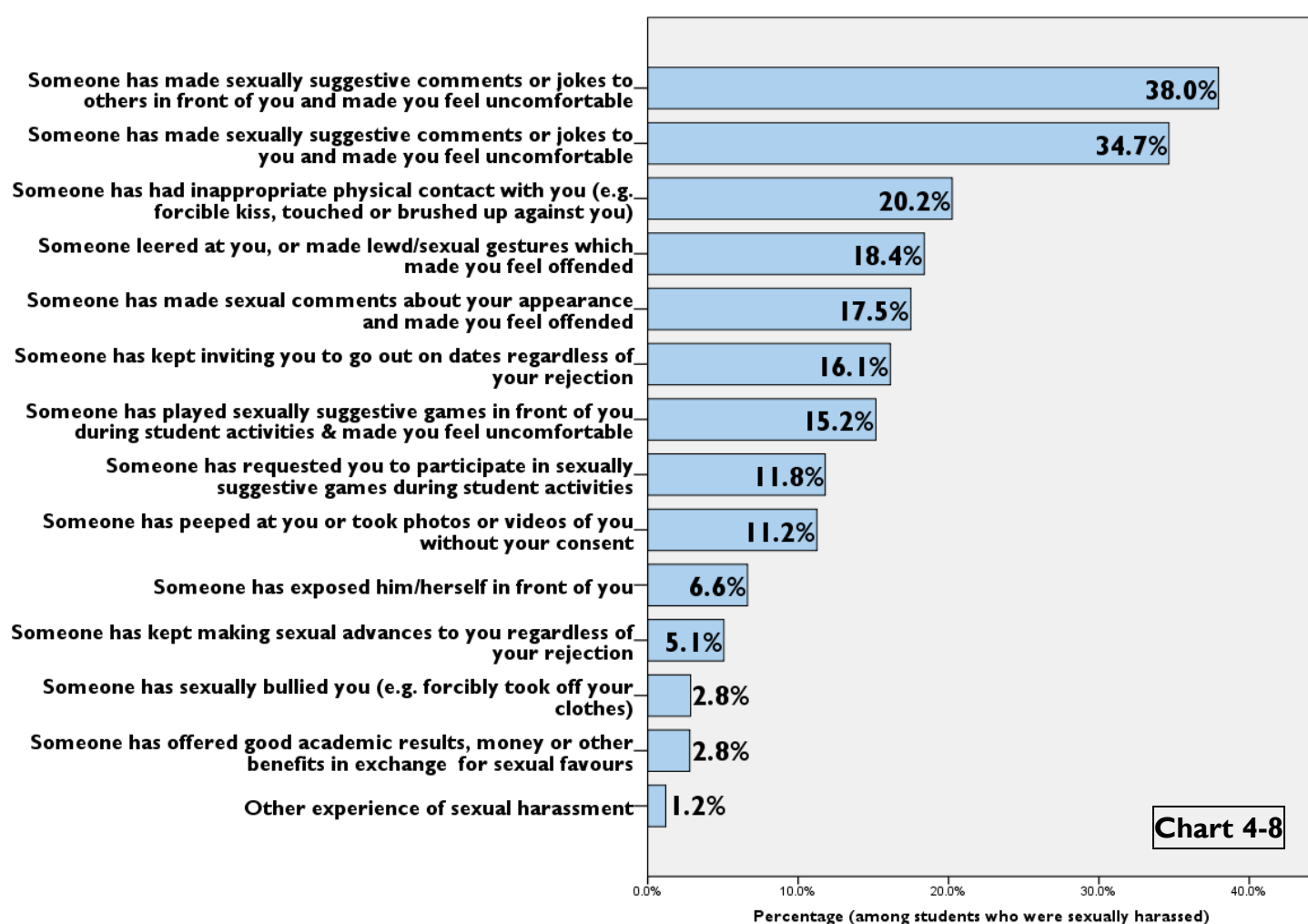
4.2.3. Analysed by the setting of sexual harassment incidents, **15.6% of students** (2,259) reported that they were sexually harassed on campus; 11.5% (1,662) said they were sexually harassed online; while 3.8% (545) said they were sexually harassed by university students or staff off campus, in the 12 months before responding the survey.

4.3. Sexual harassment on campus

What forms of sexual harassment did students experience on campus?

4.3.1. Sexual jokes or comments were the most common form of sexual harassment, among the 2,259 students who said they were sexually harassed on campus. Thirty-eight per cent (38.0%) of them said someone had made sexually suggestive comments or jokes to others in front of them, while 34.7% said those comments or jokes were made directly to them. While the former act might not have targeted the responding students themselves, it may still constitute sexual harassment under the SDO as it created a sexually hostile environment for them.

Chart 4-8: Forms of sexual harassment experienced by university students on campus ground (multiple answers allowed)



4.3.2. In comparison to verbal sexual harassment, sexual harassment involving physical contact was also not uncommon. Among those who said they were sexually harassed in the 12 months before the survey, one in five (20.2%) said someone had made inappropriate physical contact with them, such as forcible kiss, touching or brushing up against them.

4.3.3. In line with the observations drawn in the literature review, sexually suggestive games were common at student activities like orientation camps. Among those who suffered from sexual harassment on campus, 15.2% told the EOC that they had someone played sexually suggestive games in front of them during student activities, while 11.8% said someone had requested them to participate in those games and made them feel uncomfortable (Chart 4-8).

4.3.4. Other common types of sexual harassment experienced by students on campus include (Chart 4-8):

- Leering, making of offensive lewd/sexual gestures (18.4%);
- Making sexual comments about someone's appearance (17.5%);
- Repeated invitation of going out on dates regardless of rejection (16.1%); and
- Peeping or taking photos or videos without consent (11.2%).

4.3.5. Some types of sexual harassment experienced by students on campus were of a more serious nature (Chart 4-8):

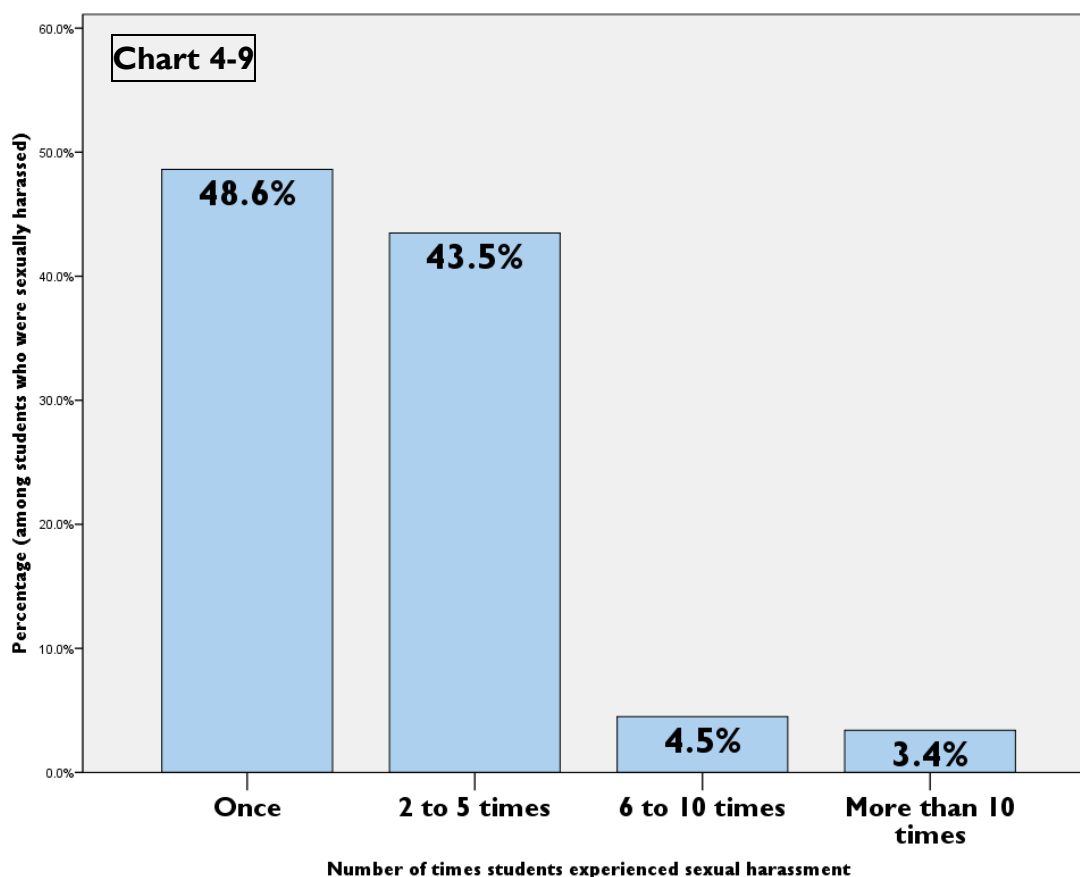
- Someone exposing him/herself (6.6%);
- Making sexual advances repeatedly regardless of rejection (5.1%);
- Sexual bullying (2.8%);
- Offering good academic results, money or other benefits in exchange for sexual favours (2.8%); and
- Other experience of sexual harassment (1.2%), such as lecturers distributing irrelevant materials of a sexual nature at class.

4.3.6. For students responded that they had been sexually harassed on campus, most of them (48.6%) said they encountered sexual harassment once in the 12 months before the survey were conducted.

4.3.7. Yet, a sizeable 43.5% of them reported that they had encountered sexual harassment for two to five times. Alarming, 3.4% (77) of students who were

sexually harassed on campus said they had encountered sexual harassment for more than 10 times, in the 12 months before the survey (Chart 4-9). These findings indicated that for many students, sexual harassment is not just a one-off incident, and they may need to deal with it for multiple times throughout their university study.

Chart 4-9: Number of times that students had experienced sexual harassment on university campus (in the 12 months before the survey was conducted)



Who experienced sexual harassment on campus?

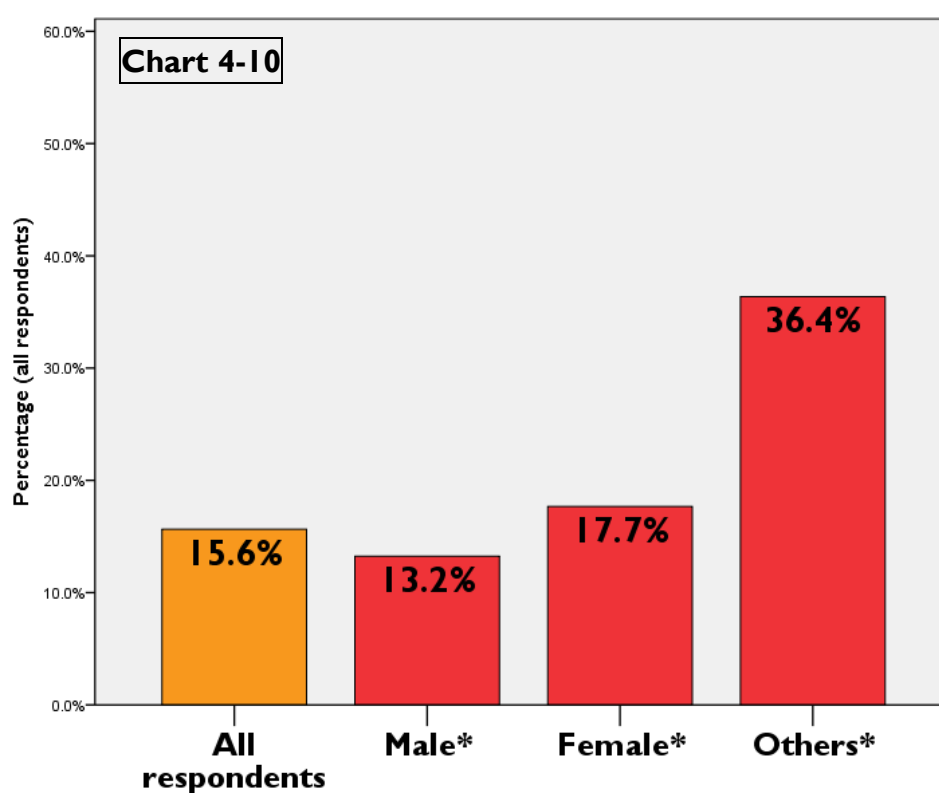
4.3.8. Similar to other overseas studies such as the AHRC's national survey,³⁸ this Study found that some groups of students may experience sexual harassment more likely than others, if they are female or non-binary, persons of LGBTI (Lesbian, Gay, Bisexual, Transgender, or Intersex), persons with disabilities, or non-local students.

³⁸ Australian Human Rights Commission. (2017). *Change the Course: National Report on Sexual Assault and Sexual Harassment at Australian Universities*. Retrieved from https://www.humanrights.gov.au/sites/default/files/document/publication/AHRC_2017_ChangeTheCourse_UniversityReport.pdf

Gender

4.3.9. For instance, the chances of women experiencing sexual harassment on campus were higher than men by 4.5 percentage points, which 17.7% of female students and 13.2% male students said they had been sexually harassed, in the 12 months before the survey was conducted (Chart 4-10). The figure also indicated that it was not uncommon for men to be sexually harassed. This echoed with the statistics of the EOC, which in average around 9.2% of sexual harassment complaint cases were lodged by male, between 2013 and 2017.

Chart 4-10: Percentage of students who experienced sexual harassment on university campus — analysed by gender



4.3.10. This survey also allowed students to indicate their gender as “others”, for students who are gender non-binary. While the sample size was small,³⁹ students who indicated their gender as “others” were more likely to be sexually harassed, comparing to both male and female students (Chart 4-10). All the differences above were tested to be statistically significant ($p < 0.01$).

³⁹ Among the 22 respondents who identified their gender as others, 8 of them said they were sexually harassed on university campus in the 12 months before the survey.

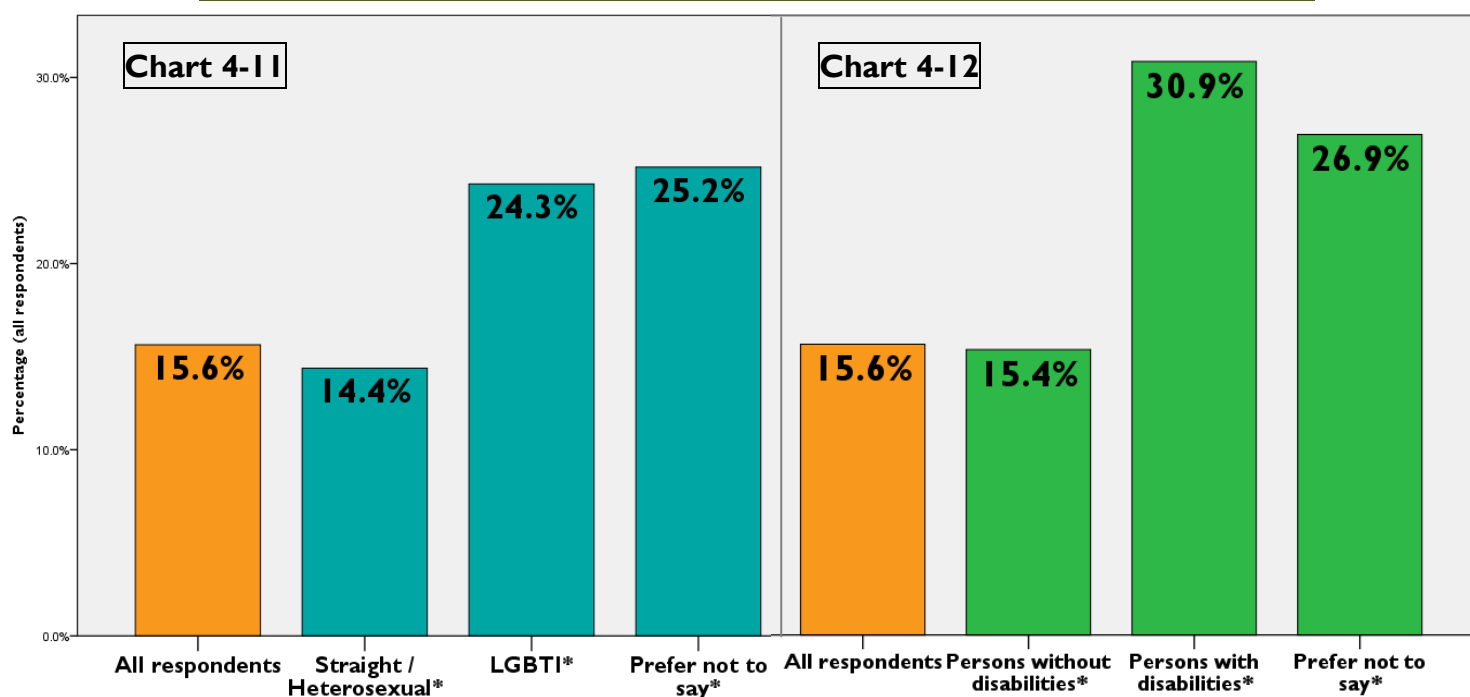
4.3.11. If we take a closer look at the sex-disaggregated data of different forms of sexual harassment on campus, it was found that sexually suggestive comments or jokes and inappropriate physical contact were the most common forms of sexual harassment experienced by students, disregard of their genders. This indicated that both male and female students were prone to verbal sexual harassment, contrary to some myths that male students would not find sexual jokes uncomfortable.

4.3.12. It is also worth noting that a number of male students (30) and female students (31) said someone had offered them good academic results, money or other benefits in exchange for sexual favours. This illustrated that it was not uncommon for both male and female to become the target of serious sexual harassment.

Sexual orientation and disability

4.3.13. LGBTI students were 1.7 times more likely to be sexually harassed on campus than heterosexual ones. Persons with disabilities were twice as likely as those without disabilities to be sexually harassed (Chart 4-11 and 4-12).⁴⁰ All differences above were tested to be statistically significant ($p < 0.01$).

Chart 4-11 & 4-12: Percentage of students who experienced sexual harassment on university campus — analysed by sexual orientation and gender identity, and disability



⁴⁰ As mentioned in the research methodology in paragraph 2.2.11, the sample sizes of respondents with a disability in this Study is relatively small (94), applying the findings to the general population should, therefore, be done with caution.

Students' background and level of study

4.3.14. This Study also found that, as compared to local students, students from the Mainland China and overseas countries were 2.9 and 2.2 percentage points more likely to have experienced sexual harassment on campus respectively (Chart 4-13). The differences were tested to be statistically significant ($p < 0.01$).

4.3.15. Regarding student's level of study, the different chances of experiencing sexual harassment on university campus among bachelor's, master's and doctoral student were statistically not significant (Chart 4-14). Whereas among the undergraduates, a higher percentage of second-year and fifth-year-or-above students said they were sexually harassed on campus, yet the differences were also statistically not significant (Table 4-b).

Chart 4-13 & 4-14: Percentage of students who experienced at least one form of sexual harassment on university campus — analysed by students' background and level of study

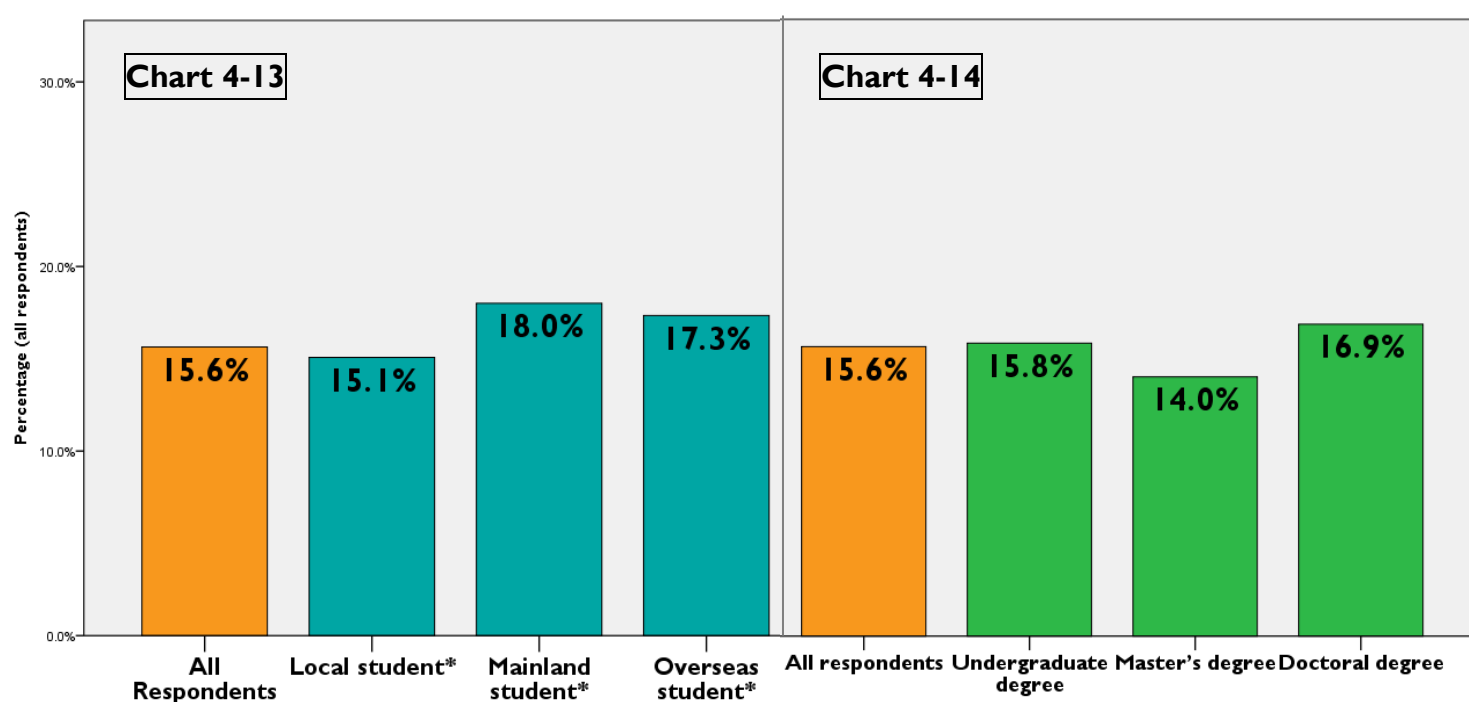


Table 4-b: Number and percentage of undergraduate students who experienced at least one form of sexual harassment on campus — analysed by year of study

UG Year 1	UG Year 2	UG Year 3	UG Year 4	UG ≥ Year 5
416	446	458	467	70
15.4%	17.0%	15.2%	15.5%	18.5%

Who were the perpetrators on campus?

4.3.16. Among the 2,259 students who said they were sexually harassed on campus, most (80.7%) indicated that the gender of their perpetrators were male (Table 4-c).

Table 4-c: Number and percentage of students who experienced at least one form of sexual harassment on campus — analysed by gender of perpetrator (multiple answers allowed)

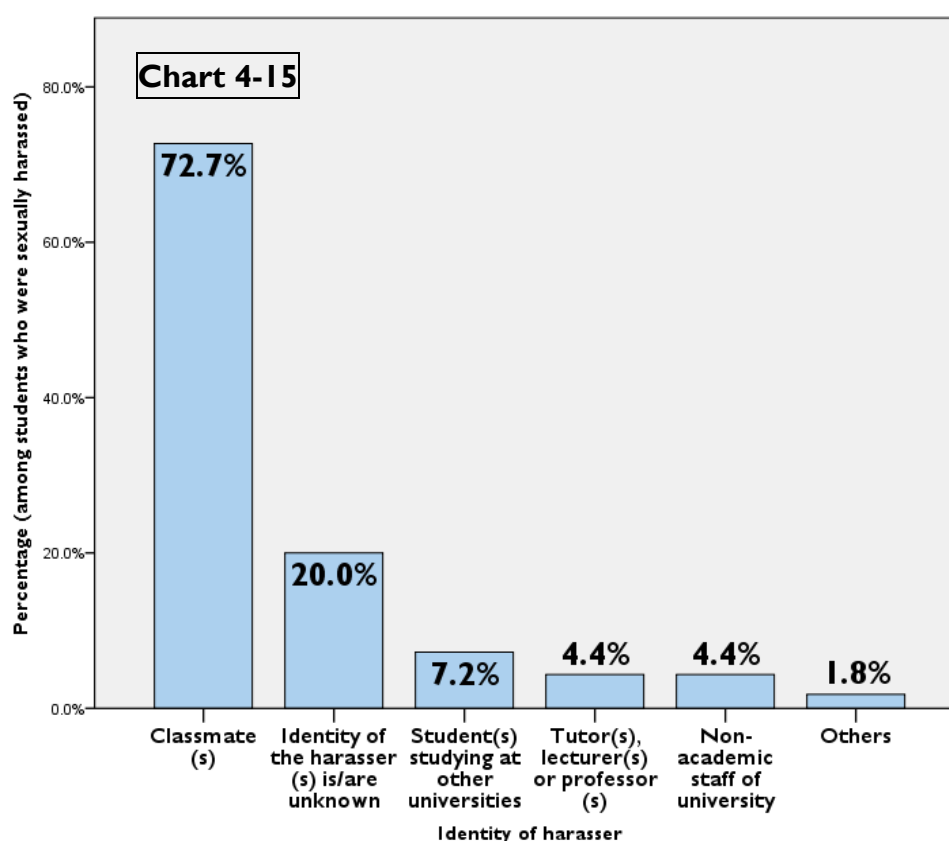
Gender of perpetrator	Male	Female	Unknown
n	1,820	550	199
%*	80.7%	24.4%	8.8%

*As respondents could experience sexual harassment for more than one time in the 12 months before the survey was conducted, the percentage total of this table may therefore exceed 100%.

4.3.17. Students were mostly sexually harassed by peers, either classmates of the same university (72.7%) or students of other universities (7.2%) (Chart 4-15).

4.3.18. The result also indicated that students being sexually harassed by staff members of university were not rare. Among the 2,259 students who were sexually harassed on campus, 98 students (4.4%) identified their perpetrators as tutors, lecturers or professors, while the same number of students (98, 4.4%) identified the perpetrators as non-academic staff of university (Chart 4-15).

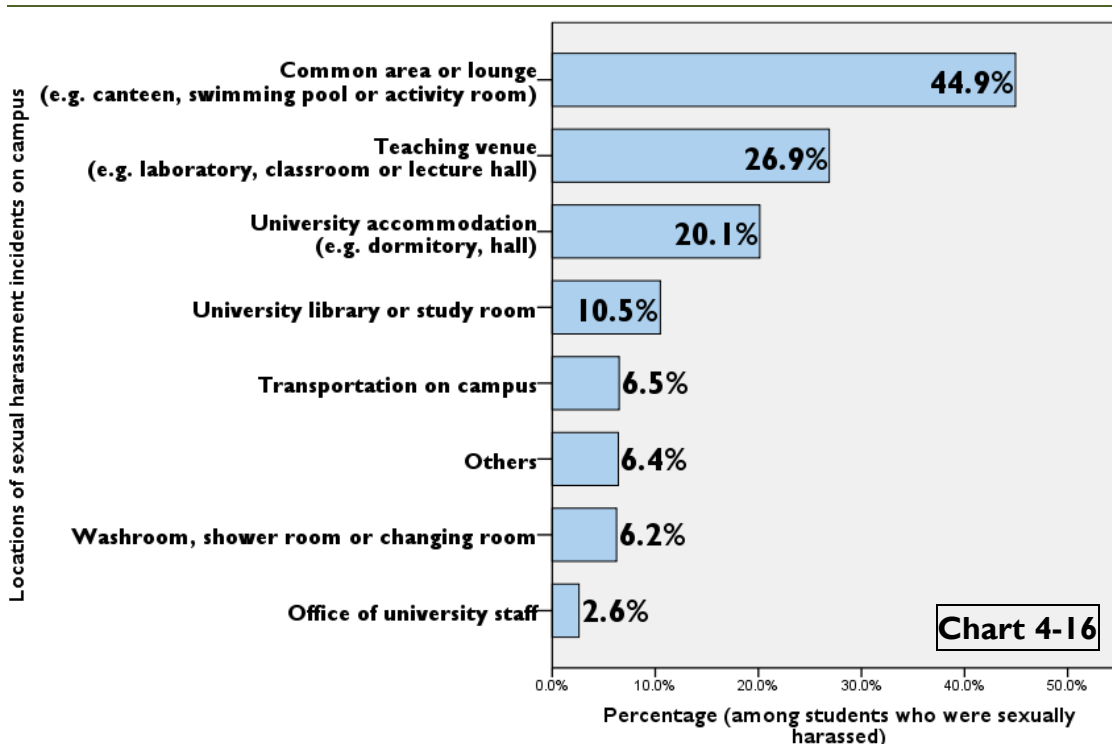
Chart 4-15: Identity of perpetrator of sexual harassment incidents on campus (multiple answers allowed)



Where did sexual harassment take place on campus?

4.3.19. Among students who said they were sexually harassed on campus, most of them (44.9%) responded that they encountered sexual harassment incidents in common areas or lounges at university. Teaching venues, such as laboratory or lecture hall, were the second most common university location where students experienced sexual harassment (26.9%). The third most common location in which sexual harassment took place was university accommodation (20.1%), followed by university libraries or study rooms (10.5%), transportation on campus (6.5%) and others (Chart 4-16).

Chart 4-16: Locations of sexual harassment incidents on university campus (multiple answers allowed)



4.3.20. It is worth noting that 2.6% (59) of students who were sexually harassed on campus responded that their sexual harassment incidents took place in offices of university staff (Chart 4-16).

In-depth interview: Students' experience of sexual harassment on campus

4.3.21. Apart from the online questionnaire, the research team also conducted 28 in-depth interviews with students who said they had experienced sexual harassment personally. The students were asked to describe their own experience of sexual

harassment, or incidents of that they had witnessed or heard. From these interviews, the research team documented various forms of sexual harassment encountered by university students on campus, off campus and online.

Verbal sexual harassment

4.3.22. Similar to our quantitative findings, lots of students shared at the in-depth interviews that they had experienced verbal sexual harassment. In many of those cases, the perpetrators believed they were just making funny jokes or comments, while the victims felt embarrassed or offended:

“Some students always talk about sex-related topics in their conversation. They’ll ask something like, ‘Are you a virgin? Have you had sex? Did you use a condom?’ ... Sometimes if you fail a game, your punishment is that you have to answer whatever being asked and they love asking those questions which sound funny to them ... you may just laugh it off ... Some female group-mates [in orientation camp] felt such questions too pushy. Some group leaders would then just talk something else and pass over it.” (Female, Undergraduate, Interview #10)

In a student gathering, several female students asked the interviewee to take a photo together with some other girls. The interviewee found that they asked her to take photo was to compare the body shape and breast size. She was mocked that “these girls have boobs while this and this don’t have ...” The interviewee recalled, “I felt very embarrassed and just walked away.” (Female, Undergraduate, Interview #28)

Sometimes during a class of my major, two male students sitting in front of me liked talking nonsense. They once said that no one wanted me even I paid for it, and no one wanted me even I whored. They also called one of my friends an intersex ... They always talked nonsense and found it fun.” (Female, Undergraduate, Interview #16)

“Once I was walking upstairs in front of her, she suddenly said to me, ‘Wow! Now I know why men love walking behind you, cos you have got a big butt!’ I didn’t talk her back, but was terribly upset.” (Female, Undergraduate, Interview #20)

4.3.23. While most in-depth interviewees said those sexual remarks were made by their fellow students, some shared that they had also experienced verbal sexual harassment from their professors or instructors:

“I was wearing a suit that day. After my presentation in class, the male professor said, ‘Perhaps the more skin you show next time, maybe I will give you a higher mark,’ I felt very uneasy indeed.” (Female, Undergraduate, Interview #26)

“Once we were doing our research group presentation in class, he [professor] said, ‘you should enhance your ability in oral English,’ then he laughed and talked to the postgraduate next to him, ‘what I teach is oral English, not oral sex.’ A female PhD student recorded the conversation ... She brought a voice recorder with her to the class because she had encountered many similar situations, which almost happened in every class. He talked weird stuff in every research group meeting, like ‘leucorrhoea’.” (Female, Postgraduate, Interview #8)

4.3.24. Some of these verbal sexual harassment amounted to unwelcome sexual advance, or unwelcome request for sexual favours:

“He WhatsApped me at midnight saying he wanted to have sex, ‘Can you do me a favour ... you are my friend, right? Just do it for me. I really have sexual urges.’ He also said we have known each other for years. There’s nothing to worry about ...” (Female, Undergraduate, Interview #23)

A male student made a sexual request to the interviewee. “He asked me if I can (have sex with him), or use the mouth ...” The interviewee rejected but he thought she didn’t mean what she said, “you just say no but actually you are willing to ... and you really want it, just too shy to say it out.” Then the interviewee firmly said, “Definitely not! No matter what, I won’t have sex with you ... After that, he crazily hunts for me every day, asking if we can do that next time.” (Female, Postgraduate, Interview #11)

Inappropriate physical contact

4.3.25. For inappropriate physical contact, similar to verbal sexual harassment, most of the interviewees said the perpetrators were their fellow students. Some of these inappropriate contacts were immediately followed by explicit sexual advance:

“I was wearing a skirt that day. When I was having my drinks, a male student came over and put his hand on my thigh, asking if I felt cold. I didn’t know how to react. He kept his hand on my thigh until I said I did not feel cold. After that, I noticed the guy did that to other female students in class all the time, regardless he knows them well or not.” (Female, Undergraduate, Interview #16)

The interviewee had dinner with team members after training. Later she shared a taxi with a male student from another sports team to go back to the

residential hall. “All of a sudden he touched my breast and grabbed it, saying, ‘Wow! Why are your boobs becoming so big!’ I pushed his hand aside right away saying, ‘What are you doing? Don’t do that ...’ After we got off the taxi, he asked me to do blow job for him, saying he feels horny and wanted my help. I told him he was insane. ... After that, he had called me but I never contacted him again.” (Female, Postgraduate, Interview #9)

4.3.26. Many of those sexual harassment incidents occurred at university residential halls or college accommodation, where students spend a substantial amount of time with their fellow classmates every day:

One night, some classmates and the interviewee drank chill in a dorm room. “A guy sat next to me but we could barely see each other in dim light ... He was gutsy to touch me, grope my leg and take my hand. He even whispered to my ear, asking if I can sleep with him that night ...” (Female, Postgraduate, Interview #9)

“Once when I went upstairs to pick my laundry ... he suddenly hugged me from the back. But everybody in the hall knows I have got a boyfriend ... I was shocked when he did that.” (Female, Undergraduate, Interview #26)

4.3.27. Some of the victims inevitably had to have frequent encounter with their perpetrators at the university accommodation, after the sexual harassment incidents occurred:

(The perpetrator was a female) “What disturbed me most was once she hugged me out of a sudden, I pushed her hands away but she still took hold of me. The most terrifying thing was she put my hand on her thigh and dragged to her inner thigh ... In our college, students dine together at canteen a few nights a week, that’s when she did that to me. I drew back my hand immediately, and she just gave a loud laugh.” (Female, Undergraduate, Interview #20)

(The perpetrator and the interviewee were hall mates.) The male hall mate would touch the respondent’s bra strap whenever he greeted her and sometimes put his hand on her shoulders. “Sometimes he would be waiting in the hall lobby when I came back. I really don’t like this person ... I purposely ignore him in WhatsApp and Facebook and actively reject him, but he still kept on doing it. It was very disgusting.” (Female, Undergraduate, Interview #26)

4.3.28. Male students were also victims of these sexual harassment incidents. A student said she even heard that some students would sexually bully others, such as using a lighter to burn a male classmate's lower part in the college hostel:

“At night, they took off a male student's pants and burned his lower part with a lighter. They didn't really burn it but fool around. If the guy tried to stop them, they would tease him being so small-minded.” (Female, Undergraduate, Interview #2)

Orientation games and student activities

4.3.29. Echoing with news headlines and findings of our questionnaire survey, multiple students told us in the in-depth interview that there was a culture of sexual harassment at orientation camps, which involved sexually suggestive games and abusive languages most of the time:

“Some orientation camps have a culture to spot the good-looking and sexy girls ... this culture is so prevalent in our university. In my second year, I was a helper at the orientation camp. The organisers kept on saying, ‘This one is pretty! This one has long legs! I want her in my group!’ Those leaders would fight for girls and say, ‘let me the male group leader take care of them and have a room for us.’ Many uncomfortable remarks were going around, which started well before orientation camp.” (Female, Undergraduate, Interview #22)

4.3.30. One of the popular games at the orientation camp, as shared by a number interviewees, was called “Once in a Lifetime (一生人一次)”. The game required all participants to be blindfolded and was originally designed to encourage students to think out of the box, yet it was developed into various versions of sexually suggestive games by different student organisers:

“The game ‘Once in a lifetime’ is originally designed to encourage students to think out of the box as they now study in university rather secondary school ... All boys and girls played together ... When I took off my eye mask ... I saw the helpers covering some students with towels ... I guessed those students had taken off their clothes. I clearly remembered the moment I opened my eyes, there were a bunch of helpers sitting in front of me, which meant they were watching us playing ... After that, I overheard a guy saying, ‘the one in group six is hot!’” (Female, Undergraduate, Interview #22)

“A group of first years all packed into the tutor's room, not a big room, but seemed to have one hundred-ish students there, it was packed and actually

everyone was squeezed shoulder to shoulder. They were blindfolded to play a game, being guided as if they need to take off all the clothes, then a few first years wanted to opt out of the game. I heard that those first years were boycotted after that, so I thought the students were forced to play the game because of peer pressure.” (Female, Postgraduate, Interview #9)

4.3.31. In many occasions, victims of sexual harassment were pressurised to participate in these sexually suggestive games, or they were under strong peer-pressure which made them nod along the act of sexual harassment:

The interviewee was asked by a female group leader to play games in a dorm room. They picked a card and placed it on the forehead, any two players got the highest points would need to take punishment of a sexual nature. The group leaders told players they could opt out if they didn’t want to take that. “But ... you’re under pressure, cos all leaders were very into it ... I just prayed it won’t be me, won’t be me ... ” (Female, Undergraduate, Interview #10)

“In the orientation camp, a male group leader kept on chasing the female group members and take advantage of them by having close physical contact, like hugging and touching ... People called him ‘woman chaser’ ... Later this guy targeted another female group member ... The girl didn’t like it but she didn’t speak up on site, just to avoid embarrassment ...” (Female, Undergraduate, Interview #24)

“I had been aware that orientation camp was very pushy, but I didn’t know it was like that. I was afraid that I can’t make friends or become a gossip target if not joining.” (Others (Gender), Undergraduate, Interview #13)

“I didn’t join the orientation camp because I didn’t enjoy group activities. I heard that the orientation camp was very crazy, most games involved physical touch ... (Can you refuse to play?) No, people would disdain and isolate you ... it did happen as I heard so.” (Female, Undergraduate, Interview #17)

4.3.32. Sometimes even the organisers of student activities were under pressure to hold sexually suggestive games:

“One of my classmates was an organising committee member of the hall. She was organising a drinking game. In fact, she didn’t want to because she foresaw sexual harassment would possibly happen. Since she is a committee member, she had no choice but organising it, or else the blame would be on her.” (Female, Undergraduate, Interview #25)

4.3.33. A student said she heard some student clubs and societies would organise unofficial orientation camps, which were all about games and activities of a sexual nature:

“There are unofficial orientation camps organised in some universities. Some student bodies organise such camps secretly. You have to pay for it, and they will play sexually-related games ...” (Female, Undergraduate, Interview #24)

“They play creepy games during unofficial orientation games, boys and girls smell each other’s lower part ... The game is a dark version of ‘Space Odyssey’ game, you and your group mates are blindfolded and scattered in a pitch dark room. You are not allowed to talk, and everyone is touching each other, even the private part ... There is also a game called ‘Once in a Lifetime’. They will cover your eyes and ask you to free yourself, some girls took off all their clothes, some even remove their bra ... that’s ridiculous ...” (Female, Undergraduate, Interview #24)

Sexual assault or attempted rape

4.3.34. Among all the in-depth interviews conducted, some of the most serious incidents involved sexual assault or even attempted rape. In many of those cases, alcohol was often involved and some interviewees believed that alcohol was one of the contributing factors to sexual harassment and sexual assault:

“Sexual harassment happens in the residential hall. People would talk about which halls often do drinking games or where most of the sexual harassment takes place. Some drunken students were being carried over to a dorm room ... what followed would be kissing and fondling ... I heard some people said you should expect doing these games in that hall!” (Female, Undergraduate, Interview #25)

(The interviewee heard that there were first years and their seniors playing drinking games in the residential hall.) She heard that the game requires each player passing alcohol by their mouth. After drinking for a while, a second year male student took a female first year out. Some students went to a room to look for them, but the door was locked, so they stayed at the door. After a while, the girl came out in tears, asking female group leaders in another hall for help. It seemed that the guy had made out with the first year. This incident was on everyone’s lips, and became a big thing widely spreading over the residential hall.

(Female, Undergraduate, Interview #10)

(Some students joined the student activities in private outside Hong Kong.) “We were quarrelling in the hotel room. He said he had spent so much money to book this hotel for me. I told him I wanted to go back to my hotel, but then he pressed me on the bed, attempted to molest me. I shouted out loud, yelling that I wanted to go back to my hotel. The soundproof is poor. The staff at front desk heard the noise, came over and knocked the door, then the guy let me go.”
(Others (Gender), Undergraduate, Interview #13)

4.4. Sexual harassment off campus

4.4.1. While this Study mainly focussed on sexual harassment that took place on university campus grounds, we must not overlook that some sexual harassment incidents might also take place off the campus by people related to the university. This Study, therefore, also asked about whether students had been sexually harassed off campus by classmates or university staff.

4.4.2. A total of 545 students (3.8% of all respondents) said they were sexually harassed off campus by classmates or staff. Although a majority of those activities were of private nature, 11.9% of them indicated that the sexual harassment incidents took place at activities organised by the university and 14.7% said those incidents occurred at student bodies’ activities (Table 4-d).

Table 4-d: Number and percentage of students who experienced at least one form of sexual harassment off campus — analysed by nature of activities (multiple answers allowed)

Nature of activities	Activities organised by the university	Activities organised by student bodies	Private or recreational activities	Others
n	65	80	384	83
%*	11.9%	14.7%	70.6%	15.2%

*As respondents could experience sexual harassment for more than one time in the 12 months before the survey was conducted, the percentage total of this table may therefore exceed 100%.

4.4.3. For students who were sexually harassed by classmates or university staff off campus ground, most of them said they were sexually harassed for once (44.2%) or two to five times (44.9%), in the 12 months before the survey was conducted. These figures were similar to the frequency of sexual harassment incidents encountered by students on campus (Table 4-e).

Table 4-e: Number of times that students were sexually harassed by classmates or university staff off university campus (in the 12 months before the survey was conducted)

	Once	2 to 5 times	6 to 10 times	More than 10 times
n	241	245	35	24
%	44.2%	44.9%	6.4%	4.5%

4.4.4. In some cases, students might also be harassed by perpetrators that were not directly related to the university. For instance, at the in-depth interview, a student shared her experience of being sexually harassed by a mentor at a business start-up competition programme organised by the university:

“I took part in an entrepreneurship competition organised by the university. Three mentors from various fields gave us advice. I met a business incubator on behalf of my team in a coffee shop. He started talking weird, like all of sudden grabbed my hand ... I pushed his hand away, I told him I was recording and asked him to continue our discussion ... then he behaved himself” ... “While we were leaving the coffee shop, he run his hand over my hair all along to my back. I asked what he was doing. He said ‘I thought you were more open-minded’. ... After that, he often called or texted me at three o’clock in the morning to talk about the competition ...” (Female, Undergraduate, Interview #2)

4.4.5. Another student shared that she was sexually harassed during her overseas internship arranged by the university:

“I still remembered what happened last year during my overseas internship ... A customer praised me in front of my male co-ordinator, that is my supervisor... The male supervisor touched my back like this for seconds, saying ‘I know she is smart.’ I was very uncomfortable at that moment, felt like he was taking advantage of me. Even you may think it’s cultural difference, I did not think it was necessary to touch me or my back if you wanted to praise me. It was so intimate, like how your boyfriend hug around your waist ... for approximately five seconds ... I was terrified and didn’t know what to do.” (Female, Undergraduate, Interview #25)

4.5. Online sexual harassment

4.5.1. Another issue this Study examined was about online sexual harassment experienced by university students. As mentioned in paragraph 4.2.3, a total of 1,662 students (11.5%) responded that they were sexually harassed online. Similar to sexual

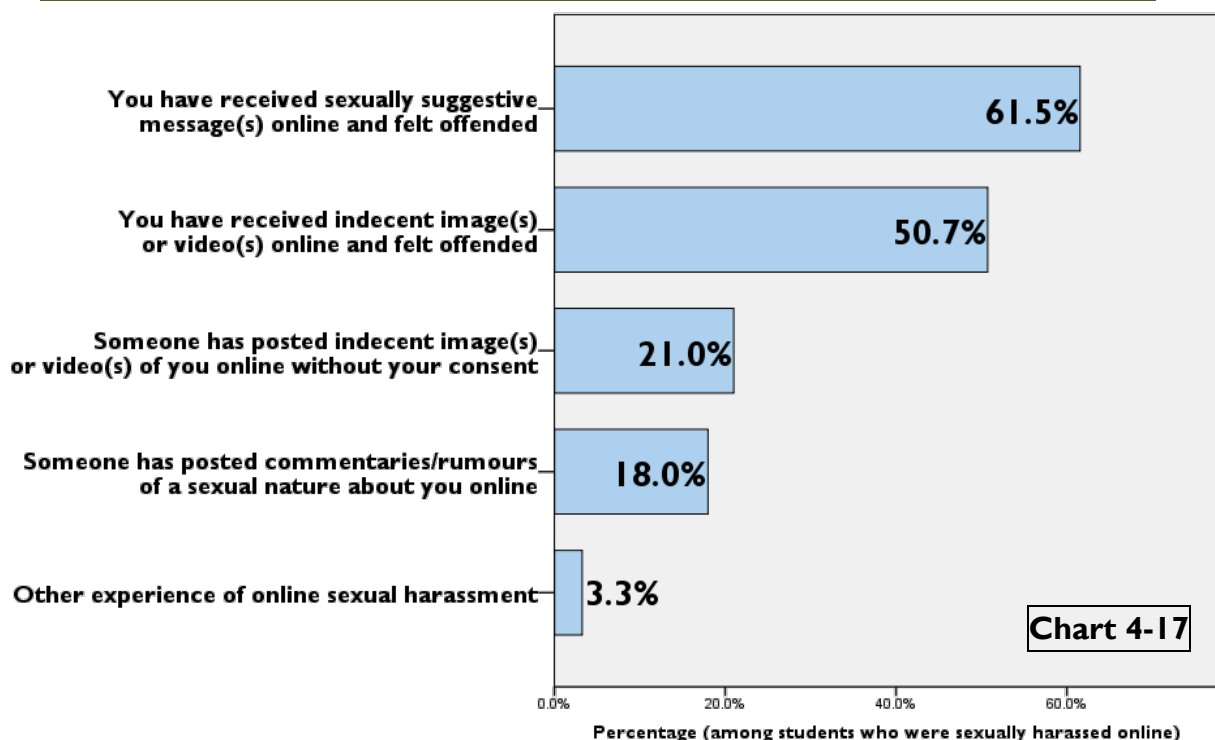
harassment occurred on campus, a higher proportion of female students (12.9%) encountered sexual harassment online than their male counterparts (9.8%).

4.5.2. The most common form of online sexual harassment was receiving offensive sexually suggestive messages on the Internet. Among the 1,662 students who were sexually harassed online, 61.5% had received such messages (Chart 4-17).

4.5.3. Other common forms of online sexual harassment experienced by students include (Chart 4-17):

- Received indecent image(s) or video(s) online and felt offended (50.7%);
- Someone has posted indecent image(s) or video(s) of the student herself/himself online without his/her consent (21.0%); and
- Someone has posted commentaries/rumours of a sexual nature about the student herself/himself online (18.0%).

Chart 4-17: Forms of online sexual harassment experienced by students (multiple answers allowed)



4.5.4. Most of the online sexual harassment incidents occurred on platforms like social media and online forum or chat room. As many as 71.5% (1,188) and 39.4% (654) students said they encountered sexual harassment online on these two platforms respectively. Having said that, university online platforms are not sexual harassment free cyberspace. About 4% and 3.2% of student said they were sexually harassed on university online platforms like university intranet and university emails respectively (Table 4-f).

Table 4-f: Medium of online sexual harassment experienced by students (multiple answers allowed)

	University intranet	University email	Private email	Online forum or chat room	Social media platform(s)	Others
n	65	53	153	654	1,188	77
%*	3.9%	3.2%	9.2%	39.4%	71.5%	4.6%

*As respondents could experience sexual harassment for more than one time in the 12 months before the survey was conducted, the percentage total of this table may therefore exceed 100%.

4.5.5. Due to the anonymous nature of the Internet, it is not surprising that the identities of most of the perpetrators of online sexual harassment were unknown (65.6%). Similar to the figures of sexual harassment on campus grounds, most students who were sexually harassed online identified the perpetrators as their fellow students, either from the same (23.1%) or other universities (11.4%). Online perpetrators also include academic and non-academic staff of university, and people encountered by the responding students at workplace of internship (Table 4-g).

Table 4-g: Identity of perpetrators for online sexual harassment experienced by students (multiple answers allowed)

Identity of perpetrators	n	%*
Classmate(s)	384	23.1%
Tutor(s), lecturer(s) or professor(s)	68	4.1%
University non-academic staff	42	2.5%
Colleague(s), customer(s) or client(s) in the workplace of internship	101	6.1%
Student(s) studying at other universities	190	11.4%
Identity unknown	1,089	65.6%
Others	93	5.6%

*As respondents could experience sexual harassment for more than one time in the 12 months before the survey was conducted, the percentage total of this table may therefore exceed 100%.

4.5.6. As mentioned in paragraph 2.3.6 in the Research Methodology, many respondents also described briefly their experience of online sexual harassment in our questionnaire survey. Below are some of the selected responses indicating that online sexual harassment could come in many different forms, using different online platforms such as group chat, mobile applications, social media, video calls, etc. (more students' description of online sexual harassment experience is at Appendix I):

I received a friend-request from a stranger on Skype. I thought I was getting response from my post at Language Exchange. We chatted briefly then he asked for a video call. The screen was dark, though the audio was normal. He said it was technical problems. A few minutes later, he suddenly said, You are so beautiful.” Then I could see him on screen. He was masturbating and his lower part was naked. I was shocked and offended, and immediately turned off Skype and blocked him. At that very moment, I was in the library, I was terrified and worried that it might have been seen by others.

A man was pretending to conduct a questionnaire survey with students. He posed a number of personal and inappropriate questions, kept asking me to send him personal photos, and repeatedly made harassing phone calls.

Sometimes friends share funny messages in chat group. Some of the messages or photos are of a sexual nature. I am not particularly offended but I think it is not necessary to make fun with sex.

Someone kept uploading photos of naked women to the chat group. The male students commented on the photos, which made the female students feel uneasy.

A friend made suggestive comments on me such as “want to hold me and fxxx” on sarahah (an anonymous app by which the users can make comments on their friends without disclosing their identities). I cannot identify who this friend is. I am scared because the person is someone I am acquainted with. I am not able to get help because it is anonymous. Even now I still don’t know who made those comments.

A rumour on Goop (a mobile app) alleged that I had sexual relationship with someone.⁴¹ I felt enormous pressure psychologically and mentally.

⁴¹ Goop is a mobile phone apps. It serves as an online discussion forum exclusively for university students to chat anonymously and freely. Users need to use their university email account to log-in and access to respective university group chat.

4.6. Underlying causes contributing to sexual harassment at university

4.6.1. This section of the report will explore the factors and causes contributing to sexual harassment at university. In the 28 in-depth interviews that were conducted with students who had been sexually harassed, interviewees were asked to identify the potential underlying causes of sexual harassment at university, in relation to different themes like sexuality education, university and mass culture, gender equality awareness, etc. (the guiding questions of the in-depth interview can be found in Appendix 2).

Misunderstanding or trivialising sexual harassment

4.6.2. The first common theme shared by many interviewees was that the concept of sexual harassment was generally misunderstood or trivialised by university students. This echoed with our quantitative findings as described in Chapter 4.1. Some interviewees said many students perceived conducts that constituted sexual harassment as acts of romantic pursuit, or just normal interactions between students:

“They consider this is not sexual harassment ... [they believe that] you want me, of course you want me, you are just playing hard to get.” (Female, Postgraduate, Interview #14)

“University students call it ‘leaving the dating pool (出pool)’ ... perhaps they think ... a little physical contact or physical stimulation may help them ‘leave the dating pool’ sooner and find their dream mates.” (Male, Undergraduate, Interview #7)

4.6.3. These myths and misunderstanding of sexual harassment among students could well be one of the key contributing factors to sexual harassment and sexual assault at university, as the perpetrators who believed in these myths would normalise their acts of sexual harassment:

“Some cultures around you made subtle influence on you. Over time, you do something unconsciously, and you don’t even realise it is in fact sexual harassment.” (Female, Postgraduate, Interview #9)

4.6.4. It is also very common for students to trivialise the act of sexual harassment and consider them as “not a big deal”:

“Many people think that [perpetrators] only make verbal remarks and have not done anything else. What can you do?” (Female, Postgraduate, Interview #3)

“People think that making suggestive comments is nothing. Some have sex on the first date ... even to feel someone up is not a big deal, so what?” (Male, Undergraduate, Interview #1)

4.6.5. In reality, people who are subject to sexual harassment or sexual assault can suffer from severe physical, psychological, and other adverse impact, according to ample evidence from existing research.⁴² The impact of sexual harassment will be discussed and elaborated in Chapter 4.7 of this Study.

Misinterpretation of consent

4.6.6. While some students believed that sexual harassment is “not a big deal”, some others engaged in conducts of sexual harassment because they misunderstood the concept of sexual consent. As shared by multiple interviewees, they found that sometimes the perpetrators, mostly men, believed that “no means yes” in the context of sex:

“My friends have different views on female. They often say when girls say ‘no’, they actually eager to say ‘yes’. They think the girls had given a ‘yes’ but denied it afterwards. Guys, in particular, think that girls do not mean what they say.” (Others (Gender), Undergraduate, Interview #13)

“The problem of lots of these things is people don’t know what isn’t / is sexual assault. So they think, oh, it is fine, he just really wants to have sex. He is not forcing himself on me.” (Female, Postgraduate, Interview #14)

“He [the perpetrator] doesn’t think that is a “no”. But I think the problem is that especially with men who are always used to getting women, they know they are attractive, and they know that their success rate is high. If someone said ‘no’ to them, they don’t see it as a ‘no’, they see it as a challenge. They don’t think reluctance is ‘no’ ... whereas I think the only way you can get consent is if you get a ‘yes’.” (Female, Postgraduate, Interview #14)

⁴² Australian Human Rights Commission. (2017). *Change the Course: National Report on Sexual Assault and Sexual Harassment at Australian Universities*. Retrieved from https://www.humanrights.gov.au/sites/default/files/document/publication/AHRC_2017_ChangeTheCourse_UniversityReport.pdf

Distorted perception towards women and sexual minorities

4.6.7. Overseas studies had found that perpetrators who misunderstood sexual consent were usually those who had “exaggerated male gender role belief”, including views that disrespecting or objectifying women.⁴³ Some students shared in the in-depth interviews that they believe there is a culture of objectifying or disrespecting women among university students, which might contribute to the problem of sexual harassment:

*(A professor told her that she would get higher marks if she shows more skin)
“Professor, you don’t respect my knowledge and my efforts put to make a good presentation ... if I just go naked ... am I not required to do any presentation? What about in the workplace ... am I supposed to sleep with someone?”
(Female, Undergraduate, Interview #26)*

“I find that boys always discuss everything about the girls, like their appearance, body shape and hairstyle, but their ability. Very often boys only care about how girls look and when they talk about girls, they care nothing but girls’ appearance, not about the personalities.” (Female, Undergraduate, Interview #28)

4.6.8. A homosexual interviewee said that such a disrespectful or even discriminatory attitude was even more prevalent towards the LGBTI community. He said that remarks made by his classmates that constituted sexual harassment were usually targeted at his sexual orientation:

*“They made fun of it, for instance, describing sex between men and some sex positions. They also mentioned some terms which I felt uneasy. I told myself not to mind their words ... But I felt that I was being discriminated ... When I chatted with them about affection, they suddenly asked, ‘Will you be penetrated? Got fxxxed in the ass? Do you gays have anal and rectal problems?’ I thought their remarks were discriminatory. I felt uneasy when they made fun of it ... I did not say anything ... The other fellow students kept on joking ... They didn’t mean to hurt me ... but are hostile towards the gay community ...”
(Male, Undergraduate, Interview #12)*

⁴³ Lofgreen, A. M., Mattson, R. E., Wagner, S. A., Ortiz, E. G., & Johnson, M. D. (2017). Situational and Dispositional Determinants of College Men’s Perception of Women’s Sexual Desire and Consent to Sex: A Factorial Vignette Analysis. *Journal of Interpersonal Violence*.

Misunderstanding masculinity

4.6.9. Following the discussion on gender norms and roles, another issue pointed out by a number of interviewees were the widespread misconception of masculinity. They pointed out that some students wrongly held the view that men should engage in conducts of sexual harassment to showcase their “manliness and masculinity”:

“People do not have a correct understanding of what constitutes sexual harassment ... People believe that male should make dirty jokes, which is a symbol of masculinity.” (Female, Postgraduate, Interview #3)

“I think it is related to the culture of sports team. Some boys would think that they are particularly charming and many girls would like to make friends with them. Therefore, they are cocky and have a big ego. They would venture to do something that girls consider unacceptable.” (Female, Postgraduate, Interview #9)

“Somebody says on the online platform that good-looking guys have a licence to sexual assault, but ugly guys don’t. Ugly guys doing the same thing would be considered as committing sexual assault.” (Male, Undergraduate, Interview #1)

4.6.10. On the other hand, students either believed that men would not be the victim of sexual harassment, or they tended to trivialise or even ignore cases of sexual harassment that involved men as victims in particular, because of traditional gender norms and gender stereotypes:

“There’s a guy who is more built ... a female student touched his chest saying ‘nice pecs!’” ... the guy probably didn’t take it as sexual harassment because of gender stereotype.” (Male, Undergraduate, Interview #1)

“Because of the influence of traditional Chinese culture, ... and the concept of gender stereotype, men are portrayed as strong and less bothered to be put at a disadvantage ... For example, you may feel awesome being a ladies’ man and having girls lean towards you and touch you.” (Male, Undergraduate, Interview #1)

Culture of victim-blaming

4.6.11. Another attitude that was seen as contributing to sexual harassment at university is the attitude of “blaming the victim” for being sexually harassed or assaulted, which were sometimes also caused by students’ gender stereotypes. For

example, some interviewees said women would be blamed for dressing in a “revealing style”, or behaving wrongly and misleading the perpetrator:

Many people say I look like a Westerner ... in fact, this is the style I dress up, but it does not mean I give consent to sexual harassment. My friends suggest I should change my style rather than go against those people ...” (Female, Undergraduate, Interview #2)

“After a sexual harassment incident, I think we should first let the female know that she has done nothing wrong.” (Have you mentioned the sexual harassment incident to your family or friends?) “Of course not, because it was so hard to explain clearly that I didn’t give consent. Even my classmates felt that I said yes to it. They thought that I should be held accountable for what happened. They considered that it was an affair, not harassment.” (Others (Gender), Undergraduate, Interview #13)

4.6.12. In some cases, victims would even be ridiculed or made fun of by others, if they shared their experience of being sexually harassed or assaulted:

“I remember clearly a guy teased me saying, ‘You gotta be kidding me? Who would desire to sexually assault you?’ I told the truth but you didn’t believe it ... In fact I was scared, that’s why I wanted to talk to my classmates, ... I didn’t know whether I should tell others or not after being teased ... I was thinking whether I was too sensitive ... or have overreacted.” (Female, Undergraduate, Interview #25)

4.6.13. Such a victim-blaming culture would deter victims from disclosing his/her sexual harassment experience to others. Furthermore, the perpetrators may even be encouraged to believe their behaviours are justified under such a culture.

4.6.14. Many interviewees shared that culture of victim-blaming was not only found at universities, but also in society of Hong Kong, under the context of #MeToo Movement:

An interviewee pointed out that, at LIHKG (an online discussion forum), members are very assertive in expressing their views on sexual harassment or sexual assault issues. “Most of them would say the girl was dumb not to get away ... They would spend plenty of time to analyse whether the girl was lying ... They did not feel the girl was harassed in the first place ... this would deter people from speaking out under pressure from social media.” (Female, Undergraduate, Interview #15)

“I think #MeToo fulfils its purposes. I think this campaign comes to existence where there is no better option available ... The power between men and women in society is imbalanced. When women said they had been sexually harassed, sexually abused or indecently assaulted, people would first put their finger on her saying, ‘Did you wear revealing clothes?’ ‘Who would want to touch you? You look so ugly.’ ... Quite often there is no channel to speak out ...” (Female, Undergraduate, Interview #28)

(What is the impact of #MeToo in Hong Kong?) “Some people would not do anything after reading the news ... For example, after #MeToo ... I do not think many people want to denounce the incident ... Just like at the discussion forum, netizens would spend a lot of time to analyze whether Vera Lui had falsely accused her coach” ... “In the eyes of other girls, they dare not to speak out even they have been sexually abused. Therefore, I think under the existing culture, people only want to stay on the sidelines and grab the popcorn for the show.” (Female, Undergraduate, Interview #15)

(Do you think #MeToo works in Hong Kong?) The interviewee believed that it’s a lot harder for #MeToo to work in Hong Kong: “It’s taking so much traction in the UK and the US. But ... in Hong Kong it gets so much ridicule for people being oversensitive ... that’s the nature of Hollywood, that’s the whole nature of your job, deal with it ... which is not great.” (Female, Postgraduate, Interview #14)

4.6.15. This commonly held attitude of victim blaming can likely lead to the phenomenon of under-reporting of sexual harassment and sexual assault, which will be discussed in Chapter 4.8.

University “culture” and peer-pressure

4.6.16. According to many interviewees, the influences of peers, as well as university “culture and tradition”, were widely viewed as one of the key contributing factors to sexual harassment at university. For instance, some interviewees found that conversations and activities of sexual nature were basically an unavoidable part of their university life:

“Sexual harassment is common. If sexual harassment includes singing suggestive songs and telling dirty jokes, it basically happens every day. Most people tell dirty jokes are just for fun. (Why is it so common?) I don’t know. Perhaps people want to show they are big boys now and they are funny guys. Usually these jokes are

between friends, but one may cross the line, too much into it and on high.” (Female, Undergraduate, Interview #27)

“Residential hall culture is rather about fun. Fun means sex, apart from playing mahjong and computer games ... all in one.” (Female, Undergraduate, Interview #23)

4.6.17. This kind of “culture” was most commonly found at orientation camps or other student activities, as discussed in paragraph 4.3.29-4.3.33. Many of those games and activities of sexual nature were passed down through generations in the name of “tradition”:

“(In the recruitment stage of orientation camp) If you are not good looking, you would not be warmly received. If you insist on joining the camp, fine, you pay the fee and you will be served too. They will put you to a group that group leaders are not friends of the organisers. (What is the approach of orientation camp organisers?) If the organisers’ friends are group leaders, they will get good looking girls to their group ... Such value and practice will be carried on to the next organising committee, because they will recruit new organising committee there for the following year.” (Female, Undergraduate, Interview #22)

(Why do students like playing games of a sexual nature in the orientation camp?) “I think because some are traditional orientation games ... it appears that those games were like that since then ... Perhaps their group leaders played those games when they were freshmen.” (Female, Undergraduate, Interview #10)

4.6.18. An interviewee said the university may face strong resistance from students for banning those activities:

“The more the university bans the act of sexual harassment, the more the students want to do it, attempting to cross the line.” (Male, Undergraduate, Interview #7)

Silence of bystanders

4.6.19. Many bystanders were unwilling to speak up or intervene when they witnessed sexual harassment at orientation camps or other situations. This phenomenon further exacerbated the prevalence and culture of sexual harassment at university:

(An interviewee called students in the same trip for help when she was

almost sexually abused in a hotel.) “I texted them to get help ... They thought I was joking. Some of them just stayed on the sidelines and did nothing.” “When I told them the incident, they simply sent me emoji and stickers, those stickers mean they only want to grab the popcorn and wait for the show.” (Others (Gender), Undergraduate, Interview #13)

“I have never heard of anyone speaking out during my study and living on campus for years.”, “I feel the university students nowadays think it’d be better to save trouble.” (Female, Postgraduate, Interview #9)

“At most what I would do is to console the student who was suspected to be sexually harassed, I don’t know what I can do further, that is not my business, I can only give her my consolation ...” (Female, Postgraduate, Interview #11)

(If there are students playing obscene games in the orientation camp, as a group leader, what would you do?) “Unless there are students feeling unhappy about the game, I would not ask them to stop the game when everyone is happy. If a participant comes to us to complain about the game, we will help them ... ” (Female, Undergraduate, Interview #5)

4.6.20. A long line of studies had found that bystanders of a sexual harassment incident could effectively stop or prevent the act, simply by talking to the perpetrator.⁴⁴ One of the students in the in-depth interview told us that her friend successfully inhibited the act of the perpetrators, after a conversation with him:

“The perpetrator sexually harassed me every time we met. I kept on telling my classmate, she advised me: ‘You should walk away from him (the perpetrator) whenever you bump into him ... you should give him a dressing-down seriously,’ but I was not able to do so. Eventually my classmate took my mobile and sent him a message on Facebook ... the perpetrator then apologise to me via WhatsApp.” (Female, Undergraduate, Interview #10)

Abuse of power

4.6.21. After the #MeToo Movement — which many people shared the stories of sexual harassment against perpetrators whom usually were people in position of power — the problem of abuse of power was seen as one of the reasons that exacerbates or even causes sexual harassment. Indeed, multiple psychological studies

⁴⁴ Nickerson, A. B., Aloe, A. M., Livingston, J. A., & Feeley, T. H. (2014). Measurement of the bystander intervention model for bullying and sexual harassment. *Journal of Adolescence*, 37(4), 391-400.

had found that power can create opportunities for sexual aggression and make people more likely to engage in inappropriate harassment behaviours in workplaces.^{45,46}

4.6.22. Although evidence of a direct casual link between power and sexual aggression is complex and mixed,⁴⁷ it is undeniable that victims of sexual harassment would feel vulnerable or even powerless to act against the perpetrators who are in positions of power. In this Study, students said they felt difficult to speak up if they were sexually harassed by professors, lecturers, or seniors in a residential hall:

I was wearing a suit that day. After the presentation, the male professor suggested, "Perhaps you show more skin next time, maybe I will give you higher marks." I felt very uneasy ... he seemed using his power to impose pressure on us. He wanted us to do what he wanted before giving us high marks. (Female, Undergraduate, Interview #26)

(A male professor kept pursuing a male student in various ways.) "I was little bit worried. My grades were the first thing I cared about, because I was planning to study for a postgraduate degree. He was teaching two of my courses, and could easily influence my grades. I was merely worried about the possible impact on my grades, and so I couldn't be really cold towards him. I'd try and refuse him tactfully, whether the come-on was obvious or implied. I'd never say "no" right in his face ..." (Male, Undergraduate, Interview #19)

"I dared not block his Facebook account because he is a core member in the hall, and the organising committee of orientation activity, which means he is more powerful than me. I didn't want to be mean ... Sometimes he would call me to his room without reasons, but I would not go" "He seemed using his power because he was a member in the organising committee, which seems far superior compared to a first year coming from an associate degree programme." (Female, Undergraduate, Interview #26)

4.6.23. In one of the cases, because of the power relationship, students might even act inappropriately to pursue for potential rewards in return:

"There is a professor who is known for giving higher marks to girls. The more skin you show, the higher marks you get. Every year the seniors tell the first

⁴⁵ Kunstman, J. W., & Maner, J. K. (2011). Sexual overperception: Power, mating motives, and biases in social judgment. *Journal of Personality and Social Psychology*, 100(2), 282.

⁴⁶ Feldblum, C. R., & Lipnic, V. A. (2016). Select Task Force on the Study of Harassment in the Workplace. Washington: US Equal Employment Opportunity Commission.

⁴⁷ Williams, M. J., Gruenfeld, D. H., & Guillory, L. E. (2017). Sexual aggression when power is new: Effects of acute high power on chronically low-power individuals. *Journal of personality and social psychology*, 112(2), 201.

years that girls would have advantage taking this professor's course. You get high marks if you wear mini-skirts or deep-V neck ... It was said that he took special care of pretty and sexy students. Yet I attended a number of his lectures, I did not notice him staring at girls' legs or whatever. But still, the professor did give higher marks to female students ... I know, because of the rumour, many girls would show more skin or dress up nicely or put on makeup when they do a presentation in class ... therefore the cause and effect is turned around." (Female, Undergraduate, Interview #22)

4.6.24. In response to such a concern of potential retaliation by people at position of power, one online submission suggested that university should provide some anonymous channels that allow students to report sexual harassment without fear:

"In the university, there were more than one teaching staff had engaged in 'weird' conducts towards students, including frequently asking female students out to dine or making suggestive comments which give you uneasy feelings. It appeared that the university was not aware of the situation ... I agree that it is difficult for the university to be proactively aware of the problem. Therefore, a question should be added on the evaluation form asking whether the teaching staff concerned has involved in any sexual harassment. More importantly, students should be able to file a complaint freely without hesitation. For the time being, students dare not doing so for fear of the consequences of reporting the cases." (An online submission)

Sexuality education

4.6.25. Last but not least, the insufficient or lack of sexuality education was viewed by many interviewees to be the root cause of sexual harassment at university. Without proper sexuality education, students may not have a positive attitude towards relationship and sexual norms:

"Sex education relates to sexual harassment. If you start teaching sex education in secondary school, teaching boys how to pursue a girl properly, then the boy may not be so crazily asking a girl to be his companion ... Sex education is very important, it is so important to know how to treat each other with respect and you cannot just touch others whenever you like ... no matter male to male or male to female." (Female, Undergraduate, Interview #24)

The interviewee believed that sex education relates to sexual harassment. "If sex education is more comprehensive, people will have better understanding of it.

They will know what ought not to do ... I think the prevention of sexual harassment should be part of sex education, maybe sex education at a higher level.” (Female, Postgraduate, Interview #3)

It’s really down to changing the culture, which requires educating. In the long term, we need better sex education. Sex education is appalling in Hong Kong, it’s so bad. “No one teaches us about consent, no one teaches us about what sex even is, no one teaches what you can and cannot do, no one teaches women what their rights are, in relation to sex.” (Female, Postgraduate, Interview #14)

“I feel sex education is insufficient in primary schools, secondary schools and universities as well. It seems that whatever related to sex is a taboo. Whenever an incident occurs, it appears that the female has to take full responsibility. As a result, some males have a low awareness of it, and they don’t care about what they say or what they do.” (Female, Postgraduate, Interview #9)

4.6.26. In fact, the behaviour of perpetrators at universities were just a continuation of what they did in secondary schools. In one of the interviews, an interviewee said no one told the perpetrator that his behaviour already constituted sexual harassment. The perpetrator simply did not realise that he has done anything wrong, due to the lack of sexuality education:

The perpetrator was in the same group with the interviewee in the orientation camp. The perpetrator dragged her leg and lifted her skirt several times when she was walking on campus. She felt very uneasy. His behaviour lasted for several months to almost half a year. Later, one of her classmates took action on behalf of her. The perpetrator completely denied his wrongdoing. The interviewee said the first response of the perpetrator was, “I did the same thing to other girls when I was in secondary school. I don’t think I have a problem. It’s you. You are being oversensitive.” (Female, Undergraduate, Interview #10)

4.6.27. Many interviewees who studied at Hong Kong’s primary and secondary schools said the sexuality education they received were quite fragmented and mainly focussed on the biological aspect of reproduction:

“The male and female sexual characteristics were briefly taught in liberal studies in primary school. In upper primary school, an organisation was invited to school to give a more detailed talk on the biological changes of male and female ... Then I went to a Christian girls’ secondary school, the school did not teach any things related to sex education.” (Female, Undergraduate, Interview #28)

“My secondary school taught sex education. In upper primary school and lower secondary school, they taught things we already know like how to use sanitary pad ... In secondary school, they asked you not to read/watch obscene stuff, to protect ourselves, not to wear revealing clothes. They taught you what condom is, but I found it weird that you told me that is a condom, but what’s the point when I didn’t even know what condom is for. I only come to know what sex intercourse and condom are when I have got much older ... In secondary school, they only opened the condom wrapper and show it to us but didn’t tell you how to use condom and what it is for. I came to know a lot more about sex and sex intercourse only in biology class in senior secondary school ... Even now I am not sure whether my understanding on sex intercourse is correct or not ... I only know about the biology diagram.” (Female, Undergraduate, Interview #25)

“There was no sex education in secondary school. The topic of sexual harassment was not covered in liberal studies ... No sex education was taught in secondary school. It seemed that you should learn it on your own ... Sex education was briefly taught in primary school like knowledge of sex, not to be touched by others ... In secondary school, the focus was on Diploma of Secondary Education ... If you didn’t study biology, basically you will not have any chance to learn it ... most secondary schools focus on how to get into university.” (Female, Undergraduate, Interview #24)

4.6.28. Interviewees, especially those who studied at Christian/Catholic or single-sex schools, said their schools adopted a rather evasive approach towards sexuality education:

“I remember there were talks in secondary school. Speakers told us what sex education was and what behaviours male and female should have. In particular, my secondary school was a girls’ school. ... It’s more conservative ... it was sensitive to touch on the topics of the opposite sex. ... Therefore, when social workers were invited to speak to us on this topic ... it’s quite impressive ... we worried that we didn’t know what to do if we encountered such things in university.” (Female, Undergraduate, Interview #10)

“I went to a religious girls’ secondary school. Sex education was basically based on the concepts in the Bible and nothing else.” (Female, Undergraduate, Interview #5)

“In secondary school, sex education was taught in a subtle way. Since I went to a traditional Christian secondary school, the school would say the Bible told you not to do this, no sexual intercourse before marriage ... Everyone should not touch

on the issues about sex. They avoid talking about sex.” (Male, Undergraduate, Interview #1)

Sex education was mainly delivered by social workers who spoke on the topics like sexually transmitted infection and contraception, etc. The social worker mentioned to the interviewee that, “The school exerts invisible pressure ... which means don’t talk too much ... certainly not explicitly ... giving sex education a low priority.” (Male, Undergraduate, Interview #1)

4.6.29. Sexuality education is essential not only for men but also for women:

“People need to know what isn’t / is okay, both men and women. Because a lot of women, especially women in Hong Kong, don’t understand sexual norms and their rights as a woman” (Female, Postgraduate, Interview #14)

4.6.30. Most of the interviewees concurred that sexuality education in Hong Kong is far from sufficient and they believed that proper sexuality education is one of the effective ways to prevent sexual harassment at university, or anywhere else:

“I think the sex education in Hong Kong is poor. An exchange student told me that the accurate knowledge about sex and preventive measures were taught to children at an early age ... In Hong Kong, those are seldom or not even mentioned.” (Female, Undergraduate, Interview #25)

“There was a special assembly on sexual harassment when I was a secondary four student ... It was indeed useful. We learned what sexual harassment was, and I also discussed with my classmates after the assembly ... We knew such an assembly was arranged because a sexual harassment incident had happened in school. A student had written an essay using Restricted 18 materials ... then a female student lodged a complaint with a teacher. Therefore, there was the said assembly.” (Female, Undergraduate, Interview #16)

“There was a personal developments and relationship course for secondary four students, which covered the topic of sexual harassment ... I learned about gender equality and sexual harassment issues in secondary school ... It is useful for helping young people to differentiate and reduce browsing obscene information when sex education was instilled in them from early age ... also they would know how to reject, because many university students like to make friends online ...” (Female, Undergraduate, Interview #21)

4.6.31. A further discussion regarding how to improve the sexuality education in Hong Kong will be elaborated in Chapter 5 of this Study.

4.7. *Impact of sexual harassment*

4.7.1. Contrary to the commonly held misunderstanding that sexual harassment is “not a big deal”, this Chapter is going to summarise the impact of sexual harassment on university students, according to the our interviewees who personally experienced sexual harassment at universities.

Psychological impact

4.7.2. Some of the interviewees who experienced sexual harassment shared with us the adverse psychological and emotional impact on them. Some suffered from the immediate impact of anxiety, while others buried their unhappy past experience of sexual harassment. For instance, some interviewees said the incidents of sexual harassment would make them feel distressed, or even anxious about their personal safety:

(The perpetrator was a fellow student who had made repeated sexual advances.) She was worried that it was not safe around her dorm room. “If he knocks on the door, should I let him in?” Sometimes even opening the door could be a cause of concern for her, as she would wonder what she could do if the guy was standing right behind it: “There’s a security camera just outside my room. I already checked with the hall how to view the footage. ... ” She also jotted down the phone number of the security office. If something went wrong, she would call the office for help. (Female, Postgraduate, Interview #6)

“Because of what I’ve been through, I get upset whenever I think about the experience. I work here, I live here ... He (the perpetrator was a professor) has this huge office and we’re all sitting outside with his staff. This is where it all happened, and that’s the only thing that comes to mind whenever I see him.” (Female, Postgraduate, Interview #8)

4.7.3. Some interviewees told us during the interviews that it was the first time they talked about their sexual harassment experience because they do not know whom they can turn to, or they have only told a trustworthy friend or two about what happened to them. In fact, 7.9% of the responding students who had been sexually harassed said that they did not want to mention such experience again and so they decided not to report to the university (paragraph 4.8.12). An interviewee said

she would rarely open up and share the details of the incidents with others, due to the emotional distress it might cause:

“I feel kind of scarred by the experience. Though I have a strong personality, it’s definitely done some damage. It’s like something’s been buried deep inside my heart. I rarely mention it to others. I’ve only told one or two people about it, people I respect. I feel like I can’t put it into words because it would really hurt. I feel uncomfortable when I talk about it ...” (Female, Postgraduate, Interview #8)

4.7.4. Another interviewee said that the sexual harassment incident she experienced made her scared of starting a relationship with someone:

“I was really upset by the incident. It happened to me right after I came to Hong Kong to study. I had never had a boyfriend or dated anyone, and then this happened, when I was spending time with a guy for the very first time. ... I am worried about going out with a guy again ... It’s so depressing ... I didn’t dare to tell anyone. I’m afraid other students would find out ... Even now I feel really bad. Maybe it will get better if I let it out ... ” (Female, Postgraduate, Interview #11)

Impact on academic studies

4.7.5. Some interviewees shared that the sexual harassment incidents they experienced had affected their academic studies at university. For example, one interviewee said she was sexually assaulted by a senior at a pre-university summer course. She then decided to opt for another university to study her undergraduate degree, in order to avoid having contact with the perpetrator:

“The incident had a direct impact on my school choice — I didn’t go on to study at that university because of it. In fact he often says online that he wants to transfer to the university where I’m studying. I’m scared ... we work in the same research area.” (Others (Gender), Undergraduate, Interview #13)

4.7.6. Another interviewee, who was a postgraduate student, decided to transfer to another university to continue her doctoral studies, after being sexually harassed by her academic supervisor:

(The perpetrator was a professor. He had sexually harassed his students, including the interviewee, several times during class with sexual remarks and physical contact. After a senior female lodged a complaint with the university, the harassment stopped and yet no disciplinary action was taken against the

professor. In fact, he was given a promotion later on.) “I was devastated. I was doing my PhD and taking one of his courses, but in the end I dropped out in my first year. I couldn’t take it anymore. I had to leave.” (Female, Postgraduate, Interview #8)

4.7.7. These cases illustrated that sexual harassment incidents could affect one’s academic studies tremendously, which is not a trivial matter that can be ignored as many would have thought. Also, the impact of sexual harassment does not only affect the victims alone, as universities may fail to keep good students if they do not handle sexual harassment incidents properly.

Other impact

4.7.8. Other than impact on the victims’ mental health and academic studies, some interviewees also shared that the experience of sexual harassment had affected their daily social lives, as they had taken many measures to avoid encountering the perpetrators:

“I didn’t dare to ask him (the perpetrator) to back off. Nobody saw him touching my thigh, after all ... I didn’t have the courage to tell other students ... We’re in the same year and doing the same major, so it’s easy to bump into each other in class ... I try to avoid speaking to him and pretend nothing happened.” (Female, Undergraduate, Interview #16)

“I kind of feel disgusted with him. I don’t want to see him, whatever the occasion is. He’s now on the committee of the Social Work Society and he organises events from time to time. I never go to his events.” (Female, Undergraduate, Interview #16)

(Both the perpetrator and the victim are female) “Every year, we get to pick our rooms again. We’d ask around and find out which floor she’s going to, and we’d avoid that floor ...” (Female, Undergraduate, Interview #20)

4.7.9. In some cases, the perpetrators of sexual harassment suffer too. For instance, as shared in our in-depth interview, some of them were avoided by friends or had friendship turned sour after the incidents of sexual harassment:

The interviewee and the perpetrator knew each other before going to university. The perpetrator had made a sexual request to the interviewee before. They had been out of touch since then. She felt sad because she had always considered him as a friend, and yet he made a sexual request: “I feel hurt. I really valued

*him as a friend.” It still saddens her when she thinks about what happened.
(Female, Undergraduate, Interview #23)*

4.8. Reporting and actions following sexual harassment

4.8.1. As mentioned in paragraph 3.2.6 of the literature review, there is a huge gap between number of students who experienced sexual harassment at universities and those who decided to lodge complaints officially. The finding of this Study has confirmed that the issue of under-reporting of sexual harassment is prevalent at universities in Hong Kong.

4.8.2. Among all students who were sexually harassed online, on campus, or off campus by university-related people, only 2.5% (84) of them said they had lodged complaints with their own university. Another 1.0% and 1.9% of students said they had lodged complaints with the EOC or reported to the police respectively (Chart 4-18).

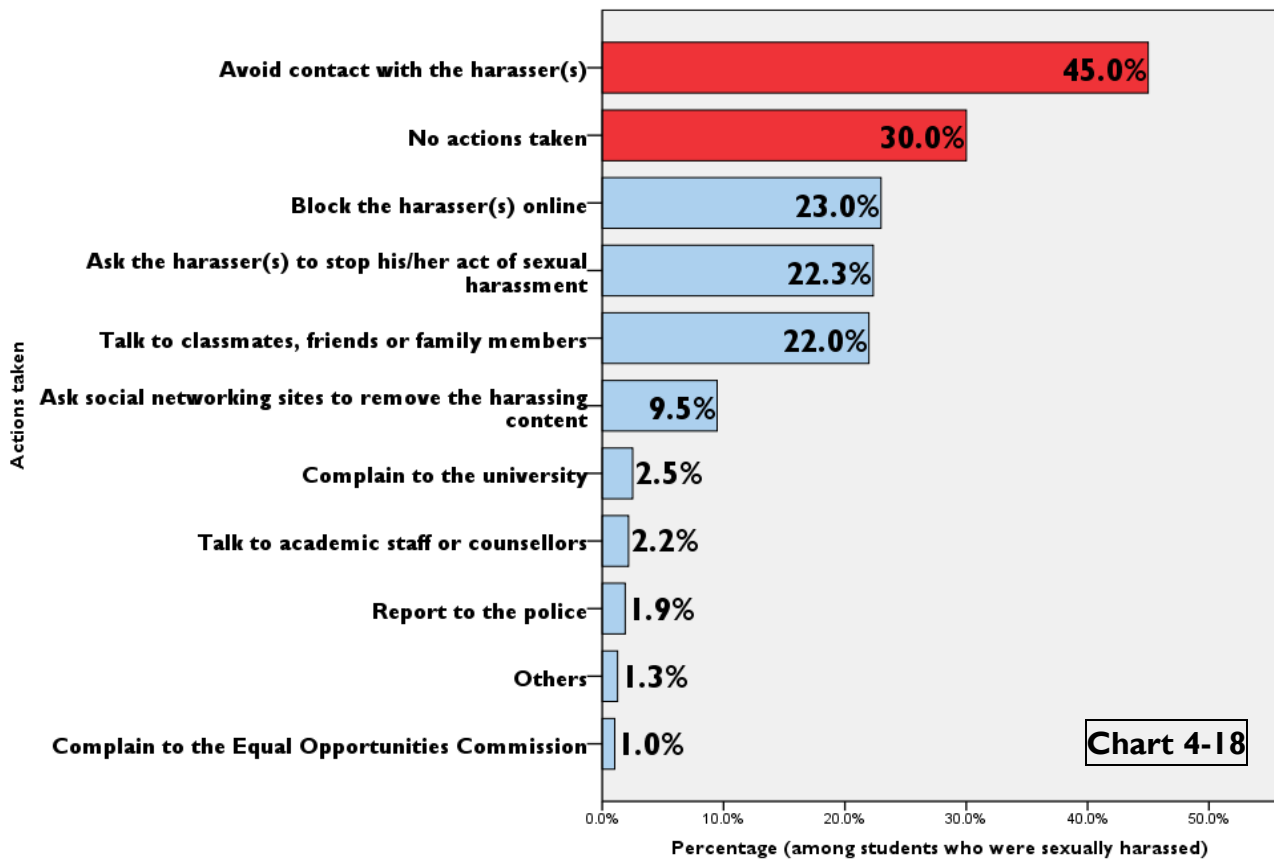
4.8.3. While it is noted that some of the incidents might not be actionable under the SDO — such as online sexual harassment by people with unknown identities (which fall outside the applicable fields of the Ordinance) — the number of complaints lodged with university or other authorities was still just a drop in the bucket.

4.8.4. Instead of lodging complaints, most of the students who were sexually harassed (75.0%) had adopted passive approaches to the incidents, which were to avoid contact with the harasser(s) (45.0%), or to not take any actions at all (30.0%).

4.8.5. The positive actions that most students had taken included blocking the harasser(s) online (23.0%), asking the harasser to stop the sexual harassment act (22.3%), or asking social networking sites to remove the harassing content (9.5%).

4.8.6. In addition, a considerable amount of students (22.0%) chose to talk to their classmates, friends or family members about the sexual harassment incidents they experienced. In contrast, only a few students (2.2%) sought professional support services after experiencing the sexual harassment incidents, such as talking to academic staff or counsellors at their university (Chart 4-18).

Chart 4-18: Actions taken by students following sexual harassment incidents (multiple answers allowed)



Reasons for not reporting — Quantitative findings

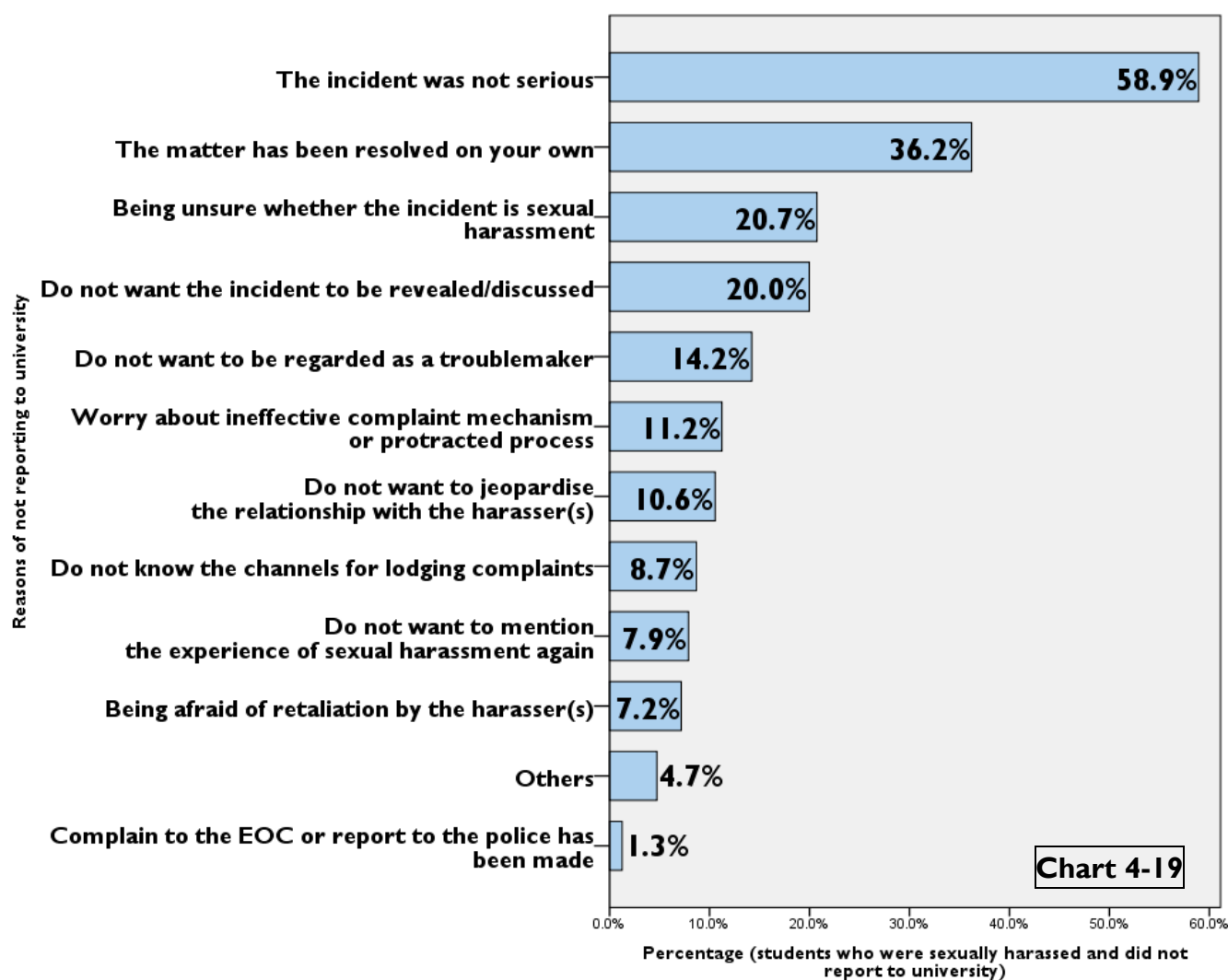
4.8.7. The reasons behind students not reporting sexual harassment incidents to the university are multifold. Ample evidences indicated that reporting of sexual harassment would often trigger retaliation, as well as causing psychological distress for the victims, if the organisation did not have a culture or climate of intolerance for sexual harassment.⁴⁸ This Study therefore attempts to examine these reasons in detail, and to provide recommendations regarding how the university can improve their anti-sexual harassment policies, procedures and practices, in order to empower their students to respond to sexual harassment.

4.8.8. In the questionnaire survey, students who were sexually harassed without reporting the incident to the university were asked to indicate the reasons behind. Among them, 58.9% of them did not consider the incident to be serious. Following that, 36.2% said they had resolved the matter on their own. These figures indicated

⁴⁸ Bergman, M. E., Langhout, R. D., Palmieri, P. A., Cortina, L. M., & Fitzgerald, L. F. (2002). The (un) reasonableness of reporting: Antecedents and consequences of reporting sexual harassment. *Journal of Applied Psychology*, 87(2), 230.

that there may be a danger of victims of sexual harassment downplaying or trivialising the incidents they experienced (Chart 4-19).

Chart 4-19: Reasons for not reporting the sexual harassment incidents to the university (multiple answers allowed)



4.8.9. Also, echoed with the low awareness of sexual harassment found among one-fourth of students in Chapter 4.1, 20.7% of students who decided not to report the sexual harassment incidents said they were not sure whether the incidents they encountered constitute sexual harassment or not.

4.8.10. In addition, the identity of perpetrators will further complicate the matter, that is, the student will concern about the relationship between herself/himself and the perpetrator. If the perpetrator is someone in power, a fear of retaliation will arise. One in ten students chose not to file a complaint to the university because they did

not want to jeopardise the relationship with the harasser(s) (10.6%), whilst 7.2% were in fear of retaliation by the harasser(s).

4.8.11. Lastly, a lack of trust in the complaint mechanism and insufficient promotion of the complaint channel in university also contribute to the problem of underreporting. About 11% of students who did not report their sexual harassment incident to their university because they worried about ineffective complaint mechanism or protracted process (11.2%) and 8.7% did not even know the channels for lodging complaints in university.

4.8.12. Other reasons for not reporting sexual harassment incidents to the university include (Chart 4-19):

- Do not want the incident to be revealed/discussed (20.0%);
- Do not want to be regarded as a troublemaker (14.2%);
- Do not want to mention the experience of sexual harassment again (7.9%); and
- Complain to the EOC or report to the police has been made (1.3%).

Reasons for not reporting — Qualitative findings

4.8.13. The issue of under-reporting of sexual harassment was also explored at the in-depth interviews with students who had experienced sexual harassment. Almost all of the interviewees said they did not lodge any formal complaints with the university after being sexually harassed, and many of them cited reasons similar to the ones that were provided in our questionnaire survey (Chart 4-19).

Insufficient awareness of sexual harassment

4.8.14. As discussed in paragraph 4.6.4, many students believed that sexual harassment is “not a big deal”, especially for verbal sexual harassment. As a result, many students chose not to report sexual harassment incidents that they experienced or witnessed, as they believe the matter was not serious enough for lodging a complaint formally:

(The perpetrator was a professor who kept hitting on the male student interviewee and even invited him to travel with him.) “It’s not serious enough for me to take action. It’s all words and they wouldn’t do me any physical harm ... I can simply ignore his texts. But if the harassment gets physical, or if he lowers

my grades because I rejected him, I'll consider taking action [to lodge a complaint] ...” (Male, Undergraduate, Interview #19)

(Why didn't you lodge a complaint?) “It never crossed my mind. I tend to think that sexual harassment takes place among adults only; people may not believe what you say if you're just a student. Also I don't know how the case would be handled. Unlike rape and indecent assault, sexual harassment seems ... less serious.” (Male, Undergraduate, Interview #7)

Lack of trust in the complaint mechanism

4.8.15. Some other interviewees said they did not report sexual harassment incident because they did not have faith in the complaint mechanism of the university. Some feared that their testimonies would not be trusted or taken seriously:

“We did think about lodging a complaint, but we were super terrified of what would happen to us. We're just small potatoes. Lodge a complaint, and then what? There must have been many other victims who tried to speak out. It should have got him fired long ago, but he's still around. Why's that?” (Female, Undergraduate, Interview #26)

“I don't think it (the university's complaint-handling channel) can help. None of my friends has ever lodged a complaint, as far as I know ... I rarely hear people doing that at the university ... After all, we have our interpersonal relationships to think about. Even if you lodge a complaint, people may not believe you, your friends may not support you, and other students may think that you're making a fuss. Some may even think you're making false accusations ... It's really hard (to substantiate your claim) if there's not enough evidence. Say, for example, he touched me. It's difficult to prove that.” (Female, Undergraduate, Interview #16)

In fear of retaliation by perpetrator in power

4.8.16. Another common reason for student not to report sexual harassment is the fear of retaliation or victimisation. Students were afraid that the perpetrators would retaliate, especially if they were professors or lecturers who had control over the course grades of the students.

4.8.17. For instance, “being afraid of retaliation by the harasser(s)” was one of the key reasons of not reporting the sexual harassment incidents to the university, cited by students who indicated that they were harassed by tutors, lectures or professors

in our questionnaire. Some of the students participating in our in-depth interviews told us the same thing:

“Initially I wanted to lodge a complaint with the university, but after giving it more thought, I dropped the idea. The evidence I had wasn’t strong enough. I wasn’t even sure if it was an act of sexual harassment. What could I do if my grades were affected as a result?” (Female, Postgraduate, Interview #11)

(The perpetrator was a professor.) “We all thought he probably meant it as a joke, but I found it disgusting ... We were in the middle of the semester ... If I lodged a complaint against him, I’d still have to spend a lot of time with him ... Who knew what he would do to us ... After all, he kept a certain distance from us and didn’t get touchy, we’d just put up with it.” (Female, Undergraduate, Interview #26)

(A male professor kept pursuing a male student in various ways.) “I was little bit worried. My grades were the first thing I cared about, because I was planning to study for a postgraduate degree. He was teaching two of my courses, and could easily influence my grades. I was merely worried about the possible impact on my grades, and so I couldn’t be really cold towards him. I’d try and refuse him tactfully, whether the come-on was obvious or implied. I’d never say “no” right in his face ...” (Male, Undergraduate, Interview #19)

4.8.18. Some interviewees said they would prefer to have an anonymous reporting mechanism which can allow them to say what they had experienced more comfortably:

“Many (hotlines) do not accept anonymous calls. It doesn’t help. Just like when you’re at work, you can always pick up the phone and make an internal complaint, but you know the guy at the other end is just part of the system at the end of the day. He’s not going to keep your secret.” (Female, Undergraduate, Interview #2)

Do not want to jeopardise the relationship with perpetrator

4.8.19. When the relationship between the perpetrator and the victim are fellow students or even close friends, friendship makes victims hesitate to file a complaint.

4.8.20. As responded in our questionnaires, among the students who said they had lodged a sexual harassment complaint with the university, a majority of them were against people with unknown identity (40.6%), followed by classmates (34.2%),

students studying at other universities (12.5%), and colleagues, customers or clients in the workplace of internship (12.1%) (Table 4-h).

Table 4-h: Identity of perpetrators in sexual harassment complaints filed by students to the university (multiple answers allowed)

Identity of perpetrators	n	% of cases out of all complaints*
Classmate(s)	28	34.2%
Tutor(s), lecturer(s) or professor(s)	8	9.4%
University non-academic staff	6	7.4%
Colleague(s), customer(s) or client(s) in the workplace of internship	10	12.1%
Student(s) studying at other universities	10	12.5%
Identity unknown	34	40.6%
Others	4	4.7%

*As respondents could experience sexual harassment for more than one time in the 12 months before the survey was conducted, the percentage total of this table may therefore exceed 100%.

4.8.21. While most students who were sexually harassed had identified their perpetrators as classmates, students who lodged official complaints with university were mostly against people with unknown identity. This indicated that students were less comfortable to report their peers, whom they might still have frequent contact at classes or on campus.

4.8.22. Some interviewees said in the in-depth interviews that they were reluctant to lodge a complaint, as they would prefer not to jeopardise the relationship with the perpetrator or other people and friends in the same social circle:

“Nobody would lodge a complaint because we were supposed to live together in the same residential hall for four years. We bump into one another every day. It’d be really embarrassing to run into the guy you just reported to the university ...” (Female, Undergraduate, Interview #20)

“It can get quite complicated, reporting to the university ... I’ve never considered lodging a complaint. I didn’t know where I could go anyway ... I didn’t want to make it a big deal ... Things could get really messy ... If I do not know the person (the perpetrator) personally, I’d lodge a complaint right away. But everyone knows everyone around here. It’s not that easy (to lodge a complaint) ... ” (Female, Undergraduate, Interview #5)

4.8.23. In some other cases, the victims did not want the perpetrator to encounter severe ramification. They, therefore, decided not to lodge a formal complaint with the university:

(Why didn't you lodge a complaint?) "After all, we were studying together, after all. I didn't want to report him, unless he meant harm and went even further... He was doing PhD and I didn't want to do anything that might affect his studies." (Female, Postgraduate, Interview #6)

(The perpetrator was a female) "I didn't report to the university because I was feeling conflicted. It would mean going behind her back. We were friends after all ... I was worried that something might happen to her if I gave her in. I had no idea what the faculty would do to her ... Actually she had been a great help to me in the past. If I reported her, I'd feel really guilty ..." (Female, Undergraduate, Interview #20)

Not aware of the complaint channel

4.8.24. Finally, one of the most common reasons for not reporting sexual harassment, was that students were not aware of the existence of the university complaint mechanism, or they did not know what are the proper channels to lodge a complaint:

"I have absolutely no idea who I can turn to if it (sexual harassment) happens to me. My mind is blank." (Female, Postgraduate, Interview #3)

(Have you ever thought about reporting the incident to the student service centre?) "No. I don't know who I can talk to. Should I talk to the person-in-charge? Or someone designated to handle sexual harassment cases? (Is there any designated unit at the university working on this?) I'm not sure." (Female, Undergraduate, Interview #25)

4.8.25. Some students said the universities should have better promotion in this regard:

"If I was harassed on campus, I'd first tell my friends, instead of some designated unit at the university because I don't know whether there's one or not. If the university directs more effort towards promoting this channel, it's definitely going to help ... " (Female, Undergraduate, Interview #25)

"I have no idea what the university would do. I don't know how to make a complaint. I remember getting a flyer and there's this hotline ... but I can't recall any details." (Female, Postgraduate, Interview #11)

4.8.26. An interviewee said a centralised department in charge of handling sexual harassment complaint could encourage more students to speak out:

An interviewee thinks that the university should designate a department to handle complaints about sexual harassment. She only knows that students can seek help from the Students Affairs Department. Since it's difficult to speak out about being sexually harassed, victims would find it awkward to talk to staff not tasked to handle such cases and then get referred to the person-in-charge. "What I'm saying is ... it takes a lot of courage every time we talk about it or lodge a complaint. If you need us to repeat our stories several times in front of different people, you're not helping. That's too much pressure for us, and we'll probably just stay silent. (Female, Undergraduate, Interview #10)

4.9. Universities' efforts to prevent sexual harassment

4.9.1. This section will review the measures taken by the participating universities to prevent and eliminate sexual harassment. A focus group discussion was held on 5 June 2018 with representatives of universities and they were also asked to provide written responses to questions regarding their work in this area (the summarised questions and responses can be found in Table 4-i and Appendix 3). The focus group discussion focussed on the following key themes:

- Promotion of students' awareness about their university anti-sexual harassment policies;
- Effectiveness of universities' promotion on anti-sexual harassment;
- Training for students and staff on preventing sexual harassment;
- University sexual harassment complaint and reporting mechanisms; and
- Sexuality education.

Table 4-i: Summarised written responses of university representatives regarding their anti-sexual harassment work

Questions	Answered "Yes"
Does your university require all students to attend at least one training session on sexual harassment prevention during their university study?	0 out of 9 universities
Does your university include any materials related to prevention of sexual harassment (e.g. university policy on this issue) in the orientation package sending to new students?	8 out of 9 universities
Does your university require all <u>new teaching staff</u> to attend at least one training session on sexual harassment prevention?	2 out of 9 universities

Does your university require all <u>new non-teaching staff</u> to attend at least one training session on sexual harassment prevention?	1 out of 9 universities
Does your university require all <u>existing teaching staff</u> to attend at least one training session on sexual harassment prevention in the past three year?	1 out of 9 universities
Does your university require all <u>existing non-teaching staff</u> to attend at least one training session on sexual harassment prevention after your university has formulated an anti-sexual harassment policy?	0 out of 9 universities
Does your university have a centralised complaint mechanism for sexual harassment?	9 out of 9 universities
Did the sexual harassment complaint handling personnel at your university receive any formal training?	7 out of 9 universities
How many sexual harassment complaint cases did your university receive in the past three years? (2015.1.1 – 2017.12.31)	0 – 15 cases/university

Students were unaware of universities' anti-sexual harassment policy

4.9.2. The EOC has long been advocating for the importance of formulating a comprehensive anti-sexual harassment policy at university, as an essential measure to prevent sexual harassment.⁴⁹ All participating universities have developed their own anti-sexual harassment policy, either as a standalone policy or being incorporated in other university policy such as equal opportunities policy. All of them have also made their policy available on university websites (links to the websites are at Appendix 4). According to the written responses of universities, some policies were developed as early as in 1994 or 1995 while the latest one was formulated in 2012.

4.9.3. However, according to the survey findings of this Study, more than half of the students (58.6%) were not aware of the anti-sexual harassment policy of their

⁴⁹ The EOC conducted two studies in 2013 and 2014, as well as funded research in 2015 (and an upcoming similar study will have its findings released in the first quarter of 2019), which evaluated the comprehensiveness of anti-sexual harassment policies in primary, secondary, and tertiary institutions of Hong Kong. The three published research are:

EOC (2013). *Sexual Harassment – Questionnaire Survey for Education Sector*. Retrieved from <http://www.eoc.org.hk/EOC/Upload/ResearchReport/SHeFindingSfinal.pdf>; EOC (2014). *Sexual Harassment – Questionnaire Survey for Education Sector 2014*. Retrieved from <http://www.eoc.org.hk/eoc/upload/ResearchReport/20151221835398261.pdf>; and The Association for the Advancement of Feminism (2015). *Anti-Sexual Harassment Policy Checklist – Research Report on Tertiary Institutions and Primary and Secondary Schools*. Retrieved from http://www.eoc.org.hk/EOC/Upload/UserFiles/File/Funding%20Programme/policy/1314/RFP201314_AAFReport03032015.pdf

university (Chart 4-20). Among those who were aware of it, a majority (62.1%) admitted that they had never read the policy at all (Chart 4-21).

Chart 4-20 & 4-21: Students awareness of university's anti-sexual harassment policy

Does your University have any anti-sexual harassment policy?

Have you ever read the anti-sexual harassment policy of your university?

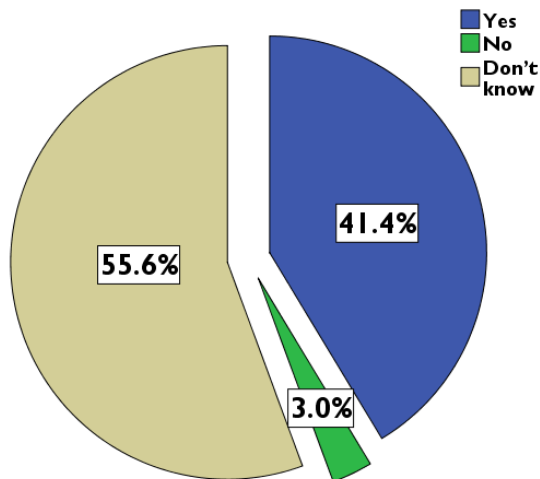


Chart 4-20

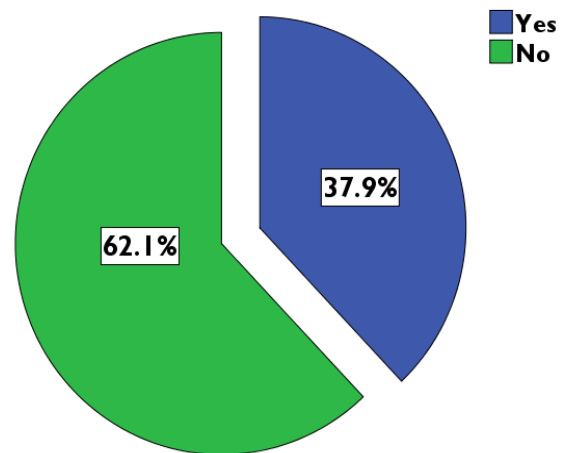


Chart 4-21

4.9.4. Some students echoed with our findings in the in-depth interviews, saying that they had never heard of the anti-sexual harassment policy of their university before and were unsure which department they should go if they want to report sexual harassment:

"I have no idea whether my university has an anti-sexual harassment policy, but I do know my secondary school has one ..." (Female, Undergraduate, Interview #16)

"I don't even know there is a policy in my university. Apparently there is hardly any publicity. They should promote more about the policy, at least make it known the way to seek help if being harassed or abused ..." (Female, Undergraduate, Interview #24)

4.9.5. Another student said she is aware that her university has an anti-sexual harassment policy, yet she believed that not many students would really spare time to read the policy:

“Surely they mentioned the university has an anti-sexual harassment policy during training, they may also have given you the link to access to the policy, but it’s all up to you to click on the link or not ... I felt the university tried to avoid the subject ... cos sexual harassment has an element of sex, which makes them think that’s a sensitive topic.” (Female, Postgraduate, Interview #6)

Universities’ promotional efforts received lukewarm response

4.9.6. Most university representatives said they promoted and disseminated the policy to their staff and students via multiple means, such as emails, student and staff handbooks, announcements, posters, seminars and talks. For example, one of the universities would send all-staff and all-student emails at the beginning of each semester.

4.9.7. Eight out of nine universities said they included materials related to the prevention of sexual harassment, such as the university anti-sexual harassment policy, in the orientation packages that were distributed to all new students. One university representative shared that they would briefly introduce the policy to new students at the compulsory orientation programme:

“It’s a three-hour compulsory course for all freshmen ... We will include a PowerPoint presentation about sexual harassment in the last session of the course, which touches on our policy, shows the hyperlink (to the policy), and tells them where they can file a complaint ...” (A university representative in the focus group discussion)

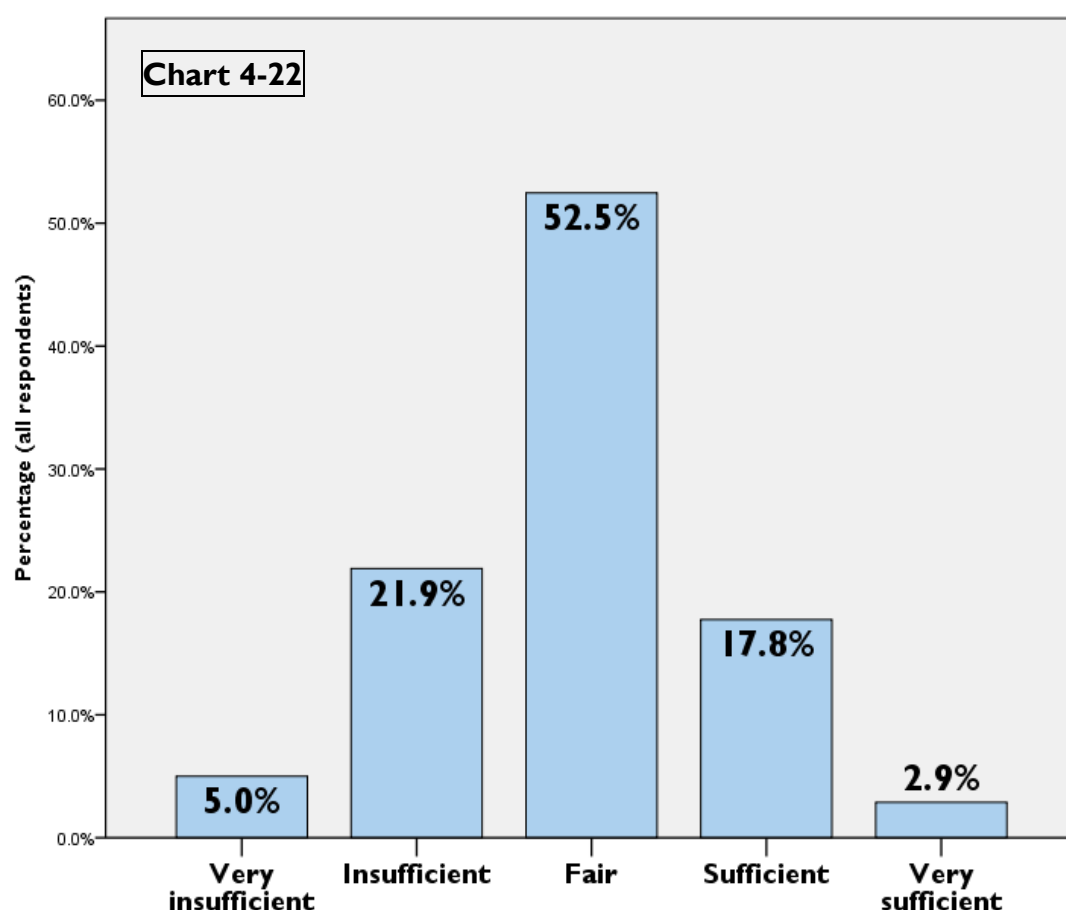
4.9.8. Some other representatives pointed out that there were too many issues needed to be covered during the orientation day and therefore no time can be spared to introduce the policy in detail. For example, one university representative said they organised a briefing regarding the policy for all new students in the past. Yet, due to time constraint, they later decided to cancel the briefing and asked students to read the policy themselves:

“It was a long time ago since we briefed the students about prevention of sexual harassment during orientation. We did that for a few years, but then some colleges thought it would make the orientation too long if it covered everything. They wanted to keep the focus on academic matters ... they put those prevention of sexual harassment or equal opportunities materials into a CD-ROM, it was rather passive in the sense that students need to take the

initiative to listen to the materials ...” (A university representative in the focus group discussion)

4.9.9. On top of promotion efforts in general, some universities paid particular efforts to deliver the anti-sexual harassment message to organisers of orientation camp. As discussed in the introduction (paragraph 1.1.6), incidents of sexual harassment at orientation camps attracted much public attention in the past. At least two participating universities told the EOC in their written response that their student code of conduct and guidelines contain the element of anti-sexual harassment, for students who organise student activities including orientation camps. Some universities promote their anti-sexual harassment policy through briefing session or training for orientation camp’s organisers and group leaders as well.

Chart 4-22: Do you think your university has paid sufficient efforts on promoting anti-sexual harassment?



4.9.10. Some university representatives said they also held university-wide campaigns and festivals, as well as appointing sexual harassment student coordinators or ambassadors to promote the message of anti-sexual harassment.

4.9.11. Despite the unceasing efforts of the participating universities and the variety of promotional means, when the students were asked to rate whether their university had paid sufficient efforts on promoting the message of anti-sexual harassment, the results were less encouraging.

4.9.12. While a majority of students rated the work done by the university as “Fair (52.5%)”, 26.9% considered the work of their university “Insufficient” or “Very Insufficient”, as compared to 20.7% of students who rated “Sufficient” or “Very Sufficient” (Chart 4-22). These figures indicated that there was a sharp difference between students’ expectation and the work done by universities on promoting anti-sexual harassment.

Students emphasised on the appropriate media for the message

4.9.13. In the in-depth interviews, students were of the view that some training and activities were not appealing to students, resulting in lukewarm responses:

“I always see people distributing flyers and manning booths on campus but hardly attract any people, so they are ineffective publicity to me. It is more absorbing if professors talk about it from time to time.” (Female, Undergraduate, Interview #28)

“What they are doing is just a formality. They give us a lecture, show us the website and then read out the policy, or put up posters, but how many people notice it at all?” (Female, Postgraduate, Interview #8)

“Absolutely insufficient publicity about sexual harassment on campus ... I only have some vague ideas about it, so I tried to figure it out ... I have seen a plastic folder with anti-sexual harassment messages printed on it, and all it has is a contact number ...” (Female, Postgraduate, Interview #11)

“You can reach out this generation only if you know their liking ... You can simply send staff to put up posters on different campuses, you can certainly do that but is hardly productive, cos no students will come over to you. If you want students proactively finding out more about this issue, you must spark their interest.” (Female, Undergraduate, Interview #22)

4.9.14. Multiple student interviewees suggested that the university should find the appropriate media and the right person to promote the message for the younger

generation. They believed that videos filmed by YouTubers of the same generation or university students themselves on social media will create the greatest impact:

“Be frank, those promotion (programmes) are boring and old school, they are barely effective ... We are in our late teens to early 20s, the approaches should be more trendy like short clips, interviews, vox pop, etc. We’d like to watch things like these, say for example, the Narcotics Division commissioned a YouTuber making a short clip, the feedback was great, much better than producing a series of Hong Kong Connection ... Very often, the problem of Government publicity programmes is that if you do not find out yourselves, they won’t pop up so that you’ve had no chance to watch them.” (Female, Undergraduate, Interview #22)

“I thought making videos or web series on YouTube has a greater impact. Especially for this generation, cos most young people watch videos on phones ... some university students are also YouTubers. Maybe it’s a good idea to invite them to shoot videos ... young people tend to connect more with those videos shot by young YouTuber of their generation.” (Female, Undergraduate, Interview #20)

“If you want to do it from the bystanders’ perspective, you need to do more publicity ... through different channels like social media, Facebook, TV dramas, funny videos ... University can produce its own videos and organises activities, encourages students to make videos of their own, or launch a video competition on prevention of sexual harassment and then show the entries on campus ... ” (Female, Postgraduate, Interview #8)

4.9.15. Nevertheless, that does not mean the traditional way of promotion, such as posters, leaflets and talks, should be replaced entirely. Some students found those means are equally important:

“University leaflets are very informative. The scenarios on the leaflets explain what sexual harassment is. This is my first time I get some proper sex education.” (Others (Gender), Undergraduate, Interview #13)

“I hope some expertise, like members of university committee against sexual harassment, will go to each academic department to talk about sexual harassment or to encourage students and teaching staff to participate in activities on the prevention of sexual harassment, or to include the of prevention of sexual harassment in the core lecture ... it can be a half hour or one hour seminar. In fact many colleges provide credit-bearing lecture for students ... ”

(Female, Postgraduate, Interview #8)

“University can put up more posters to publicise the prevention of sexual harassment, just like the promotion of the emotional support service provided by a university. Those posters are everywhere on campus. You can’t miss them ... ”

(Female, Undergraduate, Interview #20)

4.9.16. On top of using the appropriate media to deliver the message, one university representative pointed out that the engagement of all stakeholders in the university is the key to combat campus sexual harassment effectively. That university representative raised in the focus group discussion that it is important for universities to collaborate with residential halls and student leaders to close the gap between work of universities and expectation of students:

“I don’t think the message can be delivered by a top-down approach. The work is actually very collaborative. We do it together. We let the hall wardens understand the need to do it, and talk the student leaders in so that they themselves find it meaningful. It will be most effective when all three parties work together, no one is dispensable ... ” (A university representative in the focus group discussion)

Training for students: compulsory or not?

4.9.17. Given that less than half of responding students in the questionnaire survey were aware of their university’s anti-sexual harassment policy, should there be more training, compulsory training for students in particular, to promote university’ anti-sexual harassment policy and to raise awareness of students on the subject?

4.9.18. Currently, according to the written responses of the universities, not a single participating university requires students to attend at least one training session on sexual harassment prevention during their university study.

4.9.19. Both university representatives and students of the in-depth interviews had diverse views on the issue of whether training on sexual harassment prevention should be made compulsory for all students. Some university representatives worried that compulsory training would not be welcomed by students:

“We don’t do any compulsory training for students. The more pressure we put on students, the more they resist ... It’s not that they don’t know about sexual harassment, but they are overloaded with information and ours are not their priority. Only when something happens, they will notice our work ... ” (A

university representative in the focus group discussion)

4.9.20. The words of students in the in-depth interviews echoed the concern of university representatives. Many students believed that making training compulsory may provoke a backlash from their peers:

“Compulsory training won’t work, for sure nobody wants to attend. Maybe they are forced to sit there, but everyone will fall asleep ... ” “You must not make it compulsory, the student union will go against it cos students simply hate anything compulsory ... ” (Female, Undergraduate, Interview #20)

“If you make it a graduation requirement to attend a seminar on prevention of sexual harassment, students must bear a grudge against it ... ” (Female, Undergraduate, Interview #28)

“(If you ask me to attend compulsory training) You are wasting my time for part-time work or essay writing. Even we attend the training, we’ll just sit there with our laptop, or put up headphones to play computer games ... ” (Female, Undergraduate, Interview #15)

4.9.21. Yet, some students also admitted the fact that it would be difficult to enrol fellow students to training regarding sexual harassment prevention if it is on a voluntary basis. Compulsory training could thus have its value:

“(Will anyone join a sexual harassment course on a voluntary basis?) It’s quite hard to get students to join if you make it’s a non-mandatory, especially if the topic is about sexual harassment. If you attend such a course, people will tease you, saying ‘oh, you need to know about it?’ ... It’d better to make it compulsory.” (Female, Undergraduate, Interview #25)

“If prevention of sexual harassment really matters, I think you should provide at least a document or a lecture that students must read or attend. Even if we have not yet encountered any sexual harassment, you still need to imprint the idea onto our mind about what to do if being sexually harassed. Right now, we have no idea about what to do. The first thing we are told about our postgraduate study was not to plagiarise, that’s what I remembered most and it’s the only thing I can recall (when we started our study). They didn’t mention anything about moral education, perhaps they think there is no need for postgraduates to learn it ... ” (Female, Postgraduate, Interview #9)

“University can make it compulsory for students to attend the seminar on sexual harassment ... and take attendance. If they are absent, they need to make

amends by attending other activities. Then students will absolutely make it, and they can at least take in some knowledge ... You need to point out the seriousness of sexual harassment, cos others think it is corny, everyone knows it and then just ignores it. I believe students will be more attentive if you can pinpoint the core issue or the seriousness of it ... ” (Female, Postgraduate, Interview #9)

(Will the students accept if the university compel them to attend the seminar on sexual harassment?) “Possibly ... if no exam, if the seminar is relaxing. (Will there be any resistance?) If you make them to do so, there must be people who don’t want to go. Having said that, even it is optional, there must be some people not going as well.” (Female, Undergraduate, Interview #17)

4.9.22. Some students and university representatives suggested some middle ground for incentivising students to participate in training, rather than penalising those who did not attend:

“It sounds okay if you add some topics into an existing course, instead of creating a new course, for example, making it part of the General Education curriculum.” (Female, Undergraduate, Interview #28)

“It will be more reasonable and acceptable, say students will received some reward after they attend the seminar, but it doesn’t mean they should get penalised if they didn’t attend ... It’s a bit silly to do compulsory lecture. It will not work on university students.” (Others (Gender), Undergraduate, Interview #13)

“Students hate anything compulsory. It will take away their autonomy as they believe they have the right to choose. They will be getting more annoyed if we turn more courses compulsory ... they’ll think it’s ‘no big deal even you fail me’ ... but I don’t want to make it elective either. Perhaps we can identify some key messages and make the compulsory session short, best within 20 minutes ... ” (A university representative in the focus group discussion)

4.9.23. While universities did not compel all students to attend anti-sexual harassment training, most of them tried to make those training “semi-compulsory” by incorporating them into other school activities. For instance, some universities organised talks regularly on sexual harassment to all students at residential halls right before their formal dinners, others offered anti-sexual harassment workshops as one of the options in the course list which students have to take to fulfil their graduation requirement.

4.9.24. Some universities also developed their own online training courses on anti-sexual harassment for students, or recommended them taking EOC's *Online Training Module on Preventing Sexual Harassment on Campus*.⁵⁰ A student told the EOC in the in-depth interview that she believed online training could be an effective means, in particular for male students who may find it awkward or embarrassing to attend a lecture on this subject:

"Interviewee said male students would feel embarrassed and stressed if attend the seminar on sexual harassment. 'You are a man, how come you come to this talk? Why? And you are not studying social work', she thought students would rather look it up on Wikipedia or learn it from video clips ... 'If ... there is more online education, cos you can watch it in private ... Now the trend is online talk or webinar, perhaps it would be a bit more effective.'" (Female, Undergraduate, Interview #15)

Insufficient training for staff

4.9.25. Given that 4.4% of the perpetrators of the survey respondents were reported to be teaching staff of universities and another 4.4% were non-teaching staff (paragraph 4.3.18), the training of university staff on the subject of anti-sexual harassment matters a lot.

4.9.26. Having said that, only two out of nine universities said they have some compulsory training requirement for staff. One university said it requires all *new* teaching and non-teaching staff to attend at least one anti-sexual harassment training session, while another university responded that the compulsory training is for teaching staff only. In the latter university, all *new and existing* teaching staff (but not for non-teaching staff) have been required to attend at least one training session in the past three years.

4.9.27. The current training arrangement of most universities is far from ideal from the perspective of the EOC. The EOC has always been advising that universities, as well as companies and organisations in Hong Kong, should offer on-going and up-to-date anti-sexual harassment training to all levels of staff.⁵¹ Refresher training should also be provided regularly.

⁵⁰ Link to EOC's *Online Training Module on Preventing Sexual Harassment on Campus*: <http://www.eoc.org.hk:8080/shoncampus>

⁵¹ EOC (2013). *Preventing Sexual Harassment on Campus: Formulating Sexual Harassment Policies in Schools*. Retrieved from

4.9.28. As discussed in paragraph 4.6.21, abuse of power is often seen as one of the reasons that exacerbates or even causes sexual harassment. While university staff are in the position of power over students, it is crucial that both teaching and non-teaching staff should receive adequate training on the matter to prevent the problem of abuse of power.

4.9.29. More importantly, staff's knowledge and awareness on sexual harassment and the university policy could help them handle sexual harassment incidents among students. Some university representatives pointed out that it is vital for staff to receive anti-sexual harassment training, as student tend to seek help from them in the first place:

"We notice that students usually approach their academic department when they need help. Academic departments usually designate their senior staff to handle the matter, therefore we have a training workshop tailor-made for them." (A university representative in the focus group discussion)

4.9.30. Under the SDO, universities may be liable for acts of sexual harassment committed by their employees in the course of employment, unless the university can show that they have taken reasonable practicable steps to prevent employees from doing such acts, such as organising regular training, implementing an anti-sexual harassment policy, establishing a complaint mechanism, etc. Staff training is therefore one of the key steps that the university should take to combat sexual harassment

4.9.31. In addition, support from the university senior management is of the utmost importance for eliminating sexual harassment. They should be setting a good example to keep abreast of the issue of sexual harassment and receive necessary training. The university representatives believed the engagement of management of faculties and departments are the key to preventing sexual harassment:

"Prevention of sexual harassment is very important. It is more effective when the senior management remind their staff in the staff meeting, such as 'Be more attentive to students and staff during your trip'. The boss' words is much more powerful than our ordinary promotion reminding them about the policy ... " (A university representative in the focus group discussion)

4.9.32. In the abovementioned paragraphs, the difficulties of engaging students in sexual harassment training were discussed. Similarly, it is equally difficult to get senior staff joining training related to sexual harassment. A university representative shared that they had developed an online training module on anti-sexual harassment which targeted staff in leadership and managerial roles. However, the completion rate was not satisfactory, even the course were only 30 minutes long. Therefore, the university would like to make the online course compulsory for staff in the long run.

4.9.33. One of the universities appreciates the importance of senior management support in spreading the message of anti-sexual harassment to all staff. Therefore, the university representative and her team have been very persevering in bringing every member of the university senior management into sexual harassment awareness training. This university representative said they organised 1.5-hour anti-sexual harassment training workshops and 2.5-hour workshops for the senior management and their assistants respectively. They re-invited those who were not available to attend to the following workshop until every one of them participated in one, so that not a single member of the senior management would be left behind:

“For senior management, face-to-face training is most effective ... however, the usual three-hour training session provided by the EOC is really an absolute challenge to the senior management ... so we now run a one and half hour lunchtime workshop for them instead. We require every senior management staff to attend. We have a name list to trace their attendance. It doesn’t matter they miss it this time, we will re-run the workshop every some months. We aim to get all senior management staff to the workshop within two to three years’ time ... ” (A university representative in the focus group discussion)

4.9.34. Another representative shared that their university considers sexual harassment as a sensitive matter and does not view it as a high priority. They therefore do not have enough resources to carry out the work of anti-sexual harassment. These all illustrated that a lack of top-down support from the management could well be the biggest hurdle for promoting anti-sexual harassment at university.

Complaint and reporting mechanism

4.9.35. From the written responses provided by the university representatives, all nine universities have established a centralised complaint mechanism for sexual harassment. Yet, two universities responded that their personnel for handling complaints had not received any formal training on the matter of sexual harassment.

4.9.36. The questionnaire survey of this Study found that only 2.5% of students who were sexually harassed had lodged formal complaints with their own university. In the focus group discussion, several university representatives admitted the number of sexual harassment may be underreported with the current complaint mechanisms:

“Our Student Affairs Office hasn’t received any complaints on sexual harassment in the past three years. I’m not sure if that means good or bad. We know there is a case the student report to the police directly ... ” (A university representative in the focus group discussion)

“I checked the number of sexual harassment complaints this morning, we’ve got very few complaints ... ” (A university representative in the focus group discussion)

4.9.37. A university representative said most of the time students did not want to report the harassment cases to them or seek help from university. Multiple representatives concurred with the reasons causing underreporting as found in this Study, yet they found it was difficult for them to follow-up on the matter, if the students wished not to lodge a complaint:

“Students don’t want to file sexual harassment complaints, perhaps in fear of retaliation or they just handle it themselves ... We see the posts about sexual harassment incidents on our ‘university secret’ (a social media webpage), the students also felt there’s something wrong, but when we got in touch with them to see if they need help or want to file complaints, they simply said ‘no’ ... ” (A university representative in the focus group discussion)

4.9.38. In both our questionnaires and interviews, in fear of retaliation by harassers was cited by students as one of the reasons for not reporting sexual harassment. To encourage students to file a complaint, a university representative said their policy has stated clearly that complainants are protected against victimisation (i.e. being treated less favourably, including being retaliated because of the complaint case). Moreover, they would also make some administrative arrangement in some circumstances, especially for cases that involve an imbalance of power between the complainant and respondent:

“In some cases, the students feared for retaliation when they filed a complaint against their teachers. In some cases, the post-graduates were brave enough to come forward and complain against their supervisors. Students in these situations may ask for changing their supervisor, of course supported by valid

reasons, then based upon the students' consent, we'll assist them to make arrangement with the academic department. Students may feel less anxious if they can change their supervisor in reasonable circumstances, so they can lodge a formal complaint and forget about their fear for revenge ...” (A university representative in the focus group discussion)

4.9.39. Some students shared in our interviews that they were not aware of the university reporting channel and preferred to have a centralised department for complaints (paragraph 4.8.26). In focus group discussion, some university representatives said the complaints were either handled by student affairs offices or human resources departments, depending on whether the case involved any staff. Some shared that the division of labour might not be entirely clear though:

“Our human resources department takes charge of it. Often the complaints are between staff or between students and teachers. For those between students, usually the faculty or academic department would deal with it informally ...” (A university representative in the focus group discussion)

“Definitely the Student Affairs Office handles the complaints between students, and when one of the parties is a student ... for those involving staff, I believe we need to give some thought to the matter, because you don't know about the staff's rank. So I think there is room for improvement on handling staff-related complaints ...” (A university representative in the focus group discussion)

4.9.40. Some universities have complaints handled by an individual department or committee, one of which created a centralised one-stop hotline to refer the complaints to the corresponding person-in-charge:

“We have a committee which comprises the Director of Human Resources, the Dean of Students, the Dean of Graduate Studies ... If the alleged harasser is a staff member, Human Resources Department will handle it ... Our hotline has an auto-attendant, press one for students ... if you press the wrong number, it will be transferred to the secretary of the Committee Against Sexual Harassment ... Our division of labour is quite clear ...” (A university representative in the focus group discussion)

Sexuality education

4.9.41. Similar to students' views shared in our interviews (paragraph 4.6.25-30), many university representatives concurred that sexuality education in Hong Kong is

far from sufficient. Most representatives shared the view that university students nowadays do not understand the concept of sexual harassment and consent:

“I found that many students would send offensive messages through social media without knowing that their messages are inappropriate ... once a male student sent a picture of a condom to a female student, and he didn’t think there’s anything wrong ... Lines are blurred in their world ... need to give them a clear message ... ” (A university representative in the focus group discussion)

4.9.42. More than one representative said sexuality education should start at secondary or even primary school level. While at university level, the education should then be focussed on the concept of consent and relationship education:

“If we just keep saying banning this and that, we fail to address the needs of this generation. When our university planned to install a condom vending machine, we had a row with some members of the society ... I don’t want to go back to the old-school methods like imposing a ban, and I don’t want to go against the tide telling students not to do this and that. I just wanna tell them what they should do. I wish they can understand they have to be responsible for what they do, and they need to know what consent is ... and teach them when they don’t want to give consent, how they can reject someone nicely, and solve the problem tactfully ... ” (A university representative in the focus group discussion)

4.9.43. Another university representative also said they started to promote the concept of sexual consent lately by playing an entertaining short clip at different locations of the campus. The clip was well-received by both students and staff. This can be a good example for initiating the discussion of sexual consent at university in a way that is appealing to students. ◆

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“I have been studying and living on campus for years but never heard of anyone speaking out ... I feel today’s university students think it’d be better to save the trouble.”

(Female, Undergraduate, Interview #9)





5. Conclusions and Recommendations

5.1. Conclusions: Sexual harassment on campus requires concerted effort by various stakeholders

5.1.1. With one in four university students having been sexually harassed in 2016-17, this Study indicated that the problem of sexual harassment of university students is too big to be ignored. The seriousness of the issue is also alarming. Some of those encounters amounted to blatant sexual advances, sexual assault or even rape. A timely response is most needed from universities and other stakeholders. Otherwise, sexual harassment will not only continue to exist on university campus, it may even exacerbate and spread to the workplace after students are graduated.

5.1.2. The personal accounts of sexual harassment disclosed by students illustrated that some of the root causes of the current problem can be traced well before the youngsters start their university study. Some university students in fact repeated the sexual harassment behaviours they did in secondary schools. Some formed a distorted view about women, manhood and relationship as a teenager, which resulted in sexual harassment when they start studying in university as a young adult.

5.1.3. Therefore, campus sexual harassment cannot be tackled by the universities alone. It is a social problem that requires solutions both on and off the university campus. It is a shared responsibility between the universities as well as other stakeholders, including the EOC. Indeed, urgent and systemic actions and responses are needed from multiple stakeholders — including the Government, primary and secondary schools, management of universities and residential colleges, student leaders and all other students, etc. — to combat the problem effectively.

Key issues that requires substantial changes

5.1.4. Before turning to the recommendations provided by this Study, below are some key issues identified which requires substantial changes and improvement, in order to create a safe and harassment free environment for all university students in Hong Kong:

- a. **High prevalence of campus sexual harassment:** This Study found that near one-fourth of students (23.0%, 3,329) were sexually harassed within 12 months before the survey. Analysed by the setting of sexual harassment

incidents, 15.6% of students (2,259) reported that they were sexually harassed on campus; 11.5% (1,662) said they were sexually harassed online; while 3.8% (545) said they were sexually harassed by university students or staff off campus. Structural and systematic changes are needed to address such a high prevalence of sexual harassment at university.

- b. Female students and minorities are more prone to sexual harassment:** As much as 27.0% (2,083) of female students were sexually harassed, that is nine percentage points higher than male students. Students who were non-binary, persons of LGBTI, or persons with disabilities were also more likely to have been sexually harassed.
- c. It is not uncommon for male students to be sexually harassed:** Up to 18.4% (1,234) of male students were sexually harassed, a percentage that is higher than what people would have expected. A couple of male students in the in-depth interviews also shared the experience of being sexually harassed, such as being touched inappropriately or having someone made sexually suggestive jokes to them.
- d. Underreporting of sexual harassment at university:** This Study found that only 2.5% of students who were sexual harassed said they had lodged a complaint with the university. While the causes behind are complex, reasons such as “unaware of the complaint channels” or “in fear of retaliation by perpetrators” are cited by students that could be and should be duly addressed by university.
- e. The lack of an overall picture of campus sexual harassment makes it difficult for universities to form a holistic action plan:** The number of complaints received by each university is so small that the universities are not able to form an overall picture of the seriousness and nature of sexual harassment on their campus simply by relying on the complaint figures. Without the overall picture, it is not possible for individual universities to know the priorities and find the right response to the problems, let alone mapping out a holistic strategic action plan to eliminate sexual harassment step by step. It is also difficult for the individual universities to keep track of the awareness and prevalence of sexual harassment on their campus over the years, and evaluate the effectiveness of their policy and measures from time to time.

- f. Reported cases involving abuse of power are concerning:** While a small proportion, but not negligible numbers, of perpetrators of sexual harassment were reported to be university staff members, including teaching staff who are supposed to be the protectors rather than perpetrators of the young students. Some of the interviewees had shared experience of staff, student leaders or internship supervisors abusing their position of power to sexually harass students. This phenomenon is concerning as victims of sexual harassment would fall vulnerable to act against or report them.
- g. Social media platforms are the hotbeds for sexual harassment:** Among the 1,662 students who were sexually harassed online, 71.5% and 39.4% said they encountered sexual harassment on social media and online forums or chat rooms respectively.
- h. Student's awareness of sexual harassment has clear room for improvement:** One-fourth of students were getting 50 points or below (in a scale of 0-100) for the SHA Index created by the research team. This Study also found that students' lack of awareness of sexual harassment is one of the underlying causes leading to sexual harassment behaviour on campus. It is also a common reason cited by students for not reporting sexual harassment incident.
- i. Some students held distorted perception towards sex, gender and relationship:** In the in-depth interviews of this Study, many shared that perpetrators of sexual harassment often held views that disrespecting or objectifying women. Some students organised and played games of a sexual nature, in the name of "tradition", during student activities, while some others misinterpreted masculinity and believed that men should engage in conducts of sexual harassment to showcase their "manliness". Such distorted perception indicated that there is a lack of proper sexuality and relationship education.
- j. The reluctance of bystanders to intervene in sexual harassment should be addressed:** Although this Study did not focus on collecting quantitative evidence regarding bystanders' behaviours in the event of sexual harassment, a number of students shared in our in-depth interviews

that bystanders were generally unwilling to speak up or intervene when they witnessed sexual harassment at university. Many of them believed it is none of their business. Without engaging the majority of student population to take ownership on the issue, this could be a major obstacle to eliminating sexual harassment as intervention of bystanders has proven to be an effective way to stop sexual harassment behaviours.

- k. Traditional promotional and training efforts of universities are not working effectively on students:** Despite all the current efforts spent by the universities, more than half of the students (58.6%) were not aware of the anti-sexual harassment policy of their university. Also, more than one-fourth of students (26.9%) said their university's efforts on promoting anti-sexual harassment was "Insufficient" or "Very Insufficient". While students believed that their universities should do more to promote university policy on this area and teach students what sexual harassment and consent are, many shared in the in-depth interviews that the traditional training and promotion do not fit in the learning and social habits of the young generation who are more attached to the online world.
- l. University's top level commitment and staff support on anti-sexual harassment have to be enhanced:** Since most of the participating universities do not require staff to attend compulsory anti-sexual harassment training, it is difficult for university to get staff attending those training even if provided, in particular senior management staff who always have a busy schedule. Without some firm and visible support from the senior management of university on the matter of anti-sexual harassment — which is the case of some universities as found in our focus group discussion — the message of zero-tolerance to sexual harassment is hard to be conveyed to both staff and students. Also, some universities did not have sufficient resources for promoting anti-sexual harassment, and the staff's participation on those events (e.g. training) are also yet to be seen.

5.2. *Recommendations*

5.2.1. Responding to the abovementioned key issues identified, this report provides recommendations in four directions:

- **University's commitment and governance:** University senior management should demonstrate a strong commitment on anti-sexual harassment, and establish a clear governance structure which oversees the matter of sexual harassment. In addition, universities need to form an overall picture of sexual harassment on campus with a view to establishing an informed holistic plan to combat against the problem;
- **Victim-centric reporting mechanism in responding to sexual harassment:** University should have a clear division of labour among departments for handling sexual harassment complaint mechanism, so that students can have easy access to the reporting channels. More importantly, university staff, especially those with frequent contact with students, should be sensitised to the matter and trained to listen to complaints without being dismissive;
- **Awareness-raising training targeted at attitude changing:** Both compulsory and voluntary training should be delivered to all staff and students. Training should be enhanced in a manner that is appealing to the audiences, and focussed on awareness raising with a view to changing the distorted attitude towards women, sex and relationship. In addition, from a bystander's point of view, the training provided should teach how bystanders should intervene appropriately while witnessing sexual harassment; and
- **Comprehensive sexuality education:** While comprehensive sexuality education should start from an early age, university should also provide a wide-range of programmes on consent, relationship and gender equality education.

5.2.2. It is well recognised that some universities have put a great deal of effort to prevent sexual harassment at universities, while some others may not have the resources and support to do so, as discussed above in Chapter 4.9. The recommendations made below are, therefore, some general principles that are applicable to all nine participating universities, based on the findings of this Study,

expertise of the EOC, and some best practices adopted by overseas universities. The EOC also encourages all other universities and tertiary institutions in Hong Kong to review their practices and to follow the recommendations as appropriate, in order to eliminate sexual harassment for all university students and staff.

University's commitment and governance

Recommendation 1

Universities should consider appointing a top-level managerial staff member, at least at the level of Pro-Vice-Chancellor/Vice-President, to oversee matters related to anti-sexual harassment, gender equality and sexuality education.

5.2.3. Universities are huge organisations with numerous departments, staff and students. In order to have the message of zero-tolerance for sexual harassment be truly delivered to all level of staff and students, university's Vice-Chancellors/Presidents should set an example by illustrating visible and firm commitment, as well as allocating sufficient resources, for the matter of anti-sexual harassment on campus. As the first step, the management of the university should acknowledge that sexual harassment is a real problem at university and it will be dealt with seriously with all means available.

5.2.4. While multiple departments and parties have to be engaged in the work of anti-sexual harassment at university, a top-level managerial staff member, at least at the level of Pro-Vice-Chancellor/Vice-President, should be appointed to oversee all matters related to anti-sexual harassment, gender equality and sexuality education. This can allow university to construct an overall picture on the issue by monitoring data from different sources (e.g. sexual harassment complaint statistics of both staff and students, training and promotional activities organised for students and staff, and curriculum plan for gender equality and sexuality education, etc.), in order to come up with a holistic strategic plan with adequate resources to eliminate sexual harassment on campus.

5.2.5. After the release of this Study, the EOC will arrange meeting with Vice-Chancellors/Presidents of each participating university individually, to present to them the overall findings and data that reflect the situation of sexual harassment of their own university. The EOC will emphasise the importance of commitment and engagement from university leaders for anti-sexual harassment, and will prompt each university to come up with appropriate plans responding to the findings of this Study.

Recommendation 2

It is recommended that each department and residential hall/college of universities should assign a “Gender Focal Point (GFP)”, who serves as the link between the university management and the department/hall/college, to make sure the university’s policy on gender equality and anti-sexual harassment can be properly implemented at all levels. The GFP also serves as the resource person to provide advice for their colleagues in the same unit on how to handle or refer cases of sexual harassment.

5.2.6. In addition to the need of “top-down” political will and commitment, the “buy-in” and support of staff from different departments and residential halls/colleges are even more critical, as they are the implementers on the ground with frequent encounters with students. They may also be responsible for handling informal complaints of sexual harassment concerning students or staff sometimes.

5.2.7. In order to facilitate staff at different departments to better understanding sexual harassment, it is recommended that each university department and residential hall/college should assign a “Gender Focal Point (GFP)”, who serves as the resource person within their department to provide advice for their colleagues on how to handle or refer cases of sexual harassment to the appropriate channels. The GFPs should receive regular sensitisation training, and they should also be well aware of all the counselling services and sexual harassment complaint channels within the university. They should meet and/or report regularly to the centralised department/body and the top-level managerial staff that are responsible for overseeing anti-sexual harassment matter. The university may also organise regular get-togethers of the GFPs for them to exchange good practices and experience of handling sexual harassment cases.

Recommendation 3

University may consider introducing an “anonymous online feedback channel” for students and staff to report sexual harassment incident that they experienced or witnessed. The channel is NOT a replacement of the formal complaint mechanism, but a tool that allows university to collate data and monitor the nature and scale of sexual harassment on campus.

5.2.8. This Study found that university statistics of formal sexual harassment complaints are only tip of the iceberg of the real problem. A lack of reliable data

reflecting the true picture of sexual harassment on campus can hinder universities from formulating an informed strategy and work plan to tackle the issue. As discussed in the literature review, the University of Cambridge in the UK launched an anonymous online reporting channel in 2017, and the reporting numbers of sexual harassment has significantly increased to 173 in nine months after launching the new system, as compared to receiving only six formal reports in a three-month academic term previously.⁵²

5.2.9. Such an anonymous system can reduce the fear of students of being retaliated by the perpetrators, it can also encourage student to report in cases which they prefer not to go through the formal complaint procedures, but would still like to let the university be informed about the problem.

5.2.10. It is thus recommended that university may consider introducing an “anonymous online feedback channel” for students and staff to report sexual harassment incident that they experienced or witnessed. Running parallel to the formal complaint mechanism, the proposed feedback channel will serve as a tool that allows university to collate data and monitor the nature and scale of sexual harassment at university, in order to develop an anti-sexual harassment strategy and work plan accordingly.

Recommendation 4

It is recommended that each university should conduct a university-wide anonymous survey (similar to the questionnaire of this Study) every three to five years, preferably funded by the UGC or the Government, to track the latest trend and prevalence of sexual harassment systematically.

5.2.11. In addition to the online feedback channel that allows student to actively report sexual harassment incidents on campus, it is recommended that each university should also conduct a university-wide anonymous survey (similar to the questionnaire of this Study) every three to five years, preferably funded by the UGC or the Government, to track the latest trend and prevalence of sexual harassment systematically. The findings should be made available to the public and universities should take reference from the evidence of the survey while formulating their anti-sexual harassment strategies.

⁵² “University of Cambridge admits significant sexual misconduct problem”, *Guardian*, 5 February 2018. Retrieved from <https://www.theguardian.com/education/2018/feb/05/university-of-cambridge-significant-sexual-misconduct-problem>

Recommendation 5

Universities should publish reports every year regarding the effort they made to eliminate sexual harassment and enhance gender equality, so as to enhance transparency and reaffirm all stakeholders that it has taken the matter seriously.

5.2.12. While many university representatives shared in our focus group discussion the extensive work they have done on promoting anti-sexual harassment, students and the public may not see it the same way. All these great effort should not only be done, but also seen to be done.

5.2.13. It is recommended that universities should therefore publish reports every year regarding the effort they made to eliminate sexual harassment at their own university. The report should include sexual harassment complaint statistics, aggregated data collected from the anonymous online feedback channel (as mentioned in paragraph 5.2.8-10), statistics and feedback of training that staff and students received, details of the awareness-raising programmes that were held, etc.

5.2.14. By being transparent about the work done on anti-sexual harassment, university can send and reaffirm the message to all stakeholders that it has taken the matter seriously. It can also demonstrate accountability and promote effective stakeholder engagement and strengthen governance of the universities.

Victim-centric reporting mechanism in responding to sexual harassment

Recommendation 6

Each university should lay out the division of labour among departments explicitly for handling sexual harassment complaints, so that staff members can find the right office to provide assistance to victims once a report is received to save the victim from being referred from one office to another.

5.2.15. Responding to the problem of underreporting of sexual harassment identified by this Study, universities are advised to review their compliant handling procedures and mechanism to ensure that the division of labour and responsibilities among departments are clearly laid out. Also, it is found in our focus group discussion that some universities were not entirely clear about the division of labour in handling those cases. While there is no “one-size-fit-all” complaint-handling model for all

universities, each university should adopt their own appropriate complaint-handling model and division of labour, which clearly indicate which departments are responsible for handling cases that involved parties like staff or external individuals. In addition, a clearly laid-out complaint handling mechanism will ensure that the first person whom the victim contacts for assistance will be able to find the right office to handle the case without having the student being referred from one office to another.

Recommendation 7

Confidentiality and protection against victimisation should be clearly specified in the anti-sexual harassment policy and complaint procedures.

University may consider making interim administrative arrangement, when appropriate, by arranging a different academic supervisor if he/she is the respondent of the sexual harassment complaint filed by a student.

5.2.16. The importance of confidentiality and protection against victimisation are also recurrent themes of this Study, as shared by both students and university representatives. The fear of retaliation is one of the reasons for underreporting of sexual harassment cases. In fact, some universities already have mechanism in place to relieve such fear and protect students from being retaliated due to reporting against their academic supervisor. A university representative shared that they had the experience of making some interim administrative arrangement during the process of complaint investigation to ease the concern of the complainant, such as arranging a different academic supervisor upon student's request, when the supervisor is the respondent of the sexual harassment complaint. Other universities may consider following such practices, if appropriate, to encourage victims of sexual harassment to come forward.

Recommendation 8

All staff who have frequent encounters with students (e.g. professors, tutors, departmental staff handling students enquiries or welfare) should receive basic training regarding how to deal with situations like witnessing a sexual harassment incident or a victim seeking assistance from them for being sexually harassed.

5.2.17. Some university representatives shared that students will tend to disclose the experience of sexual harassment to, or seek advice from, lecturers, tutors, or someone in their academic department or residential hall that they trust, even though there is a centralised sexual harassment complaint mechanism. All staff who have

frequent encounters with students (e.g. professors, tutors, departmental staff handling students enquiries or welfare) should thus receive basic training, so that they learn how to deal with situations like witnessing a sexual harassment incident or a victim seeking assistance from them for being sexually harassed.

Recommendation 9

Compulsory training on prevention of sexual harassment should be provided to all new employees (both teaching and non-teaching staff) as part of the induction programme. Refresher training should be offered every three years to existing staff to ensure that they have a basic understanding of sexual harassment and keep them abreast of the latest development in sexual harassment legal provisions and the related university policies and measures.

5.2.18. Anti-sexual harassment training should also be provided for other staff members, such as non-teaching staff that work on the campus. So far only two of the nine participating universities require staff to take compulsory training.⁵³ Similar to the EOC's usual advice for any corporate or organisation,⁵⁴ it is recommended that all employees (not only for GFPs and staff who have frequent contact with students) should receive regular and compulsory training. All new teaching and non-teaching staff should attend training on the prevention of sexual harassment as part of the induction programme. In addition, refresher training should be offered every three years to all existing staff to ensure that they have a basic understanding of sexual harassment and what related resources and complaint channels are available.

Recommendation 10

Staff who are responsible for implementing the centralised sexual harassment complaint mechanism, in particular, should receive formal and comprehensive training, including sensitisation training of how to communicate with victims of sexual harassment and assault, understanding of anti-discrimination law, and how to conduct investigation in accordance with the principle of natural justice. Refresher training should also be provided to them regularly.

⁵³ One of the two universities only requires academic staff to receive compulsory training, according to the written response of universities.

⁵⁴ EOC (2013). *Preventing Sexual Harassment in the Workplace: Formulating Corporate Policy on Sexual Harassment*. Retrieved from <http://www.eoc.org.hk/eoc/upload/2013116173927302019.pdf>

5.2.19. Although staff who have frequent encounters with student are likely to be the first persons who handle and take action for student's sexual harassment complaint, a centralised and university-wide complaint handling mechanism should always be ready to deal with cases that complainants prefer to be handled formally, or those with potential conflict-of-interest (e.g. students complaining the head of the department) which need an impartial third party for handling the cases.

5.2.20. Hence, staff who are responsible for implementing the centralised sexual harassment complaint mechanism, in particular, should receive formal and comprehensive training, including sensitisation training of how to communicate with victims of sexual harassment and assault, understanding of anti-discrimination law related to sexual harassment, and how to conduct investigation in accordance with the principle of natural justice. Refresher training should also be provided regularly.

Recommendation 11

It is recommended that the centralised university sexual harassment complaint hotline and counselling services should be widely promoted within the campus.

5.2.21. As found in the survey of this Study, 58.6% of students were not aware of the sexual harassment policy of their university. Universities should make every endeavour to promote their centralised university sexual harassment complaint hotline and counselling services to all students. Letting all students to be aware of the existence of a centralised sexual harassment complaint hotline is the very first step that all university should aim at achieving.

Awareness-raising for attitude changing

Recommendation 12

A short compulsory training should be offered to all incoming students during the orientation programme. The training should focus on three key components, including the definition of sexual harassment and case scenarios illustrating what sexual harassment is, what to do, and where to seek help when students encountered sexual harassment.

5.2.22. Despite all the abovementioned university policies and measures, education and awareness-raising are definitely two core pillars to eliminate sexual harassment

from its root. According to the findings of our interviews and focus group discussion, both students and university representatives find that it may not be feasible or effective to require all students to receive compulsory and hours long-training.

5.2.23. Instead, requiring all incoming students to attend a compulsory, yet short (e.g. around 20 minutes), crash course training during the orientation programme seems to be an acceptable middle ground, which can ensure students to have a brief encounter with at least three key concepts before their university study, which are the definition of sexual harassment, what to do, and where to seek help when students encountered sexual harassment.

Recommendation 13

Universities should specifically develop some in-person and interactive workshops for students to discuss issues related to consent and relationship, as well as the role and responsibility of bystander. *Students who live in residential halls or university accommodations should be required to attend at least one of those workshops.*

5.2.24. Limited compulsory training are definitely not enough to change the mindset and attitude of perpetrators, let alone to eliminate sexual harassment completely from university. Some overseas research and experience found that for anti-sexual harassment training to be effective, they have to be interactive, tailored for the particular organisation/environment, and held frequently.⁵⁵ It is also found that training focussing on what a bystander should do while witnessing a sexual harassment incident, or what are the acceptable and respectful behaviours at workplace or school, are much more effective than training that teach people what not to do.⁵⁶ Some students and university representatives also shared in our Study that it is crucial for students to understand the concept of sexual consent and gender equality.

5.2.25. Hence, despite compulsory training, universities are recommended developing and delivering a wide-range of educational programme for students and staff, covering the topic of sexual harassment, relationship education and gender equality. Specifically, universities should develop some in-person and interactive workshops for students which talk about consent and relationship, as well as the role

⁵⁵ Miller, C. (2017) "Sexual Harassment Training Doesn't Work. But Some Things Do", *The New York Times*. Retrieved from

<https://www.nytimes.com/2017/12/11/upshot/sexual-harassment-workplace-prevention-effective.html>

⁵⁶ *Ibid.*

and responsibility of bystanders. Given that one-fifth of students who were sexually harassed said they the incident(s) occurred in university accommodation, and interactions between students are more frequent in residential halls, it is recommended that students who live in residential halls or university accommodation should be required to attend at least one of those workshops.

Recommendation 14

It is recommended that education programmes in relation to responsible drinking should be introduced to all students. Discussions on the relationship between sexual consent and alcohol consumption should be highlighted in these programmes, especially for students living in residential halls or university accommodations.

5.2.26. Furthermore, in many of the sexual harassment experiences shared by students in our in-depth interviews, alcohol are usually involved and found to be a contributing factor to sexual harassment and sexual assault. Therefore, it is recommended that education programmes in relation to responsible drinking should be introduced to all students. Discussions on the relationship between sexual consent and alcohol consumption should be highlighted in these programmes, especially for students living in residential halls or university accommodation.

Recommendation 15

Universities may consider engaging tools that fit in the learning and social habits of the young generation, such as mobile-friendly online training modules, videos and short films, and social media to effectively deliver the message of anti-sexual harassment to university students.

5.2.27. Platform and format of training also matter a lot. Many students shared in our interviews that they prefer training and educational programmes to “speak their language”. For instance, many suggested that the use of social media, online training modules and interactive games are some ways that are potentially more appealing to university students.

5.2.28. The EOC has launched an *Online Training Module on Preventing Sexual Harassment on Campus* since 2007, and an updated version of the module is going to be released this year. Universities may consider developing their own online training modules and providing incentive, such as course credits or souvenirs, if their students have successfully completed EOC’s and/or their own university’s modules. Universities

should also consider engaging tools like interactive games and social media to deliver the message of anti-sexual harassment to university students.

Recommendation 16

University may consider including an element of anti-discrimination of minority students, such as LGBTI students, ethnic minority students, students with disabilities, in its anti-sexual harassment training, and spending more effort on eliminating discrimination and bias towards minority students on campus.

5.2.29. While designing all these education and awareness-raising programmes, university should bear in mind the needs of different groups of minority students (e.g. LGBTI students, ethnic minority students, students with disabilities, etc.) who are more prone to be sexually harassed. Therefore, these programmes should be culturally sensitive, provided in accessible-format, and available in both Chinese and English.

5.2.30. In addition, some cases of sexual harassment against these minority groups originate from bias and discrimination against the racial background or sexual orientation of these students. To cope with this type of sexual harassment, the universities should put more effort in eliminating discrimination and stereotypes against minority students, and include an element of anti-discrimination of minority students in its anti-sexual harassment training.

Sexuality education

Recommendation 17

The EDB should thoroughly reform the sexuality education in primary and secondary schools as soon as possible to give more emphasis on gender equality and relationship education, and provide adequate resources and teaching materials to schools and teachers respectively. It is recommended that school sponsoring bodies and Parent-Teacher associations should support and assist reforming sexuality education in schools.

5.2.31. Both students and university representatives told the EOC that they believe many perpetrators have distorted views about women, masculinity, relationship and courtship that contribute to their sexual harassment behaviour on university campus.

Such distorted perceptions about sex and gender may well be formed before students study at university.

5.2.32. Yet, sexuality education is provided at a minimal level, if any, at our primary and secondary schools. Students want sexuality education but they received very little or nothing in their secondary schools. Also, most schools only focus on the biological aspect of reproduction, and have little or even no discussion on relationship and values (paragraph 4.6.25-30).

5.2.33. On this subject, the Policy, Research and Training Committee of the EOC submitted a paper to the EDB in September 2018.⁵⁷ The submission recommended that sexuality education should include themes like gender equality, consent education, prevention of dating violence, how to seek help, and the rectification of the victim-blaming culture, etc. In particular, the submission highlighted that sexuality education curriculum should include the following elements to ensure proper implementation:

- Structured teaching and training materials should be provided by the EDB to teachers who are responsible for teaching sexuality education;
- Recommended lesson hours for each elements of sexuality education in primary and secondary schools should be stipulated; and
- Teachers teaching sexuality education should receive mandatory training provided by the EDB.

5.2.34. Sexuality education paves the way for young people to be responsible adults. Therefore, this Study would like to call for a prompt and thorough review and reform of the sexuality education programme in primary and secondary schools. Comprehensive sexuality education should aim at helping young people develop responsible decision-making and respectful behaviour, which in turn, help eliminating sexual harassment in the long run. Therefore, a new balance should be struck between the biological aspect and relationship aspect of sexuality education. This Study also calls for the support of school sponsoring bodies and parent teacher associations in the implementation of the reformed sexuality education. ◆

⁵⁷ EOC (2018). *Submission on Review of Sex Education in Schools*. Retrieved from <http://www.eoc.org.hk/eoc/upload/20181010172945136776.pdf>

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Legislations and court cases


- Sex Discrimination Ordinance, Cap. 480.
- Yuen Sha Sha v Tse Chi Pan* [1999] 2 HKLRD 28, DC

Appendices

Appendix 1: Supplementary information for the online survey

Sample of the online questionnaire

[繁體中文](#) | [簡體中文](#) | [ENGLISH](#)



Sexual Harassment: Questionnaire Survey for University Students 2018

Introduction

The Equal Opportunities Commission (EOC) is conducting a **"Sexual Harassment: Questionnaire Survey for University Students 2018"** to understand the views of university students on sexual harassment and the prevalence of sexual harassment on university campus.

All students, **18 year old or above** on **full-time** degree programmes in Hong Kong, are invited to participate in this survey. Your participation in this survey is voluntary and all of your responses are anonymous. It takes about 10 minutes to complete. Your personal data will be kept confidential. Only aggregated and analysed information or data will be published by the EOC. The EOC will publish the results of this survey while the participating universities will only receive anonymous aggregated data for reference.

As a token of gratitude, **the first 1000 students who successfully completed the questionnaire will receive a HK\$37 Pacific Coffee e-voucher** (A valid university email address has to be provided for receiving the e-voucher). The e-voucher is available on a first-come-first-served basis while stocks last. The university email address provided will only be used for issuing the e-voucher.

The information collected will not be used to identify particulars of an individual. If you have any enquiries about this survey, please contact the EOC at 2106-2125 or email to prtdevent@eoc.org.hk.

Please check the box below, and click **[Start survey]** to start the questionnaire.

☐ I have read the above information. I understand the purpose of the survey and agree to participate in this study.

Start survey

About Us

The EOC is a statutory body set up in 1996 to implement the Sex Discrimination Ordinance, the Disability Discrimination Ordinance, the Family Status Discrimination Ordinance, and the Race Discrimination Ordinance. The EOC works towards the elimination of discrimination on the grounds of sex, marital status, pregnancy, disability, family status and race. For more information about the EOC, please visit our website at www.eoc.org.hk.

1. Are you aged 18 or above?

- ☐ Yes
- ☐ No **[Questionnaire finished, skip to the end]**

2. Are you studying one of the following full-time university programmes:

- ☐ Undergraduate degree (Year 1)
- ☐ Undergraduate degree (Year 2)
- ☐ Undergraduate degree (Year 3)
- ☐ Undergraduate degree (Year 4)
- ☐ Undergraduate degree (Year 5 or above)
- ☐ Master's degree
- ☐ Doctoral degree
- ☐ Exchange student **[Questionnaire finished, skip to the end]**
- ☐ None of the above **[Questionnaire finished, skip to the end]**

Part I : Understanding of Sexual Harassment**3. Do you think the following conducts constitute sexual harassment?**

	Yes	No	Don't know
Someone invites you to go out on dates repeatedly, regardless of your rejection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Someone sends you sexually suggestive messages or photos on the Internet and makes you feel offended	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Someone plays sexually suggestive games in front of you during student activities and makes you feel offended	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Someone makes sexual comments about your appearance and makes you feel offended	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Someone tells sexual jokes and makes you feel uncomfortable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Someone keeps making sexual advances to you regardless of your rejection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Someone discusses with others about sex in front of you and makes you feel uncomfortable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Someone has inappropriate physical contact with you (e.g. forcible kiss, touch or brush up against you)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part II: Experience of Online Sexual Harassment

According to the Sex Discrimination Ordinance, the definitions of sexual harassment are:

- I. any person engages in an unwelcome conduct of a sexual nature in relation to another person, in circumstances in which a reasonable person would have anticipated that that other person would be offended, humiliated or intimidated;
- II. any person engages in a conduct of a sexual nature which creates a hostile or intimidating environment for another person, even if the behaviour is not directly targeted at that other person.

If you suffer from emotional distress while filling in the questionnaire, you may seek assistance from [university support/counselling services](#) or [non-governmental organisations](#).

4. Have you ever experienced online sexual harassment in the past 12 months? (You may select more than one option)

- ☐ Someone has posted indecent image(s) or video(s) of you online without your consent
- ☐ Someone has posted commentaries/rumours of a sexual nature about you online (e.g. discussion of your sex life, rumours about you having sex with a professor)
- ☐ You have received sexually suggestive message(s) online and felt offended
- ☐ You have received indecent image(s) or video(s) online and felt offended
- ☐ Other experience of online sexual harassment: _____
- ☐ **Never experienced online sexual harassment [Skip to Q8]**
[Either select this option or any other options above]

(You may briefly describe your experience of online sexual harassment in this box if you wish.)

5. How many times have you experienced the aforementioned online sexual harassment in the past 12 months?

- ☐ Once
- ☐ 2 to 5 times
- ☐ 6 to 10 times
- ☐ More than 10 times

6. On what online platform(s) have you experienced sexual harassment in the past 12 months? (You may select more than one option)

- ☐ University intranet
- ☐ University email
- ☐ Private email
- ☐ Online forum or chat room
- ☐ Social media platform(s)
- ☐ Others: _____

7. In the online sexual harassment incident(s) you experienced in the past 12 months, the harasser(s) is/are: (You may select more than one option)

- ☐ Classmate(s)
- ☐ Tutor(s), lecturer(s) or professor(s)
- ☐ University non-academic staff
- ☐ Colleague(s), customer(s) or client(s) in the workplace of internship
- ☐ Student(s) studying at other universities
- ☐ Identity of the harasser(s) is/are unknown
- ☐ Others: _____

Part III: Experience of Sexual Harassment on Campus at Local Universities

According to the Sex Discrimination Ordinance, the definitions of sexual harassment are:

- I. any person engages in an unwelcome conduct of a sexual nature in relation to another person, in circumstances in which a reasonable person would have anticipated that that other person would be offended, humiliated or intimidated;
- II. any person engages in a conduct of a sexual nature which creates a hostile or intimidating environment for another person, even the behaviour is not directly targeted at that other person.

If you suffer from emotional distress while filling in the questionnaire, you may seek assistance from [university support/counselling services](#) or [non-governmental organisations](#).

8. Have you ever experienced sexual harassment (excluding online sexual harassment) on campus at local universities in the past 12 months? (You may select more than one option)

- ☐ Someone has had inappropriate physical contact with you (e.g. forcible kiss, touched or brushed up against you)
- ☐ Someone has exposed him/herself in front of you
- ☐ Someone leered at you, or made lewd/sexual gestures which made you feel offended
- ☐ Someone has made sexually suggestive comments or jokes to you and made you feel uncomfortable
- ☐ Someone has made sexually suggestive comments or jokes to others in front of you and made you feel uncomfortable
- ☐ Someone has made sexual comments about your appearance and made you feel offended
- ☐ Someone has requested you to perform an act with close physical distance or participate in sexually suggestive games during student activities and made you feel uncomfortable
- ☐ Someone has played sexually suggestive games in front of you during student activities and made you feel uncomfortable
- ☐ Someone has sexually bullied you (e.g. forcibly took off your clothes)
- ☐ Someone has kept inviting you to go out on dates regardless of your rejection
- ☐ Someone has kept making sexual advances to you regardless of your rejection
- ☐ Someone has offered good academic results, money or other benefits in exchange for sexual favours (i.e. *quid pro quo* sexual harassment)
- ☐ Someone has peeped at you or took photos or videos of you without your consent
- ☐ Other experience of sexual harassment: _____
- ☐ **Never experienced sexual harassment on university campus [Skip to Q13]**
[Either select this option or any other options above]

(You may briefly describe your experience of sexual harassment on campus in this box if you wish.)

9. How many times have you experienced the aforementioned sexual harassment (excluding online sexual harassment) on university campus in the past 12 months?

- ☐ Once
- ☐ 2 to 5 times
- ☐ 6 to 10 times
- ☐ More than 10 times

10. At which place on university campus have you experienced sexual harassment in the past 12 months? (You may select more than one option)

- ☐ University library or study room
- ☐ Teaching venue (e.g. laboratory, classroom or lecture hall)
- ☐ Office of university staff
- ☐ Common area or lounge (e.g. canteen, swimming pool or activity room)
- ☐ University accommodation (e.g. dormitory, hall)
- ☐ Washroom, shower room or changing room
- ☐ Transportation on campus
- ☐ Others: _____

11. In the sexual harassment incident(s) you experienced on university campus in the past 12 months, gender of the harasser(s) is/are: (You may select more than one option)

- ☐ Male
- ☐ Female
- ☐ Unknown

12. In the sexual harassment incident(s) you experienced on university campus in the past 12 months, the harasser(s) is/are: (You may select more than one option)

- ☐ Classmate(s)
- ☐ Tutor(s), lecturer(s) or professor(s)
- ☐ Non-academic staff of university
- ☐ Student(s) studying at other universities
- ☐ Identity of the harasser(s) is/are unknown
- ☐ Others: _____

13. Have you ever been sexually harassed (excluding online sexual harassment) by university classmate(s)/academic staff outside campus in the past 12 months?

- ☐ Yes
- ☐ No [Skip to Q19 if you select this box, and also “Never experienced online sexual harassment” in Q4 and “Never experienced sexual harassment on university campus” in Q8; Otherwise, skip to Q16]

You may briefly describe your experience of sexual harassment outside campus in this box, if you wish.)

14. Hence, how many times have you experienced sexual harassment (excluding online sexual harassment) outside university campus in the past 12 months?

- ☐ Once
- ☐ 2 to 5 times
- ☐ 6 to 10 times
- ☐ More than 10 times

15. What kind(s) of activities you were participating outside university campus when you were sexually harassed (excluding online sexual harassment) by university classmate(s)/academic staff in the past 12 months? (You may select more than one option)

- ☐ Activities organised by the university
- ☐ Activities organised by student bodies
- ☐ Private or recreational activities
- ☐ Others: _____

Part IV: Matters Related to Complaints

16. Have you ever taken the following action(s) after being sexually harassed (including online and others) in the past 12 months? (You may select more than one option)

- ☐ Avoid contact with the harasser(s)
- ☐ Ask the harasser(s) to stop his/her act of sexual harassment
- ☐ Block the harasser(s) online
- ☐ Ask social networking sites to remove the harassing content
- ☐ Talk to classmates, friends or family members
- ☐ Talk to academic staff or counsellors
- ☐ Complain to the university **[Skip to Q18]**
- ☐ Complain to the Equal Opportunities Commission
- ☐ Report to the police
- ☐ Others: _____
- ☐ **No actions taken [Either select this option or any other options above]**

17. Your reason(s) for not complaining to the university include: (You may select more than one option)

- ☐ Being unsure whether the incident is sexual harassment
- ☐ The incident was not serious
- ☐ The matter has been resolved on your own
- ☐ Do not want to mention the experience of sexual harassment again
- ☐ Do not want the incident to be revealed/discussed
- ☐ Worry about ineffective complaint mechanism or protracted process
- ☐ Do not know the channels for lodging complaints
- ☐ Being afraid of retaliation by the harasser(s)
- ☐ Do not want to be regarded as a troublemaker
- ☐ Do not want to jeopardise the relationship with the harasser(s)
- ☐ Complain to the Equal Opportunities Commission or report to the police has been made
- ☐ Others: _____

[Skip to Q19]

18. In the complaint about sexual harassment you lodged to the university in the past 12 months, the sexual harasser(s) is/are: (may select more than one option)

- ☐ Classmate(s)
- ☐ Tutor(s), lecturer(s) or professor(s)
- ☐ Non-academic staff of university
- ☐ Colleague(s), customer(s) or client(s) in the workplace of internship
- ☐ Student(s) studying at other universities
- ☐ Identity of the harasser(s) is/are unknown
- ☐ Others: _____

Part V: Anti-sexual Harassment Efforts of the University

19. Does your University have any anti-sexual harassment policy?

- ☐ Yes
- ☐ No **[Skip to Q21]**
- ☐ Don't know **[Skip to Q21]**

20. Have you ever read the anti-sexual harassment policy of your university?

- ☐ Yes
- ☐ No

21. Do you think your university has paid sufficient efforts on promoting anti-sexual harassment?

- ☐ Very sufficient
- ☐ Sufficient
- ☐ Fair
- ☐ Insufficient
- ☐ Very insufficient

(You may share your views on how the university can enhance their efforts on prevention of sexual harassment in this box, if you wish.)

Part VI: Personal Particulars

22. Your gender is:

- ☐ Male
- ☐ Female
- ☐ Others: _____

23. You are a student at:

- ☐ The University of Hong Kong (HKU)
- ☐ The Chinese University of Hong Kong (CUHK)
- ☐ The Open University of Hong Kong (OUHK)
- ☐ City University of Hong Kong (CityU)

- ☐ The Hong Kong University of Science and Technology (HKUST)
- ☐ Hong Kong Baptist University (HKBU)
- ☐ The Hong Kong Polytechnic University (PolyU)
- ☐ The Education University of Hong Kong (EdUHK)
- ☐ Lingnan University (LU)

24. You are studying at the:

- ☐ Faculty of Architecture
- ☐ Faculty of Arts
- ☐ Faculty of Business
- ☐ Faculty of Education
- ☐ Faculty of Engineering
- ☐ Faculty of Law
- ☐ School of Design
- ☐ School of Communication/Journalism
- ☐ Faculty of Medicine/Dentistry/Nursing/Chinese Medicine
- ☐ Faculty of Science
- ☐ Faculty of Social Sciences
- ☐ Others: _____

25. Are you a person of LGBTI (Lesbian/Gay/Bisexual/Transgender/Intersex)?

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

26. Are you a person with disability?

- ☐ Yes
- ☐ No
- ☐ Prefer not to say

27. You are a:

- ☐ Local student
 - ☐ Mainland student
 - ☐ Overseas student
 - ☐ Others: _____
-

Thank you for completing this survey.

Your participation would be tremendously helpful to our research analysis. For enquiries about this research, please contact the EOC at 2106-2125. To learn more about sexual harassment, you may refer to the EOC's **Anti-Sexual Harassment Resources** (website: <https://goo.gl/xDwO3e>).

If you suffer emotional distress after filling in the questionnaire, you may seek assistance from university support/counselling services or non-governmental organisations.

- ➔ **To lodge a complaint about sexual harassment, please contact the EOC or your university.**
- ➔ **To lodge a complaint about sexual assault, please contact the police or your university.**
- ➔ **To have an individual consultation on sexual harassment incidents, please contact the following related organizations for assistance.**

Universities	University Support or Counselling Services	Tel.	Email
The University of Hong Kong	Centre of Development and Resources for Students Counselling and Person Enrichment (CEDARS-CoPE)	3917-8388	cedars-cope@hku.hk
The Chinese University of Hong Kong	Committee Against Sexual Harassment	3943-8716	pash@cuhk.edu.hk
The Open University of Hong Kong	Student Counselling Services, Student Affairs Office	2768-6856	
City University of Hong Kong	Counselling Service, Student Development Services	3442-8478	cityucare4u@cityu.edu.hk
The Hong Kong University of Science and Technology	Counseling & Wellness Center, Student Affairs Office	2358-6696	counsel@ust.hk
	24/7 HEARing helpline	8208-2688	
Hong Kong Baptist University	Counselling & Development Center	3411-7435	cdc@hkbu.edu.hk
The Hong Kong Polytechnic University	Office of Counselling and Wellness	2766-6800	ocw.sc@polyu.edu.hk
The Education University of Hong Kong	Student Affairs Office Counselling Service	2948-6245	saocs@eduhk.hk
Lingnan University	Counselling Team, Student Services Centre	2616-7024	counsel@ln.edu.hk

Other Support Services	Tel.	Website
Equal Opportunities Commission	2511-8211	www.eoc.org.hk
Suicide Prevention Services	2382-0000 [24-hour]	www.sps.org.hk
CEASE Crisis Centre	18281 [24-hour]	ceasecrisis.tungwahcsd.org
RainLily	2375-5322	www.rainlily.org.hk
The Family Planning Association of Hong Kong	2572-2222	www.famplan.org.hk
The Samaritan Befrienders Hong Kong	2389 2222 [24-hour]	www.sbhk.org.hk

Universities	Channels for Complaints or Enquiries about Sexual Harassment at University	Tel.	Email
The University of Hong Kong	Equal Opportunity Unit	3917-5115	eounit@hku.hk
The Chinese University of Hong Kong	Committee Against Sexual Harassment	3943-8716	pash@cuhk.edu.hk
The Open University of Hong Kong	Equal Opportunities Officer	2768-6311/ 2768-6315	eeo@ouhk.edu.hk
City University of Hong Kong	Committee Against Sexual Harassment	3442-9000	cash@cityu.edu.hk
The Hong Kong University of Science and Technology	The Gender Discrimination Committee	2358-6652	gdc@ust.hk
Hong Kong Baptist University	Personnel Office	3411-5082	mtam@hkbu.edu.hk
The Hong Kong Polytechnic University	Academic Secretariat	2333-0600	asdept@polyu.edu.hk
The Education University of Hong Kong	Equal Opportunities and Disability Access Officer	2948-6012	eodao@eduhk.hk
Lingnan University	Director of Administration	2616-8752	monicat@ln.edu.hk

[Termination]

Only students studying **full-time** university programmes in Hong Kong who are **aged 18 or above** are invited to participate in this survey. Thank you for your interest in the survey. To learn more about anti-sexual harassment, you may refer to the EOC's **Anti-Sexual Harassment Resources** (website: <https://goo.gl/xDwO3e>).

List of selected qualitative responses (Q4, Q8, Q13 & Q21)

Q4's text box: Students' description of online sexual harassment experience	
1.	在 sarahah(一個匿名 app 可以讓認識的朋友匿名地對說出對自己的看法)上被匿名友人對自己說出有強烈性暗示的語句，例如“想抱住我嚟 x”，但因為不知是誰，但是我認識的人，所以覺得很害怕，卻因為匿名而求助無援，到現在仍然不知是誰講出這些說話
2.	在 Goop(手機 app)被謠傳與某人發生性關係。感到心理及精神上有很大壓力。
3.	有男人裝作做學生問卷調查，問一些私人及不恰當的問題，並不斷要求傳送私人照片，以及多次打電話作出騷擾。
4.	并非过去 12 个月内，但是也有过经历。在 Skype 上接到陌生好友邀请，以为是 language exchange 的 post 有人回应。聊了几句后对方发来视频请求。对方一直黑屏，但语音正常，解释说是设备问题。几分钟后突然开始说：You are so beautiful，随后能看到对方的画面，正在裸着下身自慰。我感到震惊和被冒犯，立马关掉窗口，拉黑了这个人。当时在图书馆内，又很担心其他人看到了，非常慌乱。
5.	曾经有男生发微信问我：“你今天是不是穿了白色蕾丝内衣？”(我和他的关系并不熟，是属于陌生人的那种关系，我不明白为什么他要这样问我，我觉得自己没有义务要满足他的性幻想并且受到了冒犯)
6.	有人截取我上传至网上的个人照片，然后发我邮件，进行语言骚扰。
7.	有人係 instagram dm 我，會講 d 好 sexual 既野 e.g.用我 d 相嚟打飛機 仲要有好幾個
8.	被問是否處女
9.	會有不認識的人不停給很多裸露不雅照片給我,即使我已作出警告,也有人不停向我提出性行為要求
10.	A guy forcefully got my number at the library and then proceeded to send me inappropriate messages about my appearance until I blocked him.
11.	高年級同學互相 send 我的泳照。令我感到受威脅。
12.	有時群組裏朋友會分享搞笑的消息，某些圖片或者訊息會涉及性，我的感受並不是特別反感，但覺得未必需要拿性來開玩笑。
13.	有人在聊天群組裡不停上傳女性裸露照片，一班男性討論照片，令其他於群組內的女生感到不舒服
14.	在 goop 中，有人發佈女性裸照，覺得不舒服
15.	在社交平台被不明人士發放不雅訊息，並要求見面，進行親密行為，對方最後被本人拒絕、封鎖、檢舉
16.	被人謠傳在宿舍與不同人士發生性行為
17.	有人在 Facebook 用假帳戶向我作裸聊推銷
18.	WhatsApp video call from unknown. 自拍自己打手槍
19.	被盜用照片用作 ptgf 招客
20.	該網友突然開啟了自己的 camera，露出自己的性部位

Q8's text box: Students' description of experience of sexual harassment on campus

1.	學會活動時與一男生表演被假戲真做地接吻了
2.	I was doing a sociophonetics experiment for my assignment. Halfway through the experiment, male participant of my experiment placed his hand on my lap close to my private part while holding my laptop. I pushed his hand away, I am sure that he knew it
3.	Leering is something that happens ALL THE TIME, wherever you are, whatever you're wearing, whatever you're doing - the most disappointing thing is when you know very clearly the people you know and respect very much are leering at you.
4.	我是男生，有試過一至兩次不相熟的女生對我有不必要的接觸或挑逗
5.	Instructor 於課堂內不斷說鹹濕笑話，又經常提到自己喜歡美女長腿身材等，有次亦不斷舉高雙手展示自己的腰部，有次我要出去 present 時他說 good good good! I love you! 令我覺得很不自在。
6.	在校園範圍內，曾有一名印巴男士以做問卷為由，邀請我坐下。突然脫去我的鞋子不斷撫摸
7.	Ocamp 玩 game 玩到坐氣球 男下女上，女仔負責跑，好侮辱
8.	虽然不在过去 12 个月里，但是刚来科技大学的时候，遇到同组男组员讲性别歧视的玩笑，每天午饭晚饭就讲各种男女问题，不停的问我跟各种男组员有没有可能性，甚至还有对我跟我老板的关系开玩笑。上个学期，有遇到新进的男组员对我的工作成果评论：“是你男朋友帮你做的吗？”在我跟他讲解我的工作内容的时候，而且是在对方的询问下讲解的。
9.	在校巴上被一位中年男士摸大牌
10.	在大學本科生時期，有教授曾要求到他辦公室，提出擁抱及親吻請求。他會用電話及 SMS 不停搵我，對我身體亦作出評價，好恐怖，亦困擾。我對同學講過，如他靠近，請幫我離開。有時同學會以為我講大話博出位，亦有人覺得係我勾引佢，好委屈，直至我出示相關訊息，佢地先會信我，那時很無助。而我亦因害怕因此事令自己未能畢業，他位高權重，怕影響自己，所以我不了了之。
11.	在迎新營中，有組爸常常借故親吻我，我已向他拒絕，並表示不適。但他仍然繼續，這曾令我很害怕和困擾。有時候他更會要求和我一起睡，我每次也拒絕，但他仍不斷請求
12.	曾參與功夫學會。一些教練經常以糾正動作為理由，觸摸學生敏感部位。由於并非明顯的性騷擾而是在以功夫教學的藉口發生肢體觸碰，不知如何開口指出他的行為，也缺乏人證
13.	在校車上被摸
14.	在校巴被摸胸，但因當時太害怕，沒有馬上求助，事後向保安組求助，但不了了之
15.	我支莊個 P 成日抽水。有時佢轉身嘅時候隻手一掏就 hi 到我 patpat。雖然我會避，但有時佢無端端喺後面出現真係避唔到。同埋試過搭校巴比個男人不停望同佢用大牌 hi 我隻腳，佢坐我企'

16.	經濟及工商管理學會要我跟男士用口傳遞很短的百力支，不允許我不玩
17.	我不清楚這情況可以介定作什麼，但曾經有學校職員利用職務之便要求我提供個人電話號碼，並向我作出騷擾，讓我覺得不安
18.	同学自行断言我不是处女。与留学生交往过程中，对方长时间握住我双手进行交谈，并间或有拥抱、揽抱动作，因为不知道是否是对方国家的礼仪，所以当时未拒绝，但会感到不适，毕竟对方是异性。
19.	課堂上被教授借教學示範的名義拍胸口
20.	在校園宿舍里，有人在拒絕的情況下仍多次暗示地提出性要求，包括在房間門口流連、在門口留言板上留下字跡，令我感到不安全。
21.	Yesterday after lunch, a Phd kept saying my body is sexy and the shape of my hip is so attractive that she wants to pinch and touch, and how well it should feel. Though we are both female, I still feel offended. I said NO and bounce away her hands.
22.	浴室偷拍
23.	言語上的性騷擾可能不是通過口頭表達，而是通過書面資料，例如 ppt 中放裸露的女性照片、工作紙中放關於性的言論。傳統理解的性騷擾好像並沒有包括這種方式和性騷擾。部分學生甚至可能以為這是為了活躍氣氛開的玩笑。
24.	有大學教授在一堂 lecture 上模仿性愛動作。
25.	我有一個補習學生，他是就讀小二年級的男生，他常在我面前把褲子脫下並露出他的私人部位，有時甚至會想對我作出不合適的接觸。他亦喜歡說一些涉及性器官的笑話。我和其他補習老師有嘗試作出教導，但未能糾正他的行為。我的朋友(女)替一個小六的學生(男)補習也有遇到類似的情況，她的學生會經常在她面前摸私人部位，又會對我的朋友談及關於成人電影。他們在這方面的行為令我們很困惑，因為他們是小朋友，相信只是出於好奇和玩的心態，但我們不知道應該如何面對這些情況，甚至不知應否覺得自己是被性騷擾。他們沒有得到好的性教育。
26.	以前在某專上學院就讀時，參加過新生營遭到一個同組男生借安全為明順手非禮，他不停以雙手上下磨擦我背脊近 bra 帶的位置
27.	One of the university professor approached me and always tried to invite me for an outing. I said "yes" last time and he drove me to a restaurant on an island. On the way back, he touched my hand and made me feel really uncomfortable.

Q13's text box: Students' description of experience of sexual harassment outside campus

1.	在實習時有職員聲稱要送我回家，說要帶我到較靜的地方去示範一些氣功給我看，還說可以跟上級說，讓我畢業後留在該工作單位工作，我在堅決拒絕後才能離開
2.	(大型補習社補習老師) 利用本人對他的尊敬和信任 他約本人以舊生身份見面吃飯，被他車往暗黑地方，其間觸及本人胸部，後來本人表示拒絕，他沒有繼續。
3.	我並不肯定是否「真的」性騷擾，但我曾被大學的教職員用帶有性暗示的字眼調侃，並使我感到非常不自在。但我無法肯定對方話語的用意，故我只裝作沒有聽到。

4.	該男同學不斷以 WhatsApp、Facebook、電話聯絡我，向我索取私人照片。
5.	我是女生，過去兩個月到一間中學進行教學實習，該校一位年老男教職員未經我同意，搭實摸我手臂，我即時退後並呼喚旁邊的學生。我事後感到很不舒服，因為我好怕被人接觸身體任何一個部份。但因為該年老男教職員在學校有很高地位，連校長也忌他三分，我又沒有證據指出他是性騷擾，所以只跟家人、朋友傾訴，之後自己會醒目避開。請你們加強在大學的宣傳或者講座，讓準教師或其他同學可以知道性騷擾的定義、以及如何保護自己。謝謝！

Q21's text box: Students' views on how the university can enhance their efforts of preventing of sexual harassment

1.	校車上安裝報警裝置，受到性騷擾可按響，引起全車警惕
2.	公開討論、邀請毛記電視等比較前衛大膽的網上平台到校園宣傳
3.	見學校間不中有宣傳 programme. 但感覺宣傳不足。可以加多 d interactive activities 或利用 social media 作宣傳。LGBT issues 的性騷擾亦需要留意
4.	讓年輕人知道覺得唔 OK，係可以出聲拒絕的，而不用覺得方面。也可以教年輕人社交技巧，點樣明確拒絕，而不會損害即場氣氛和人際關係。
5.	Like career centre/ counselling centre, set up 一個針對性騷擾的部門(for education)
6.	app that provide knowledge about sexual harassment
7.	防止性騷擾週，向同學推廣防止性騷擾的資訊
8.	我知道某大学对于本科生的防止性骚扰工作做了很多推广，但是对于 pg 学生的性骚扰教育基本为 0(零)。我认为至少对于 pg 同学，也应该强制性的通过跟本科生一样的课程和考试。
9.	Not aware of any anti-sexual harassment efforts at my school, thus I would think it is insufficient. Have an awareness week? Promote where resources are available? Not just for those living on-campus, but also those off-campus.
10.	个人认为，有些女性对于性骚扰的定义不明确，她们遭受某些行为之后，却没有意识到这样的行为是性骚扰。希望学校在宣传时，提及性骚扰的不同类型，以使女生提高警惕。
11.	可能透過海報/fb/ig post,讓同學了解性騷擾定義，以及查詢的方法(WhatsApp 可能比致電容易一點)
12.	海報的張貼和宣傳方面，可以參考「中大有晴」那種。
13.	不要只在 ocamp 前才推廣，應在學期中也一直推廣
14.	There should be sufficient notice for students, especially in the hall area, e.g. Poster/Banner/Leaflet, to let people know the university care about this issue. However, I wonder if the university care about their reputation and ranking more than this issue
15.	University doesn't really care They only act to show symbolic care and they protect their own staff.They don't want to deal with the real issue Its easier to ignore and deny
16.	Those campaigns are not interesting enough and their promotion is still very weak. I know our committee they also utilize social media platforms, but it lacks of gimmicks and hence no one

	really cares about the policy and their campaigns.
17.	以互動的工作坊形式教授性知識及防止性騷擾
18.	可以多利用 social media 作宣傳 盡量可以用一些較輕鬆及有趣的手法介紹
19.	I have heard that there are fellow medical students who peep on others and yet are permitted to continue their study.
20.	為學生會舉辦的迎新營活動制定指引。(在某屆工程學院迎新營的遊戲中,有"組爸"故意用水槍射向女同學胸部及下體)
21.	可拍一些 100 毛之類的影片,既輕鬆又有趣
22.	大學可以嘗試用福利品推廣防止性騷擾,例如向同學派發食物,並要求同學必須先讀好專頁才能取福利品。
23.	舉辦新生講座,詳細說明校園性騷擾定義,以及投訴渠道、調查機制。同學在課堂上刻意談及性話題,對老師和同學造成困擾或不自在,這種行為現在其實相當普遍。如果可以,必須在學生入學的時候說明此類行為屬於性騷擾。另需要學校訂定明確的調查部門,才能起阻嚇作用。
24.	我是一位碩士研究生,也是舍堂導師,我接觸的學生感到被冒犯主要在 o camp 發生,我建議迎新活動半強制(校政上)或指贊助的形式(非校政上)要求加入有關防止性騷擾的推廣——例如贊助某些活動/活動費扣減某數目,但須出席防止性騷擾工作坊之類。
25.	首先,學生對性騷擾知識不足,大學可以舉辦必須出席的講座向同學說明什麼行為是性騷擾,當遇到時應如何處理。另外學校需要提供學生求助的渠道
26.	The promotion is with a good intention. However, I think the current promotion seems to be unfair to boys. A stereotype exists that it is always male who would attempt sexual harassment and women are always the victims.
27.	感覺上大學較缺少同儕互助的機制
28.	大學裡有關於防止性騷擾的講座,但感覺這遠遠不夠,他們講的太 general。我認為應該有一些課程講解和示範如果遇到性騷擾應該怎麼應對,並且演示一下這種情況應該怎麼辦來加深印象,另外給同學們建議一些比較好用的隨身攜帶的防身小神器。
29.	教育學生如何作出投訴性騷擾、宣傳男女間互相尊重信息、活動、非大學的員工如教練的操守評估(一些學會缺乏 evaluation system,令學生未能反映他們對教練的意見,騷擾者未能得到 feedback 進行反省與改過,因而使情況未能得到改善。
30.	加以宣傳,例如有 International day 和 career fair,也可以有 protect yourself day,用攤位和遊戲去宣傳。
31.	教育大眾何謂性騷擾,因為我對此定義很模糊,和遇到性騷擾時報警以外的應對方法;例如如何向對方表達,或是更嚴重的情況下如何向大學投訴,投訴程序,有關當局大概會如何處理。另外,可教育一下大眾,如對方在沒人,僻靜的環境下性騷擾你(沒其他人證),例如裸露身體敏感部位,要如何是好?對於一些活潑外向,善於表達的人來說,大叫是最好的解決方法,幸運的很快有人來解決;但對於內向膽少的人來說,這是一輩子的心陰影,請務必在這方面做好!
32.	首先让同学们了解什么是性骚扰,我们可以通过什么方式来拒绝以及防御,如何正确的

	保护自己
33.	我认为，目前的性骚扰举报平台并不是十分的便捷，并且使人感受到距离感。因此，学校可以考虑加大防止性骚扰的宣传力度，让同学们感受到，举报性骚扰是一件便利且安全的事情，自己在遇到困难时可以得到学校的充分支持与帮助。
34.	在校園舉辦為期一週的反性騷擾活動，設置展板和攤位遊戲(送小禮物)介紹性騷擾的定義，與校園性騷擾情況的相關法例和可採取的措施。
35.	發電郵簡介防止性騷擾的工作、貼海報/資訊在當眼的地方
36.	There are events regarding sexual health, so maybe use that platform to lure more people into teaching ways to avoid and prevent potential sexual harassment
37.	I feel that universities do not pay so much attention on those incidents.
38.	雖然入學的時候有講解過，但可以定期舉辦有關活動加深知識，並可以與學生團體講述舉辦迎新營的有關防治措施。
39.	I think the school can post more banners and posters around the school to promote anti-sexual harassment. The school may also make use of the social media, and short videos to encourage students to voice out their unhappy experience to the school.
40.	過去多年大學迎新營的內容曾多次被指有大量含有性意味，甚至露骨的活動。作為曾經參與多年大學迎新營的一員，我確實認為學生對性騷擾的認知並不足夠，特別是在非物理上，例如黃色笑話、性意味字句/活動，學生們並不認知到其嚴重性，不了解確實會有新生/同學會感到反感。即使有成員在名義上是防止性騷擾專員，認真看待的人也不多。我認為應該多宣傳性騷擾多樣的可能性，讓他們明白到無心之舉/言也是可能使人感到冒犯的。
41.	至少提供更多資訊和輔導渠道，因很多時候輔導信息都以學業壓力等有關
42.	Raise awareness of consent issues (e.g. posters, activities), raise awareness of services for victims of sexual harassment (main issue is that they downplay the harassment, do not know how to or do not want to talk about it)
43.	我覺得可以多貼一些海報，簡潔明了，比較容易被人看到和記得。
44.	在社交媒體,例如開設 FB 專頁,並在大學生常用的專頁中(如:大學的 secret 網頁)對有關性騷擾的帖子評論,增加知名度
45.	多善用其他社交網絡平台
46.	在大學中，有不止一位的教職員，曾做出使學生感到「奇怪」的舉動。例如頻頻約女學生單獨用餐、用有性暗示的字詞使人不快等等。但大學乎未有留意...不過我同意大學或難以主動察覺。所以或許在 evaluation form 中，可以加入詢問該教師有否涉及性騷擾的問題。更為重要的事，要使學生能無負擔地申訴。因為現時同學皆是不敢反映，怕會有連帶後果。
47.	印製吸引、簡單易明的關於防止性騷擾的單張，於新生註冊日派發；每個學期可舉辦一次活動日，藉有獎遊戲吸引學生及教職員認識有關課題。
48.	Support #MeToo movement! Not only women but also encourage men if they had experiences of sexual harassment from both men and women.

49.	I have been studying for 1 year now, and have never seen any kind of promotion of sexual harassment.
50.	在 1. 開學的活動(O day)中，強制加入認識性騷擾的遊戲活動 2. 我校多元學系求職訓練系列中，寫 CV/教面試/就業有關的講座時，撥些時間講解職場性騷擾
51.	我並沒有在大學範圍內接觸過任何推廣防止性騷擾的活動
52.	我覺得我所屬的大學完全沒有任何防止性騷擾的推廣。
53.	I proper reporting process and also outreaching programs for the student to know how should they react towards such offences/intend, individual privacy status etc. Then one will know what is the proper handling methods.
54.	增加校內 poster、利用 mass mail 宣傳、舉辦有關的活動(例如電影放映等較輕鬆的活動)
55.	Never seen anything related to promoting anti-sexual harassment on campus. I do now there is a policy, but as far as I know, It is not promoted at all.
56.	防止性騷擾的工作只在宿舍入住接受過，但是在學校內部，特別是对我们这种每天在实验室的博士生没有在学院内开展过相关工作。
57.	舉辦關注防止性騷擾日
58.	增加有關性騷擾政策以外的活動，例如:性騷擾在大學，男性性騷擾等
59.	1. 學校進行性騷擾教育(包括平機會)背後暗暗支持了香港保守的性氛圍，不鼓勵口頭清楚溝通，這一點非常不利於親密關係中的界限表達，比起暗示、觀察表情等含蓄溝通更容易造成誤會；2. 在第一點的基礎上，增加這方面的培訓和宣傳。
60.	宿舍分時段男女同房根本冇用，又阻礙真的有需要同房(eg. project)的人，又不能防止性騷擾。大學生已是成年人，應能分辨對錯，不需要空有虛殼的制度，而要一些真的有用防止性騷擾的方法。
61.	It is very important to raise the awareness of sexual harassment in the university, especially the male professor as they tend to be ignorant about abusing their power over female students, creating uncomfortable situations verbally and physically.
62.	When I was on exchange in Canada, the campus was full of posters of “only yes means yes” “silent doesn’t mean yes” etc. hk has none of that
63.	One of the main campaign projects on campus to prevent sexual harassment has the slogan “defend your dignity say no to sexual harassment”. This is victim blaming. Victims of harassment should not have to believe that their dignity harmed
64.	Hold exhibitions/booths on their policies, informing students of their rights and responsibilities. Concerned organisations can hold regular activities educating students on knowledge about sexual harassment, which is very lacking on campus.
65.	Teachers at my department are not cognizant of the side effects of sexual harassment. They tend to ignore the issue even if it has happened, and they act as if it is the fault of the person that has been sexually harassed.

Demographic information of respondents

Below is the demographic information of respondents of the online survey (weighted data):

Q22_Your gender is:

		Frequency	Valid Percent
Valid	Male	6706	46.4%
	Female	7731	53.5%
	Others	22	0.2%
	Total	14459	100.0%

Q23_You are a student at:

		Frequency	Valid Percent
Valid	The University of Hong Kong (HKU)	454	3.1%
	The Chinese University of Hong Kong (CUHK)	2747	19.0%
	The Open University of Hong Kong (OUHK)	1599	11.1%
	City University of Hong Kong (CityU)	2765	19.1%
	The Hong Kong University of Science and Technology (HKUST)	1891	13.1%
	Hong Kong Baptist University (HKBU)	1679	11.6%
	The Hong Kong Polytechnic University (PolyU)	2369	16.4%
	The Education University of Hong Kong (EdUHK)	653	4.5%
	Lingnan University (LU)	301	2.1%
	Total	14458	100.0%
Missing	System	1	
Total		14459	

Q24_You are studying at the:

		Frequency	Valid Percent
Valid	Faculty of Architecture	445	3.1%
	Faculty of Arts	1430	9.9%
	Faculty of Business	3154	21.9%
	Faculty of Education	527	3.7%
	Faculty of Engineering	2201	15.3%
	Faculty of Law	269	1.9%
	School of Design	171	1.2%
	School of Communication/Journalism	389	2.7%
	Faculty of Medicine/Dentistry/Nursing/Chinese Medicine	1381	9.6%
	Faculty of Science	1913	13.3%
	Faculty of Social Sciences	2003	13.9%
	Others	500	3.5%
	Total	14383	100.0%
Missing	System	76	
Total		14459	

**Q25_Are you a person of LGBTI
(Lesbian/Gay/Bisexual/Transgender/Intersex)?**

		Frequency	Valid Percent
Valid	Yes	964	6.7%
	No	12685	87.8%
	Prefer not to say	802	5.5%
	Total	14450	100.0%
Missing	System	9	
Total		14459	

Q26_Are you a person with disability?

		Frequency	Valid Percent
Valid	Yes	94	0.7%
	No	14122	97.7%
	Prefer not to say	235	1.6%
	Total	14451	100.0%
Missing	System	8	
Total		14459	

Q27_You are a:

		Frequency	Valid Percent
Valid	Local student	11689	80.9%
	Mainland student	2040	14.1%
	Overseas student	689	4.8%
	Others	32	0.2%
	Total	14450	100.0%
Missing	System	9	
Total		14459	

Appendix 2: Supplementary information for the in-depth interview

Demographic information of interviewees

ID	Interview Date	Gender	Level of Study	Language of the Interview
1	10 May 2018	Male	Undergraduate	Cantonese
2	10 May 2018	Female	Undergraduate	Cantonese
3	10 May 2018	Female	Postgraduate	Cantonese
4	18 May 2018	Female	Postgraduate	Cantonese
5	18 May 2018	Female	Undergraduate	Cantonese
6	23 May 2018	Female	Postgraduate	Cantonese
7	23 May 2018	Male	Undergraduate	Cantonese
8	25 May 2018	Female	Postgraduate	Mandarin
9	30 May 2018	Female	Postgraduate	Cantonese
10	30 May 2018	Female	Undergraduate	Cantonese
11	6 June 2018	Female	Postgraduate	Mandarin
12	6 June 2018	Male	Undergraduate	Mandarin
13	6 June 2018	Others	Undergraduate	Cantonese
14	6 June 2018	Female	Postgraduate	English
15	11 June 2018	Female	Undergraduate	Cantonese
16	13 June 2018	Female	Undergraduate	Cantonese
17	13 June 2018	Female	Undergraduate	Cantonese
18	15 June 2018	Female	Undergraduate	Cantonese
19	15 June 2018	Male	Undergraduate	Cantonese
20	15 June 2018	Female	Undergraduate	Cantonese
21	19 June 2018	Female	Undergraduate	Cantonese
22	19 June 2018	Female	Undergraduate	Cantonese
23	20 June 2018	Female	Undergraduate	Cantonese
24	20 June 2018	Female	Undergraduate	Cantonese
25	21 June 2018	Female	Undergraduate	Cantonese
26	22 June 2018	Female	Undergraduate	Cantonese
27	25 June 2018	Female	Undergraduate	Cantonese
28	26 June 2018	Female	Undergraduate	Cantonese

Ground rules of the in-depth interviews

1. Duration of the in-depth interview is one hour. The in-depth interview is conducted on a **voluntary basis**, you may request for a suspension of the interview at any time.
2. This interview aims to collect the sexual harassment experiences and views of university students on the issue. **There is no standard answer.**
3. All your personal data will be kept confidential. The study report will only cite the interview contents by a pseudonym or as “**a university student (male/female, year of study)**” and will never disclose your information, such as name or respective university. Personal particulars collected during the interview (e.g. name, telephone number, email address) **will be completely destroyed within six months after the study findings are released.**
4. **The interview will be recorded** in order to facilitate the report writing of researchers and ensure the accuracy of the information. All recordings will be destroyed within six months after the study findings are released. If you do not want to be recorded, please make a request to the researcher at any time.
5. If you wish to make an enquiry or lodge a complaint with the EOC about the sexual harassment incident, you may raise it **after the in-depth interview is completed.** We can refer you to the Complaint Services Division of the EOC for assistance.
6. In appreciation for your participation in the study, you will receive a remuneration of HK\$200 upon the completion of the interview.

Guiding questions of the In-depth interviews

(a) Experience(s) of Sexual Harassment on Campus

1. How would you **define sexual harassment**?
2. Do you think any of the scenarios below are sexual harassment? Why? (Select one or two items below for discussion)
 - Someone invites you to **go out on dates repeatedly**, regardless of your rejection
 - A schoolmate tells **sexual jokes** in front of you
 - A schoolmate makes **sexual comments** about your appearance
 - Someone plays **sexually suggestive games** in front of you during student activities
 - A schoolmate **forcible kisses or brushes up** against you
 - Someone sends you **nude photos** through social media or by other means on the Internet
3. Invite the respondent to talk about his/her **experience(s) of SH** on campus
 - **Details** of events
 - **Response and feelings** at the material time
 - Whether he/she has immediately **stopped** the harassing conducts
 - **Emotional and mental impact** the sexual harassment incident has brought to his/her social activities, lifestyle and studies
 - Has any schoolmate **witnessed** the incident or **offered help** as he/she is aware of the incident? Why?
 - What kind of **mentality** do you think the **harasser** was having? A harmless joke? Showing his/her power? Bullying?
4. Have you sought assistance after the incident? For example, sought support from student counselling centre, or sought help from friends/family members? Why?

(b) Sexual Harassment Complaint

5. Have you **lodged a complaint** with your university after the incident? Why?

- If you have lodged a complaint with your university, what is the complaint procedure? Have you encountered difficulties during the complaint process?
 - What was the attitude of the staff handling your complaint? Has he/she provided appropriate assistance? Was the complaint effective? Have the complaint achieved the result you expected?
 - If you have chosen not to lodge a complaint with your university, **why** so?
 - If you have lodged a complaint with the EOC, have you encountered difficulties during the complaint process? What was the attitude of the staff handling your complaint? Has he/she provided appropriate assistance?
6. Do you think lodging a complaint with your university can help you deal with the sexual harassment incident effectively? Why?

(c) Non-personal Experience or Witness of Sexual Harassment Incident on Campus

7. Have you witnessed or been aware of any schoolmate who seems to be sexually harassed on campus? How did that incident happen?
8. Have you stepped forward to help the schoolmate who seems to be sexually harassed? Why?

(d) Factors Causing Sexual Harassment

9. Is sexual harassment common on campus? What do you think are the **underlying causes** behind?
 - Is it common for students to play sexually suggestive games during student activities or O camp? Is this a usual practice in O camp?
 - Is it common for students to make fun of other students in a sexual manner in the dormitory? Is this a usual practice in the dormitory?
 - Is online sexual harassment among university students common? What are the causes behind?
10. Is sexual harassment on campus an impact of **mass culture**?
11. What do you think is the relationship between sexual harassment and **sex education** as well as **gender equality awareness**?

- When did you start receiving sex education? Were sexual harassment prevention, gender equality and gender respect covered?
- (If the respondent is not locally raised) At the place where you previously received education, when does sex education start? How is gender equality awareness at that place?
- What is your view on the **#MeToo movement**? (The #MeToo movement is an international movement against sexual harassment and sexual assault. #MeToo spread virally in October 2017 as a hashtag used on social media to help demonstrate the widespread prevalence of sexual assault and harassment.)

(e) Anti-sexual Harassment Efforts of the University

12. What measures do you think the university has put in place to prevent sexual harassment?
 - Have you ever attended any **anti-sexual harassment seminar** or similar activities organized by your university?
 - Are you aware that whether your university has put in place any **anti-sexual harassment policy**? Have you ever read the related policy?
13. Do you think your university has paid sufficient efforts on promoting anti-sexual harassment? How did you know about the university's anti-sexual harassment information? What do you think about the effectiveness of these preventive measures?
14. In what way do you think your university can combat sexual harassment on university? If you can design an **anti-SH campaign**, what would it be?
15. What **message** you would like to send to the university regarding matters on preventing sexual harassment?

Appendix 3: **Supplementary information for the focus group discussion**

Guiding questions of the focus group discussion

A. Promulgation of University SH Policy:

- a. What approach has your university adopted to communicate the policy to students and staff?
- b. What are the challenges encountered by your university in communicating the policy to students and staff respectively?
- c. Are there any difficulties in communicating the policy to particular level or particular group of staff or students?

B. Promotion of anti-sexual harassment message:

- a. What are responses of students and staff to these promotion or campaigns related to prevention of sexual harassment?
- b. What are the challenges encountered by your university in promoting the anti-sexual harassment message to students and staff respectively? Any limitations: fiscal resources? Human resources?
- c. In what ways you believe such promotion or campaigns can be enhanced?

C. Support from school management and senior personnel in faculties & departments

- a. Do your university has a designated office or committee to promote equal opportunities or anti-sexual harassment?
- b. What is the line of reporting of the designated office/committee?
- c. What kind of support does school management give?

D. Training

- a. How is training conducted to staff and students? Online? Seminar and talks?
- b. Does your university use a centralised or decentralised approach in conducting training? Through central administration, or colleges/faculties & departments/halls?
- c. What are the limitations?
- d. What are the main topics covered in the training? Any difference between staff and student training?

- e. Does the training prepare the students to cope with possible sexual harassment in the workplace after graduation?

E. Complaint handling

- a. What kind of challenges you face when your office handle a complaint related to sexual harassment?
- b. Why are there so few staff and students report sexual harassment incidents to university?

F. Sex Education and university culture/tradition

- a. Do you think university students have received proper and sufficient sex education including relationship and gender education before they enter university?
- b. What kind of sex education that you think primary and secondary schools should provide?
- c. Do you think any university culture or hall culture has an impact on sexual harassment?

Aggregated responses of measures taken to prevent sexual harassment by universities

Questions	Universities' responses
Does your university require all students to attend at least one training session on sexual harassment prevention during their university study?	0 out of 9 universities
Does your university include any materials related to prevention of sexual harassment (e.g. university policy on this issue) in the orientation package sending to new students?	8 out of 9 universities
Does your university require all <u>new teaching staff</u> to attend at least one training session on sexual harassment prevention?	2 out of 9 universities
Does your university require all <u>new non-teaching staff</u> to attend at least one training session on sexual harassment prevention?	1 out of 9 universities
Does your university require all <u>existing teaching staff</u> to attend at least one training session on sexual harassment prevention in the past three year?	1 out of 9 universities
Does your university require all <u>existing non-teaching staff</u> to attend at least one training session on sexual harassment prevention after your university has formulated an anti-sexual harassment policy?	0 out of 9 universities

Does your university have a centralized complaint mechanism for sexual harassment?	9 out of 9 universities
Did the sexual harassment complaint handling personnel at your university receive any formal training?	7 out of 9 universities
How many sexual harassment compliant cases did your university receive in the past three years? (2015.1.1 – 2017.12.31)	0 – 15 cases/university

1. How does your university circulate and/or promote the anti-sexual harassment policy to all students and staff?

All participating universities make their anti-sexual harassment policy available in the university websites. They also promote and disseminate the policy to their staff and students via emails, announcements and notices, booklets and posters, seminars and talks. In addition to student handbook and staff handbook, some universities introduce the policy to all students and staff through training, talks, staff and student orientation programmes.

2. How does your university promote the sexual harassment complaint mechanism to students and staff?

For some universities, the sexual harassment complaint mechanism is tied with the anti-sexual harassment policy while some have it stipulated in guidelines and code of conducts for students in organising activities. The complaint mechanism is also publicized in workshops and seminars, staff induction and student orientation, staff handbook and staff handbook, university website and email, etc. A university has appointed Equal Opportunities Advisors to keep updates of anti-discrimination laws issues as well as receiving and resolving complaints.

3. Does your university conduct promotional campaigns or other activities related to sexual harassment prevention? What are those and how many students and staff participated in those campaigns or activities in the past three years?

Anti-sexual harassment workshops, staff induction and student orientation programme are the most commonly used promotional channels conducted by the participating universities. Some training sessions on prevention of sexual harassment are specifically made for student leaders, tutors, wardens. Two universities organise regular talks on anti-discrimination laws to their staff twice a year, while a few universities organise event like Equal Opportunities Awareness Campaign and Equal Opportunity Festival annually.

Appendix 4:
***Links to anti-sexual harassment/equal opportunities
 policy of the participating universities***

University	Link to the policy
City University of Hong Kong	http://www.cityu.edu.hk/cash/Policy%20and%20Procedures%20Dec%202015.htm
Hong Kong Baptist University	http://bu-eoc.hkbu.edu.hk/policies-and-procedures/procedure-on-handling-complaints-on-discrimination-harassment/
Lingnan University	https://www.ln.edu.hk/occbga/policies-and-guidelines/sh-paper#back
The Chinese University of Hong Kong	http://policy-harass.cuhk.edu.hk/en-gb/policy-and-procedures/the-policy-statement
The Education University of Hong Kong	https://www.eduhk.hk/eo_policy/
The Hong Kong Polytechnic University	https://www2.polyu.edu.hk/sexhars/policy.html (Internal document — Staff/student login is required)
The Hong Kong University of Science and Technology	http://gdc.ust.hk/doc/Policy_on_Sexual_Harassment_EN.pdf
The Open University of Hong Kong	http://www.ouhk.edu.hk/wcsprd/Satellite?pagename=OUHK/tcGenericPage2010&c=C_ETPU&cid=191148015200&lang=eng
The University of Hong Kong	http://www.eounit.hku.hk/en/about-us/policy-statement

Appendix 5: **Support/counselling services and complaint channels**

If you have experienced sexual harassment, you can lodge a complaint to the EOC within 12 months from the date of the act was done. You can contact the EOC at 2511-8211 or eoc@eoc.org.hk. You can also contact the following support services:

Support or counselling services provided by universities

University		Tel.	Email
The University of Hong Kong	Centre of Development and Resources for Students Counselling and Person Enrichment (CEDARS-CoPE)	3917-8388	cedars-cope@hku.hk
The Chinese University of Hong Kong	Wellness and Counselling Centre, Office of Student Affairs	3943-7208 3943-3493	wacc@cuhk.edu.hk
	24 Hour Emotional Support Hotline	5400-2055	
The Open University of Hong Kong	Student Counselling Services, Student Affairs Office	2768-6856	
City University of Hong Kong	Counselling Service, Student Development Services	3442-8478	cityucare4u@cityu.edu.hk
The Hong Kong University of Science and Technology	Counseling & Wellness Center, Dean of Students' Office	2358-6696	counsel@ust.hk
	24/7 HEARing helpline	8208-2688	
Hong Kong Baptist University	Counselling & Development Centre	3411-7435	cdc@hkbu.edu.hk
The Hong Kong Polytechnic University	Office of Counselling and Wellness	2766-6800	ocw.sc@polyu.edu.hk
The Education University of Hong Kong	Student Affairs Office Counselling Service	2948-6245	saocs@eduhk.hk
Lingnan University	Counselling Team, Student Services Centre	2616-7024	counsel@ln.edu.hk

Channels for complaints or enquiries about sexual harassment harassment at university

University		Tel.	Email
The University of Hong Kong	Equal Opportunity Unit	3917-5115	eounit@hku.hk
The Chinese University of Hong Kong	Committee Against Sexual Harassment	3943-8716	pash@cuhk.edu.hk
The Open University of Hong Kong	Equal Opportunities Officer	2768-6335	eeo@ouhk.edu.hk
City University of Hong Kong	Committee Against Sexual Harassment	3442-9000	cash@cityu.edu.hk
The Hong Kong University of Science and Technology	The Gender Discrimination Committee	2358-6652	gdc@ust.hk
Hong Kong Baptist University	Personnel Office	3411-5082	mtam@hkbu.edu.hk
The Hong Kong Polytechnic University	Academic Secretariat	2333-0600	asdept@polyu.edu.hk
The Education University of Hong Kong	Equal Opportunities and Disability Access Officer	2948-6012	eodao@eduhk.hk
Lingnan University	Equal Opportunities Committee	3917-5115	eoc@ln.edu.hk

Support or counselling services provided by non-governmental organisations

	Tel.	Website
Suicide Prevention Services	2382-0000 [24-hour]	www.sps.org.hk
CEASE Crisis Centre	18281 [24-hour]	ceasecrisis.tungwahcsd.org
RainLily	2375-5322	www.rainlily.org.hk
Sexuality Zone, Caritas	6188-5555	playsafe.caritas.org.hk/sz/
The Family Planning Association of Hong Kong	2572-2222	www.famplan.org.hk
The Samaritan Befrienders Hong Kong	2389 2222 [24-hour]	www.sbhk.org.hk

Appendix 6: Acronyms and abbreviations

AHRC	Australian Human Rights Commission
CUHK	The Chinese University of Hong Kong
EDB	Education Bureau
EOC	Equal Opportunities Commission
PwD	Persons with Disabilities
LegCo	Legislative Council
LGBTI	Lesbian, Gay, Bisexual, Transgender and Intersex
NGO	Non-governmental Organisation
SDO	Sex Discrimination Ordinance
SHA Index	Sexual Harassment Awareness Index
UG	Undergraduate
UGC	University Grants Committee



平等機會委員會
EQUAL OPPORTUNITIES COMMISSION



Full report