



Research Report

No. 54 ■ May 2018

Impact Evaluation of MEJNIN

(Meyeder Jonnyo Nirapod Nagorikotto): A project on combating sexual harassment against girl students in public places

Fathema Zhura Khatoon
Safayet Khan

Impact Evaluation of MEJNIN

(Meyeder Jonnyo Nirapod Nagorikotto): A project on
combating sexual harassment against girl students
in public places

Fathema Zhura Khatoon
Safayet Khan

May 2018

BRAC Research and Evaluation Division

Impact Evaluation of Meyeder Jonnyo Nirapod Nagorikotto

Copyright © 2018 BRAC

May 2018

Edited by: AM Shamsuddula

Copy editing, printing and publication
Altamas Pasha

Cover and Layout design
Md Abdur Razzaque

ISSN 2523-1685

Published by

BRAC Research and Evaluation Division
BRAC Centre | 75 Mo hakhali | Dhaka 1212, Bangladesh

Tel: (88-02) 9881265, 9846448, 9844180-7
Fax: (88-02) 9843614 | Web: www.research.brac.net

BRAC/RED publishes research reports, scientific papers, monographs, working papers, research compendium in Bangla (Nirjash), proceedings, manuals and other publications on subjects relating to poverty, social development and human rights, health and nutrition, education, gender, environment and governance

Printed by

Zaman Printing and Packaging | 41-42 Islampur Road, Dhaka 1100

CONTENTS

Acknowledgements	
Abstract	
Acronyms	
Chapter 1. Introduction	1
1.1 Statement of the problem	1
1.2 Theory of change	3
1.3 Objectives of the study	5
Chapter 2. Methodology	7
2.1 Study areas	11
2.2 Sample size and sampling procedure	12
2.3 Data collection tools and analysis techniques	13
2.4 Ethical considerations	13
Chapter 3. Results	15
3.1 Socio-demographic characteristics of the respondents	15
3.2 Knowledge of adolescents on sexual harassment	19
3.3 Attitude towards sexual harassment	21
References	53
Appendixes	56

ACKNOWLEDGEMENTS

The authors are grateful to Sheepa Hafiza, former Director Gender Justice and Diversity and Migration Program of BRAC for funding the study. The authors are also thankful former Programme Head, Khaleda Khanom and Manager Sara Khatun for their kind cooperation in conducting the study. Other colleagues are Md Kamruzzaman, MM Jakaria from the same programme provided active support for designing, instruments development and implementation of the study. The authors are indebted to Andrew Jenkins, former Coordinator, Impact Assessment Unit; RED who as a Coordinator of the unit constantly gave his comments, suggestions and edited carefully to improve the quality of the research. Authors are also indebted to Abdul Alim, Research Fellow, Afghanistan who was a Principle Investigator of this study in 2012. Without his valuable inputs this research would not bring much to the programme. Thanks to Akram Hossain, Data Management Officer for his support to complete this research paper. Many thanks to AM Shamsuddula, Senior Manager, Knowledge Management Unit, for his cooperation to finalise the report. Finally, Altamas Pasha, Manager of Knowledge Management Unit also deserves special thanks for taking care rest of the work of this report.

ABSTRACT

Sexual harassment (popularly known as eve teasing) is a form of violence and social crime that creates multiple effects on a woman or a girl. Many girls experience sexual harassment in front of schools and different public places in Bangladesh. To combat this, BRAC Gender Justice and Diversity (GJD) programme implemented a programme called Meyeder Jonnyo Nirapod Nagorikotto (MEJNIN) from 2012 to 2016 with the objective of raising mass awareness on sexual harassment and to consider this as a crime, enhancing responsiveness of the community to combat sexual harassment, creating a social movement against sexual harassment in secondary educational institutions and providing immediate support to victims of sexual harassment and expand support for the victims' access to justice. A mixed method study with quasi-experimental research design is considered for this study and data has been collected from two different cohorts of secondary school going adolescent boys and girls (grade six to eight). Results from this study found that programme area shows significant progress in terms of knowledge, attitudes and practices compared to the baseline findings. About 60 percent of the students actually know about sexual harassment issues, which are taught during the MEJNIN training sessions. Knowledge of legal awareness and referral system (e.g., hotline numbers) is greater and statistically significant among treatment group of students than the control group. Regarding attitude issues, both boys and girls showed similar sorts of response pattern which are either completely agree or disagree with any given statement. After four years of program intervention, the incidence of sexual harassment has been found to be dropped by 47.4 percent in the program intervention areas. In addition, the study depicts that the possibility of becoming a victim of sexual harassment is one of the reasons for parents to push their daughters into early marriage. Moreover, to take any action against any sexual harassment incidents in some hotspot areas are challenging because local political perpetrators control these hotspots. However, a strong community network has been found to be developed to stand against sexual harassment and early marriage in the programme intervention areas. The study outlined comprehensive recommendations for further action to create a safe and sexual harassment free environment for the secondary school going girls in Bangladesh.

ACRONYMS

MEJNIN	Meyeder Jonnyo Nirapod Nagorikotto
GJ&D	Gender Justice and Diversity programme
SWG	Student Watch Group
SH	Sexual Harassment
DSHEN	District Sexual Harassment Eliminating Network
CWG	Community Watch Group
IDI	In-depth Interview
KII	Key Informant Interview
FGD	Focus Group Discussion
SMC	School Management Committee
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
WHO	World Health Organization
BNWLA	Bangladesh National Women Lawyers' Association
MPO	Monthly Pay Order

INTRODUCTION

1.1 STATEMENT OF THE PROBLEM

Sexual harassment is one of the most prevalent forms of violence against women and has been a problem for as long as women have worked outside the home (Fitzgerald *et al.* 1988). This has recently emerged as a critical social issue with important implications for individuals, organisations, and society as a whole (Gelfand *et al.* 1995). Sexual harassment can sometimes be disguised by different innocuous terms such as eve teasing used to describe street harassment in different South Asian countries including Bangladesh. However, eve teasing is the most prevalent and brutal form of sexual harassment and can be argued that it is the beginning of violence against women which leads to abduction, rape, murder or even forced suicide. Bangladesh has achieved tremendous progress in gender equality in education. The gross enrolment rate of girls in secondary schools is currently 56.63 percent which is more than the boys' enrolment rate of 45.70 per cent (BANBEIS, 2012). With increasing female education and labour force participation in formal and informal sectors in developing countries, a large proportion of adolescent girls and young women commute to and from school or work on a regular basis. In Bangladesh where violence against women is widespread (Bates *et al.* 2004; Koenig *et al.* 2003; WHO 2005), going to and from school or work adds additional risks for adolescent girls. Schoolgirls always face sexual harassment on their way to school, schools and coaching centre premises and its adjacent places, road intersection points, on small bridges and culverts and even in their home or neighbourhoods at the family or the community level. These could have a causal effect on the higher dropout rate of girls (51.83 per cent) than boys (40.44 percent) in secondary schools (BANBEIS 2012). Sexual harassment against adolescent girls and women ranges from verbal abuse, intimidation to rape (Karim 2005; Lee *et al.* 1996; Timmerman 2003). National daily newspapers on and off report serious incidents of sexual harassment, including inappropriate touching and attempted rape by young male bullies on the walkway and teasing of girls near the school gate.

Sexual harassment is one of the most inexplicable and ill identified offences which affects young women (although men can be a victim) and interferes with the rights of individuals to enjoy a humane workplace or educational institute (Fitzgerald 1993; Sigal 2006). Not only school going girls but working women, housewives and even aged women are often subjected to eve teasing, while school and college going girls and female garment workers top the list of victims of sexual harassment. According to the Bangladesh National Women Lawyers Association (BNWLA), 91 percent of women in Bangladesh have become the victims of eve teasing at some stages of life (BNWLA 2013). Sexual harassment is all pervasive and can occur in urban areas as well as in rural areas in Bangladesh and elsewhere in the world. Young female garment workers in Dhaka city report that going to and from work was the most common occasion of sexual harassment and intimidation (Siddiqi 2003).

History of sexual harassment dates back at least to the time women first traded their labour in the marketplace outside their home (Fitzgerald *et al.* 1988). The incidents of sexual harassment are not new in the male-dominated society of Bangladesh, but it was not an acute problem in Bangladesh until the 1980s. After the 1980s, when the mobility of girls and women increased on a large scale the incidence of sexual harassment also increased. The problem with the supply side such as the weak implementation of the state policy or the demand side such as patriarchal forms of social ideology and corporate family relationship (Kabeer 1999) have been identified as the key barriers that constrain women from reaching their full potential and affect overall gender equality and women's empowerment. Sexual harassment is a form of violence and social crime that creates multifaceted problems for a woman or a girl and essentially act as a barrier between them and their full potential. It also has long negative consequences for the lives of women and girls at the individual, community and national levels. The National Women Law Centre (2007) showed that sexual harassment is a widespread problem that adversely affects students' emotional and educational development. Students who experienced sexual harassment are likely to react by talking less in class, not wanting to go to school, and finding it hard to pay attention in school (AAUW 2001). Research has also demonstrated that targets of sexual bullying and harassment experience anxiety, distress, confusion, loss of self-esteem, and depression in their lives (Timmerman 2004). A small survey conducted in Bangladesh reports that 45 percent of the female students aged 12 to 16 years thought at times about stopping their education because of the indecent behaviour of male perpetrators on the way to school and 73 percent of the parents decided to stop their daughters' education half way (Karim 2005).

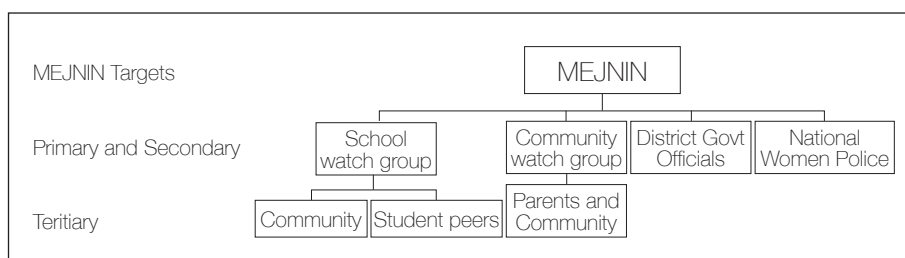
Considering the above scenarios, BRAC Gender Justice and Diversity programme (GJ&D) has been operating a project to combat sexual harassment against girl students in public places for the past four years in 400 schools in thirteen districts. This project named vernacular as *Meyeder Jonnyo Nirapod Nagorikotto* (MEJNIN) was first started as a pilot in 2010 and ran for 17 months in 57 schools in the Municipality of Dhaka to combat the crisis of rampant sexual harassment towards

school girls. The project was later expanded in 2012 to 400 schools in 13 different districts of Bangladesh in two phases. The objectives of this project are:

- Raise mass awareness with the message that sexual harassment against girls is illegal and a crime against society.
- Enhance responsiveness of the community to combat sexual harassment.
- Create a social movement against sexual harassment in secondary educational institutions.
- Provide immediate support to girl victims in cases of teasing or harassment.
- Expand support for the victims' access to justice.

MEJNIN'S goal for its four years' expansion programme was that at least 1,20,000 adolescent girls and boys would have raised awareness about sexual harassment and increased confidence to protect, protest and resist such incidences. The primary targets of the project were an adolescent boy and girl students from class VI through class X, ages 11 to 17 who participated in the Student Watch Group (SWG). Secondary targets of the project were teachers, parents, elites, and School Management Committee (SMC) members who participate in the Community Watch Group (CWG). Tertiary targets include other community people and stakeholders (Figure 1.1).

Figure 1.1 The project framework of MEJNIN

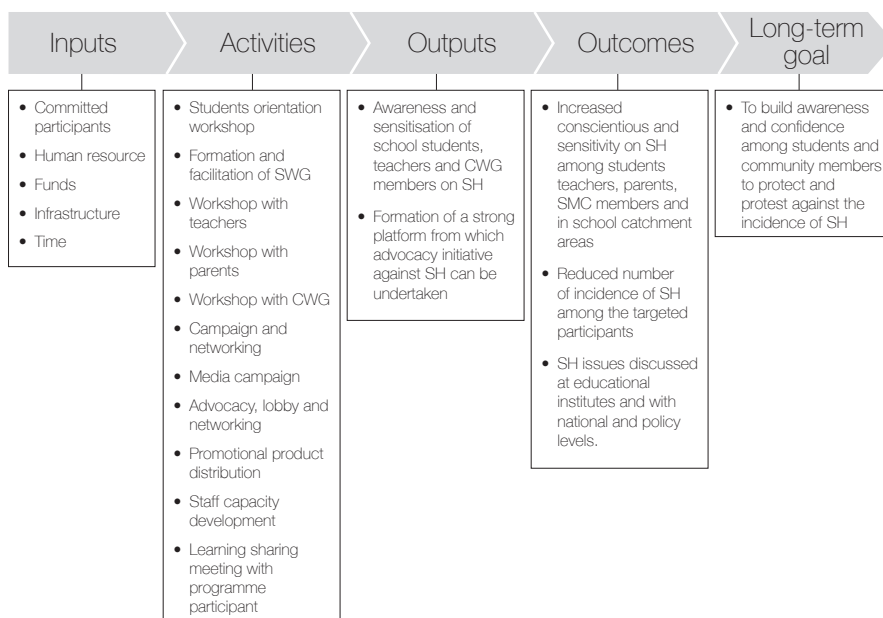


1.2 THEORY OF CHANGE

MEJNIN's strategies are targeted primarily at the local or micro-level and the activities broadly include different awareness raising efforts about sexual harassment. The strategy of the project first starts with the trainers who hold two-hour orientations which include a docudrama and discussion with all the girls at a school. Then four or five girls from each grade who show an interest in being student leaders are chosen to serve on the School Watch Group (SWG). These girls serve as an intermediary between their peers and the MEJNIN trainer. They not only serve as an advocate for their peers but also refer problems that arise to the MEJNIN trainer. The programme

also coordinates a Community Watch Group (CWG) whose members organise informational meetings for parents, identify local hotspots of harassment in the community and keep in close contact with the local police. In addition, they help the SWG when problems arise including arbitrating sexual harassment incidents. If the seriousness of the harassments warrants it, the cases are passed on to the legal authorities. At the meso-level BRAC works with school administrators, local police, SMC members, and teachers. At the national and macro-level, the programme use media for publishing different messages related to sexual harassment and coordinate national conferences for students and other stakeholders including government officials and journalists. In the case of unresolved incidents, MEJNIN programme organises rallies and arranges processions in coordination with other NGOs. Through this project teacher at the intervention schools also receive psychosocial training and the Teacher Watch Groups are formed. In addition to these, alliances with like-minded NGO's are formed to fight against sexual harassment. The theory of change of the MEJNIN programme that GJ&D programme perceived to be achieved through different kinds of strategies mentioned above are shown in a simplified manner in Figure 1.2.

Figure 1.2 Theory of change of the MEJNIN programme



1.3 OBJECTIVES OF THE STUDY

In the first phase of the MEJNIN research study, only adolescent boys and girls of the intervention schools and some teachers were interviewed although, parents and different community stakeholders were also involved. The main objective of the baseline study was to explore the existing knowledge and attitude towards sexual harassment experienced by the school going adolescent girls and boys and the prevalence of sexual harassment in the intervention area. In the present impact study, data were collected from a new cohort of secondary school going adolescent boys and girls (grade six to eight) to see if their knowledge, attitude and practice against sexual harassment have been changed positively after the intervention and are therefore different from the baseline cohort.

The specific objectives of the study were:

1. To assess the level of understanding of respondent's existing knowledge and attitudes towards sexual harassment
2. To explore the incidence of sexual harassment which takes place in the study area. It was done through interviewing girls who were sexually harassed within a defined period.
3. To explore the action taken by adolescent boys and girls, and in some instances the teachers to stop or prevent sexual harassment in the respective areas.

This research assesses the impact of the first phase of MEJNIN which was implemented in seven districts in Bangladesh. The first round of data was collected randomly from 50 different schools from the intervention area in 2012. Another 50 schools were chosen purposively from the nearby districts to make a comparison group. Again, for the end line data collection, 25 schools were chosen from a list of 50 schools from the programme intervention area which was surveyed earlier during the baseline. Similar numbers of schools were selected from the comparison areas as well. The number of schools surveyed during the end line was reduced due to time and budget constraints.

This page is intentionally left blank

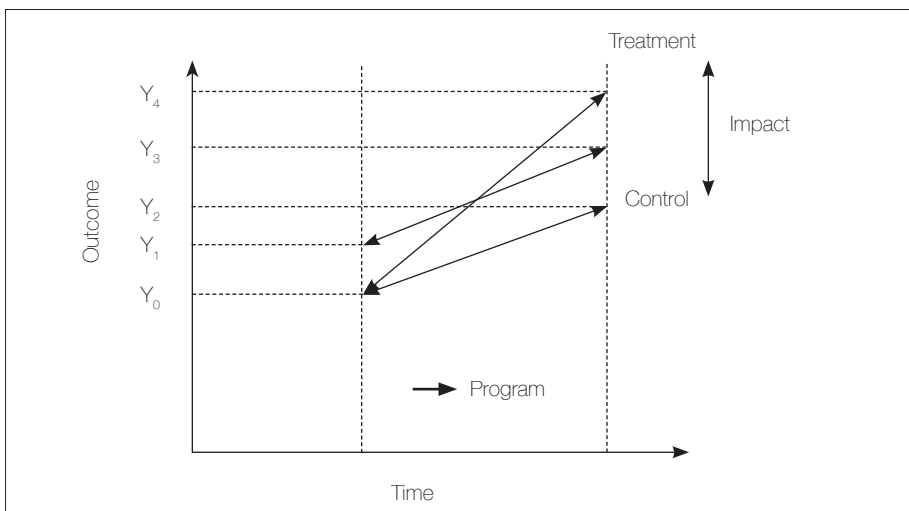
CHAPTER TWO

METHODOLOGY

In order to assess the sexual harassment incidents that occurred in the study area, and to assess, the knowledge and attitudes of the students towards these issues, both qualitative and quantitative method were used. A quasi-experimental study design (non-randomised assignment of the intervention and comparison group) was used to measure MEJNIN project impact on knowledge, attitude and practice outcome over a period of four years (2012 to 2016) between the treatment and the control groups among fourteen districts of Bangladesh. Both treatment and comparison districts share similar characteristics in relation to types of educational institutes selected, the teacher-student ratio as well as boy and girl student ratio. In addition to this, the distance and location of different facilities (e.g., bazaar, shopping complex, police station, hospital, cinema hall, local degree college, post office, *upazila* headquarter, district headquarter) from the selected schools were also similar in extent form both treatment and control districts (Appendix C).

The Difference-in-Difference (DiD) estimator was used for the cross-sectional sample panel of baseline and end line observations to estimate the effect of the intervention on “exposed” schools relative to comparison “unexposed” schools. Simple comparisons of pre-treatment (baseline) and post-treatment (end line) outcomes for those individuals exposed to treatment are likely to be contaminated by temporal trends in the outcome variable or by the effect of the events, other than the treatment that occurred between both periods. The Difference-in-Difference estimator was based on the understanding that, when a fraction of the population is exposed to the treatment, an untreated comparison group can be used to identify temporal variation in the outcome that is not due to treatment exposure. Therefore, panel data was not strictly needed for DiD estimation (Khandker *et al.* 2010). However, conventional DiD estimator was based on strong assumptions which require that in the absence of the treatment, the average outcome for treated and control groups would have followed parallel paths over time (Figure 2.1).

Figure 2.1 Hypothetical impact of the programme estimated by DiD



This assumption may be implausible if pre-treatment characteristics that are thought to be associated with the dynamics of the outcome variable are unbalanced between the treated and the untreated group. For this reason, in DiD approach it is sought to model the treatment effect by estimating the difference between outcome measures at two time points for both the treated observations and the controls and then comparing the difference between the groups. This strategy ensures that any variables that remain constant over time (but are unobserved), are correlated with the selection decision and the outcome variable will not bias the estimated effect. The key assumption of the DiD model is that the average change in the outcome is presumed to be the same for both the non-participants and, counterfactually, for participants if they had not participated. It is also assumed that unmeasured factors affect both participants and the non-participants in a similar way. In addition to this unique identifying assumption, the DiD employs the Ordinary Least Squares (OLS) estimator and as such is sensitive to the usual violation of the Gauss-Markov assumptions (such as homoscedasticity, normality and no autocorrelation) (Buckley and Shang 2003).

This technique requires the repeated observations of the units and the data could be gathered on the same unit (in our case, same schools) at both times which is usually done in true panel or repeated cross-sectional survey samples.

For the pooled cross-sectional data like ours, the DiD can be estimated with the linear equation:

$$Y_{i,t} = \alpha + \beta D_{i,t} + \delta_t + \gamma D_{i,1} + E_{i,t}$$

$Y_{i,t}$ = outcome measure for every unit i at both times t

t = A variable which is coded 1 if the observation is in the second time period and 0 if it is in the initial period

$D_{i,1}$ = An indicator (or “dummy”) variable coded 1 if unit is in the treatment group and 0, if in the control group, and

$D_{i,t}$ = An indicator variable coded 1 if the observation is in the treatment group and in the second time period and 0, otherwise (Lechner 2011).

The estimable quantities of interest are, therefore:

α = A common constant for all observations

β = A constant for treatment units only

δ = The effect of time on all units and

γ = The effect of treatment on the treated units (and the main target of inference)

E_i = An error or disturbance for each unit at each time period

Differencing the time 1 and time 0 equations yields:

$$Y_{i,t} - Y_{i,0} = \delta_t + \gamma D_{i,1} + E_i^*$$

Where,

$Y_{i,t} - Y_{i,0}$ = Difference between the repeated outcomes measures for each observation

$D_{i,1}$ = Treatment indicator

γ = Treatment effect

δ = Still the effect of time on all units

E_i^* = Difference between errors at time 1 and time 0 which is itself a normal random variate with mean 0.

If we assume that these disturbances are uncorrelated normal variates with mean and unknown variance, then we can estimate the DiD model quite simply with the familiar OLS multiple linear regression estimator. On the other hand, for the repeated cross-section measures we have to construct the additional indicator for time and for time and treatment.

Extending the Difference-in-Difference Model

Often the simple DiD model is not sufficient to capture the dynamics that our theory suggests are occurring in the real world. The easiest way to include additional factors to account for heterogeneous dynamics in a DiD model is to add them linearly to the regression equation simply. For example, we have an

additional demographic variable, X_i that we wish to include. For the repeated cross-section data, the model thus becomes:

$$Y_{it} = \alpha + \pi_t X_i + \beta D_{it} + \delta_t + \gamma D_{i,1} + E_{it}$$

Where,

ω_t = The effects of the new covariate on the outcome for each of the two-time points which are practically computed by estimating a separate coefficient for X_i at time 0 and at time 1.

After differencing,

$$Y_{it} - Y_{i,0} = \delta + \pi X_i + \beta D_{it} + \gamma D_{i,1} + E_t^*$$

Where,

$\pi = \pi_1 - \pi_0$ from the previous model. Either model can be extended to simultaneously consider several independent covariates instead of a just single X_i .

However, if the treatment may have different effects on different units depending on these additional variables, then this simple linear model will not be sufficient to capture the heterogeneity of the dynamics. One possible solution that is easy to implement is the inclusion of interactions between the treatment indicator and the additional covariates yielding for multiple cross sections:

$$Y_{it} = \alpha + \pi_t X_i + \beta D_{it} + \delta_t + \gamma D_{i,1} + \lambda_t X_i D_i + E_t$$

Here, λ_1 or λ = Coefficient of the new interaction term. These models which are extendable to multiple additional coefficients allow the modelling of nonlinearity in the treatment effect due to differences in the level of the additional covariates.

Rasch Model

The present study comprises the development of a scale to measure Sexual harassment attitude of both boys and girls with a rigorous psychometric assessment of the measurement model. In this scale, sexual harassment has been operationalised by combining three variables which are in the continuum of cognitive, affective and intentional behaviour component of sexual harassment. The psychometric development of the scale is based on item response theory, and Rasch model was used for this purpose. Rasch model explains measurement as invariant regardless of the instrument used and of the individuals assessed. Item response theory places both items and persons in the same measurement

continuum with the same metrics, unlike the classical test theory which only locates a person within a continuum and assumes that all the items contribute equally to the measurement of the construct (Tejada and Rojas 2005).

2.1 STUDY AREAS

Study areas were selected according to where the programme provided the intervention and for control area schools from nearby districts were selected. The same schools have been selected for both the baseline and end line study. The programme has selected 200 schools from six different Sadar *upazillas* which are municipal in nature and the Dhaka city for intervention. Other criteria for selection include schools which had 300 or more students, had government approval (MPO) and had no BRAC intervention in the past. Exclusively boy and girl schools and the schools which had co-education were selected for the intervention and also for the study. For the purpose of the baseline study 50

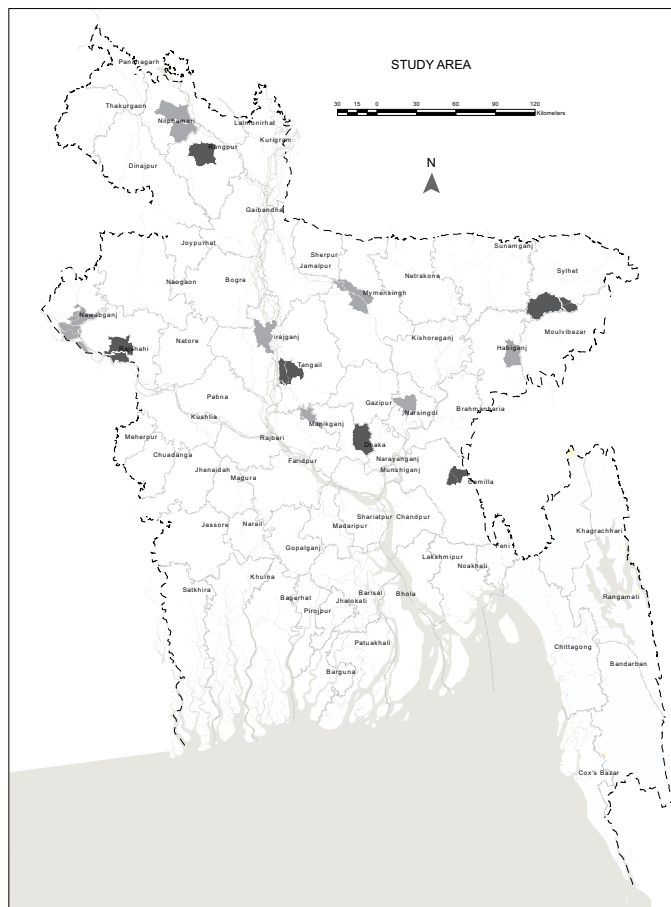


Figure 2.1
Intervention
and control
districts of
the study
area

schools were selected randomly from the selected treatment districts such as Dhaka, Narayanganj, Rangpur, Comilla, Tangail, Sylhet and Rajshahi and another 50 schools were selected randomly from the nearby control districts such as Narsingdi, Sirajganj, Nilphamari, Mymensingh, Chapai Nawabganj, Manikganj and Maulvibazar (Figure 2.1).

During endline survey 25 schools from both of the treatment and control districts were revisited due to time and budget constraint. The detailed characteristics of the selected schools are presented in Appendix A. During selection of the school different types of schools were considered. However, a bigger number of co-education schools and girls' schools were selected because the main target group of the programme were girls who become the victims of sexual harassment (Table 2.1). In addition to that exclusively boys' schools were also selected to understand boys' perception of sexual harassment against girls and whether they had been harassed or whether they had witnessed girls being harassed. The median student-teacher ratio in the control area was 1:35 and in the treatment area was 1:33. Different types of schools and the detailed composition of the schools including boy-girl student ratio and student-teacher ratio are presented in Appendix B.

Table 2.1 Distribution of different types of schools in the treatment and control areas

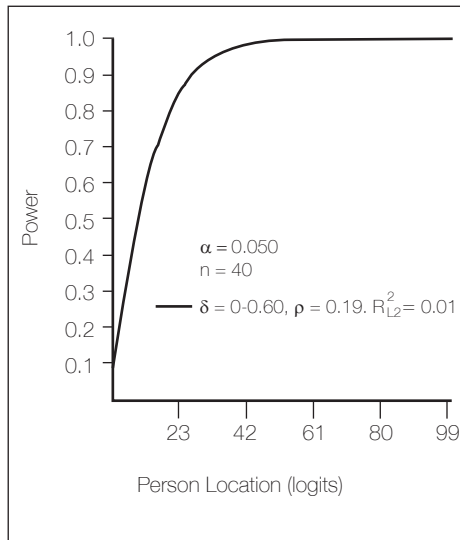
Types of School	2012		2016	
	Treatment (N=50)	Control (N=50)	Treatment (N=25)	Control (N=25)
Co-education	44.0 (22)	48.0 (24)	52.0 (13)	36.0 (9)
Girls' School	36.0 (18)	40.0 (20)	28.0 (7)	44.0 (11)
Boys' School	20.0 (10)	12.0 (6)	20.0 (5)	20.0 (5)

2.2 SAMPLE SIZE AND SAMPLING PROCEDURE

Out of 200 schools, 50 schools were randomly selected for this study in the Endline. Twenty five schools were selected randomly from the intervention area and were considered for the treatment group. Another 25 schools were purposively selected from nearby districts with similar observable characteristics and were considered as a comparison group. Forty students from classes VI to VIII were randomly selected from each school for the interview. The same schools were revisited during the end line. However, during baseline, 50 other schools were selected in addition to these 50 schools which were not revisited during end line. The total number of students selected for the baseline and end line sample size was 4000 and 2000 respectively. As the intervention emphasised the importance of the awareness of the girl students, therefore, the number of

co-education schools and girl schools selected were higher compared to the number of boys' schools. During the baseline study, sample size was determined through Optimal Design (OD) software (Figure 2.2).

Figure 2.2 Power calculation for determining sample size



The graph shows that with 80 per cent power, 95 per cent significance level and 60 per cent effect size, the total number of students to be interviewed would be 2000. The effect size was determined from the programme log frame which indicates that after the programme was being implemented and the selected schools had received the targeted intervention, the project would be able to achieve 60 per cent of the project objectives as mentioned in the overview of the programme. The inter-cluster correlation coefficient was taken as 0.19 based upon baseline project proposal.

2.3 DATA COLLECTION TOOLS AND ANALYSIS TECHNIQUES

For the quantitative investigation, the survey was the technique, and paper-based questionnaire was tools used for data collection. The questionnaire collated the respondent's detailed education and school related information. Moreover, the knowledge and attitude on sexual harassment of the students together with their level of action were included in the questionnaire (Appendix C).

In addition to that, qualitative data analysis was performed by following standard social science method. Qualitative tools and techniques were used on community influential, teacher, parents and students. Quantitative data were analysed by using SPSS 24 software.

2.4 ETHICAL CONSIDERATIONS

The questionnaire was read and comprehensively explained in front of the potential respondents. They were then asked to sign or put a thumbprint on

the written consent paper. Students received assurance about the confidential handling of information they provided. Respondents were also assured that their name or any identifier would not be used in performing data analysis and in sharing the results of the study. The study was also approved by the BRAC research and evaluation division as per existing rules.

CHAPTER THREE

RESULTS

3.1 SOCIO-DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

The baseline study was conducted in 2012, and the follow-up end line survey was done in 2016 from the same treatment and control districts (seven treatment and seven control districts). However, in 2012 during baseline data collection 50 schools were randomly selected from the programme list of 200 schools and 50 schools were selected purposively which were located adjacent to the treatment districts and were treated as control schools. Again, the end line survey consisted of 50 schools of which 25 schools were randomly selected from the 50 treatment schools of the baseline and another 25 schools were selected randomly from the list of baseline control schools (Table 3.1).

In both cases, the number of co-education schools were selected followed by girl's schools and then the boy's schools. The demographic characteristics of the respondents from the baseline and end line schools are presented in Table 3.2. Detailed characteristics of the schools including number of teachers (male and female), students (boys and girls), SMC meetings, PTA meetings, visit by Thana Education Officer (TEO), boy and girl student ratio, teacher-student ratio, distance of different facilities from the schools are presented in the Appendix A, B and C.

Table 3.1 Demographic profile of the respondents

Characteristics	2012			2016		
	Intervention (N=2000)	Comparison (N=2000)	Difference (3=1-2)	Intervention (N=1000)	Comparison (N=1000)	Difference (3=1-2)
Sex	(1)	(2)	(3=1-2)	(1)	(2)	(3=1-2)
Boy (%)	44 (880)	42 (440)	2	41.5 (415)	31.7 (317)	9.8***
Girl (%)	56 (1120)	58 (1160)	2	58.5 (585)	68.3 (683)	-9.8***
Religion						
Islam (%)	90 (1800)	89.1 (1782)	0.9	88.9 (889)	88.3 (883)	0.6
Hindu (%)	9.8 (195)	10.7 (213)	-0.9	10.7 (107)	11.7 (117)	-1
Buddhists (%)	0.2 (3)	0.2 (3)	0	0	0	0
Christian (%)	0.1 (2)	0.1 (2)	0	0.4 (4)	0	0.4
Household Economic Status						
Always or sometimes deficit (%)	24.1 (482)	28.7 (573)	-4.6***	23.7 (237)	19.9 (199)	3.8***
Neither deficit nor surplus (%)	39.6 (791)	42.5 (849)	-2.9	41.9 (419)	49.7 (497)	-7.8***
Always surplus (%)	36.4 (727)	28.9 (578)	7.5***	34.4 (344)	30.4 (304)	4
Grade						
Class VI (%)	35.8 (715)	37.0 (740)	-1.2	32.2 (322)	32.8 (328)	-0.6
Class VII (%)	36.6 (731)	37.5 (749)	-0.9	33.5 (335)	32.9 (329)	0.6
Class VIII (%)	27.7 (554)	25.6 (511)	2.1	34.3 (343)	34.3 (343)	0
Class Position						

[Table 3.1 contd...]

[...Table 3.1 contd]

Characteristics	2012			2016		
	Intervention (N=2000)	Comparison (N=2000)	Difference	Intervention (N=1000)	Comparison (N=1000)	Difference
	(1)	(2)	(3=1-2)	(1)	(2)	(3=1-2)
1-10 (%)	32.2 (643)	29.9 (599)	2.3	32.5 (325)	39.2 (392)	- 6.7***
11-30 (%)	32.9 (658)	33.5 (669)	-0.6	35.2 (352)	31.1 (310)	4.1***
31> (%)	34.9 (698)	36.6 (732)	-1.7	32.3 (323)	29.8 (297)	2.5
Company to School						
Self (%)	63.4 (1268)	66.8 (1337)	-3.4***	46.9 (469)	48.5 (485)	- 1.6
Friends/Neighbour (%)	13.3 (267)	22.4 (449)	-9.1***	19.1 (191)	24.9 (249)	- 5.8***
Parents/Relative (%)	14.6 (291)	4.8 (95)	9.8***	24.3 (243)	14.5 (145)	9.8***
Siblings (%)	8.7(174)	6.0(119)	2.7***	9.5 (95)	12.1 (121)	-2.6
Other* (%)	0	0	0	0.2 (2)	0	0.2

Note: *** and ** denote significant at 1% and 5 % respectively

Table 3.2 Knowledge of different aspects of sexual harassment by group and year

Knowledge of Sexual harassment	2012			2016			Impact (DiD)
	Programme (N=2000)	Control (N=2000)	Difference	Programme (N=1000)	Control (N=1000)	Difference	
Sexual harassment definition	(1) 74.3 (1485)	(2) 78.5 (1570)	(3=1-2) -4.2**	(4) 69.5 (695)	(5) 55.6 (556)	(6=4-5) 13.9**	(7=6-3) 18.1**
Whether eve teasing or sexual harassment is same	42.0 (839)	45.3 (906)	-3.3**	58.1 (581)	41.2 (412)	16.9**	20.2**
Law for displaying obscene attitude	54.1 (1081)	40.5 (810)	13.6**	27.0 (270)	9.4 (94)	17.6**	4.0*
Law for torture or irritation	47.9 (957)	37.3 (745)	10.6**	25.1 (251)	15.6 (156)	9.5**	-1.1
Law for the commitment of suicide due to sexual harassment	54.0 (1079)	55.1 (1102)	-1.1	25.3 (253)	18.0 (180)	7.3**	8.4**

Note: ***, ** and * denote significant at 1%, 5 % and 10% respectively

3.2 KNOWLEDGE OF ADOLESCENTS ON SEXUAL HARASSMENT

There is no universally accepted definition of sexual harassment (Roscoe, Strouse and Goodwin 1994). There is a lack of agreement about what constitutes sexual harassment by the public. What a person defines as sexual harassment, other person may not, and thus it is not surprising that the amount of research conducted in this area has strived to determine people's perception towards sexual harassment (Foulis and McCabe 1997). Moreover, the definition used in different studies provided a list of behaviour which is neither mutually exclusive nor exhaustive (Fitzgerald and Shullman 1993; Gruber 1992). One of the goals of the MEJNIN programme is to create awareness against sexual harassment among different stakeholders. To do this, different aspects of sexual harassment such as the definition of sexual harassment, legal punishment of sexual harassment, referral system in case of sexual harassment incidence takes place etc. were disseminated among students in Student Watch Group (SWG) and at different forums within Community Watch Groups (CWG) to increase knowledge and understanding of sexual harassment.

The Table 3.2 above shows percentages of different groups of students who have knowledge on different aspects of sexual harassment. Interestingly, both treatment and control groups of students have higher knowledge regarding sexual harassment issues, and the differences between them in all different categories are significant. Moreover, the endline data shows a reduction of the percentages of students from the baseline who possesses the knowledge. One reason for that could be that baseline questionnaire was constructed in such a way that it only reflects the obvious answer. To measure the impact by different categories of knowledge questions, we had no other option but to rely upon the baseline study questionnaire. In addition to the existing questionnaire, we therefore, introduced an additional questionnaire during the end line with added questions on different topics of sexual harassments which are actually taught during the MEJNIN training sessions. We conducted a 10 minutes exam with the new questionnaire after regular interviews with the respondents. The findings from the exam are presented in Table 3.3.

Table 3.3 Exam on different aspect of knowledge of sexual harassment in the end line

Knowledge of Sexual Harassment Issues	Programme (N=1000)	Control (N=1000)	Difference
	(1)	(2)	(3=1-2)
What is sexual harassment	82.1 (821)	79.6 (796)	2.5
What types of problems do girl face due to sexual harassment	60.1 (601)	62.9 (629)	-2.8
Legal punishment for sexual harassment	20.2 (202)	17.2 (172)	3
Legal petition on occasion of sexual harassment incidence	62.1 (621)	55.6 (556)	6.5***
Direction from high court regarding sexual harassment	27.1 (271)	27.7 (277)	-0.6
Police hotline number	37.5 (375)	28.1 (281)	9.4***
MoWCA hotline number	29.7 (297)	9.7 (97)	20***

Note: *** and ** denote significant at 1% and 5 % respectively

We found from the analysis that knowledge of legal awareness particularly action taken under legal petition when any kind of sexual harassment incidence takes place is greater and statistically significant among treatment group of students. Moreover, the treatment group of students also have a higher knowledge about the referral system (e.g., hotline numbers) than the control groups of students. Again analysis of students' perception of different problems that a woman/girl might confront due to sexual harassment shows that "girls stop their education" followed by the "victim of early marriage", "become coiled, shy and weak" and "feeling terrorised" came out to be the most thought categories (Table 3.4) by different groups of students in both baseline and end line. However, from Table 3.3 above we found that about 60 per cent of the students know the problems that were taught during the MEJNIN training sessions.

Table 3.4 Perceptions of problems women/girls might face due to sexual harassment (Multiple answers accepted)

Perception on problems	2012		2016	
	Treatment (N=2000)	Control (N=2000)	Treatment (N=1000)	Control (N=1000)
Feel always terrorised	46.0 (920)	35.5 (710)	22.5 (225)	16.6 (166)
Lost confidence and be dependent	12.1 (242)	11.8 (237)	23.7 (237)	18.0 (180)

[Table 3.4 contd...]

[...Table 3.4 conted]

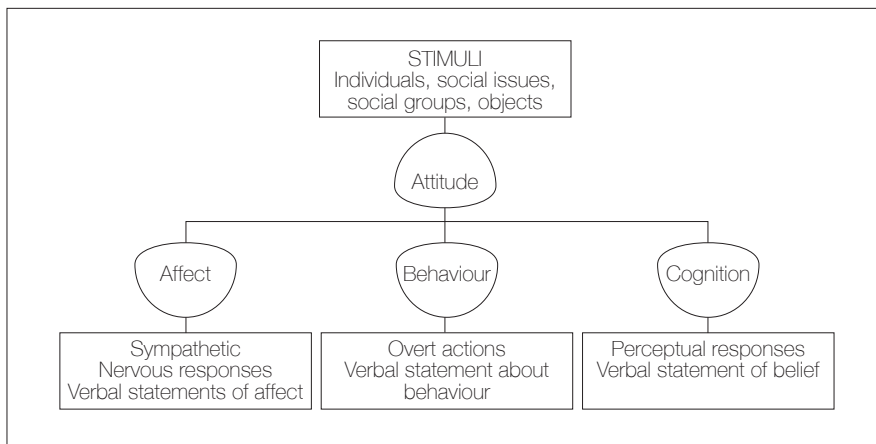
Perception on problems	2012		2016	
	Treatment (N=2000)	Control (N=2000)	Treatment (N=1000)	Control (N=1000)
Cannot protest	11.0 (219)	14.9 (298)	10.8 (108)	7.5 (75)
Mental development arrested	17.8 (355)	13.0 (260)	31.6 (316)	26.5 (265)
Become coiled, shy and weak	22.4 (447)	20.0 (400)	20.9 (209)	28.0 (280)
Stop education	73.4 (1468)	74.7 (1494)	41.1 (411)	39.8 (398)
Become victim of early marriage	45.6 (912)	52.8 (1055)	32.1 (321)	29.8 (298)
Inappropriate answer	2.9 (57)	3.8 (75)	17.1 (171)	21.3 (213)

3.3 ATTITUDE TOWARDS SEXUAL HARASSMENT

Attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour (Eagly and Chaiken 1993). Attitudes are tendencies, not enduring dispositions and can be learned or “unlearned” (have a biological basis). The definition given by Eagly and Chaiken regarding attitudes are more enduring than the treatment of attitudes as outcomes of specific latent processes (e.g., a memory based association between an attitude object and evaluation). Attitudes form on the basis of antecedent cognitive, affective and behavioural processes and are manifested in these three categories of evaluative responses (Eagly and Chaiken 1993).

Attitudes are expressed as a response towards an antecedent stimuli or attitude object. The stimulus can be observable or unobservable and can be thought as an independent variable. On the other hand, affect, behaviour and cognition are three hypothetical unobservable classes of response to that stimulus (Figure 3.1). Affect refers to a sympathetic nervous activity which is manifested by gut reaction or emotional response which can be monitored by physiological responses or by verbal feelings or mood. Behaviourally refers to overt actions, behavioural intentions and verbal statements regarding behaviour. In contrast with these beliefs, knowledge structures, perceptual responses and thoughts constitute the cognitive component (Breckler 1984). A core assumptions underlying the attitude concept is that the three attitude components vary on a common evaluative continuum (Allport 1935).

Figure 3.1 The tripartite model of attitude structure (Rosenberg and Hovland 1960)



Sexual harassment is a psychological construct as well as a legal concept they are not completely isomorphic with each other. Legal determination of sexual harassment is always dependent on a variety of factors which are not always assessable by psychometric measures. Women might confront a varying intensity of psychologically noxious experiences of which under current legal criteria are patterns and processes rather than events of actual sexual harassment (Fitzgerald *et al.* 1995). Therefore, the concept of sexual harassment is ambiguous as it depends on the individual's willingness to apply the term among women who report similar experiences.

A theoretical model of harassment was developed by Fitzgerald *et al.* (1995) which is consistent with both the legal framework and psychological theory. This model the behavioural construct of sexual harassment is composed of three related, but conceptually distinct dimensions: sexual coercion, unwanted sexual attention, and gender harassment. Gender harassment refers to a broad range of verbal and non-verbal behaviour manifested by insulting, hostile and degrading attitudes towards women which were previously ignored by the researchers but which are actually the most widespread form of harassing behaviour (Fitzgerald *et al.* 1995).

The instrument which was developed for this research is thought to be based on the theoretical model described above or assessing the attitude of the respondents toward sexual harassment in an efficient, reliable and valid manner. The sections of questionnaire that asked different questions to get respondents' attitudes towards sexual harassment therefore consist of 11 items of different aspects of sexual harassment and 10 items of different dimensions of gender attitudes which are shown in Table 3.5. All the items were designed to measure the attitude of the students towards sexual harassment.

Table 3.5 The set of items on students' attitudes towards sexual harassment

Items	Description	Response categories	Scoring
Sexual harassment dimension			
B1	To make sexually explicit comments or humour towards an adolescent girl/women is called sexual harassment	4	1 = Completely agree; 2 = Somewhat agree; 3 = Somewhat disagree; 4 = Completely disagree
B2	To look at an adolescent girl/women with bad/evil eye or intent is not sexual harassment	4	1 = Completely agree; 2 = Somewhat agree; 3 = Somewhat disagree; 4 = Completely disagree
B3	Trying to touch the body of an adolescent girl/woman is not sexual harassment	4	1 = Completely agree; 2 = Somewhat agree; 3 = Somewhat disagree; 4 = Completely disagree
B4	To touch the body of an adolescent girl/woman is sexual harassment	4	1 = Completely agree; 2 = Somewhat agree; 3 = Somewhat disagree; 4 = Completely disagree
B5	To harass an adolescent girl/woman by mobile through SMS/Missed call/Phone call cannot be sexual harassment.	4	1 = Completely agree; 2 = Somewhat agree; 3 = Somewhat disagree; 4 = Completely disagree
B6	To display pornography or obscene/erotic picture or to draw nasty pictures in a wall for the purpose of showing it to an adolescent girl/woman is equivalent to sexual harassment	4	1 = Completely agree; 2 = Somewhat agree; 3 = Somewhat disagree; 4 = Completely disagree
B7	To throw indecent comments with display of some sorts of objectionable things towards an adolescent girl/woman is sexual harassment	4	1 = Completely agree; 2 = Somewhat agree; 3 = Somewhat disagree; 4 = Completely disagree
B8	To tell an adolescent girl/woman beautiful intentionally is not sexual harassment	4	1 = Completely agree; 2 = Somewhat agree; 3 = Somewhat disagree; 4 = Completely disagree
B9	Trying to establish a sexual relationship with a woman by giving her threat or any kind of pressure or persuasion is sexual harassment	4	1 = Completely agree; 2 = Somewhat agree; 3 = Somewhat disagree; 4 = Completely disagree
B10	Requesting a woman to form sexual relationship by giving her false promise is not sexual harassment	4	1 = Completely agree; 2 = Somewhat agree; 3 = Somewhat disagree; 4 = Completely disagree
B11	Physical or linguistic attitude or behaviour of any men where sexual hints/intent towards women is implicit is called sexual harassment	4	1 = Completely agree; 2 = Somewhat agree; 3 = Somewhat disagree; 4 = Completely disagree

[Table 3.5 conted...]

[...Table 3.5 conted]

Items	Description	Response categories	Scoring
Gender Dimension			
L1	If there is less chance for employment in the job market then boys in comparison with girls have more rights to get a job than girls	4	1 = Completely agree; 2 = Some what agree; 3 = Somewhat disagree; 4 = Completely disagree
L2	The best way for girls to get independent is to involve with job	4	1 = Completely agree; 2 = Some what agree; 3 = Somewhat disagree; 4 = Completely disagree
L3	There are problems in the family if women earns more money than their husbands	4	1 = Completely agree; 2 = Some what agree; 3 = Somewhat disagree; 4 = Completely disagree
L4	The children get deprived if their mother works outside to earn money	4	1 = Completely agree; 2 = Some what agree; 3 = Somewhat disagree; 4 = Completely disagree
L5	Being a housewife and a working woman are the same thing	4	1 = Completely agree; 2 = Some what agree; 3 = Somewhat disagree; 4 = Completely disagree
L6	Overall, boys become better businessman than girls	4	1 = Completely agree; 2 = Some what agree; 3 = Somewhat disagree; 4 = Completely disagree
L7	Men provide better political leadership than women	4	1 = Completely agree; 2 = Some what agree; 3 = Somewhat disagree; 4 = Completely disagree
L8	The girls should be equally or more educated than boys	4	1 = Completely agree; 2 = Some what agree; 3 = Somewhat disagree; 4 = Completely disagree
L9	University education is more important for boys than girls	4	1 = Completely agree; 2 = Some what agree; 3 = Somewhat disagree; 4 = Completely disagree
L10	The wives should be equally or more educated than husbands	4	1 = Completely agree; 2 = Some what agree; 3 = Somewhat disagree; 4 = Completely disagree

Thresholds

Analyses of threshold locations were performed to identify if the response categories for each item were behaving per expectations. The following table shows these thresholds:

Table 3.6 Item thresholds for sexual harassment attitude scale using original number of response categories

Item Statement			Thresholds		
Code	Location	Mean	Thr1	Thr2	Thr3
B1	1.135557	1.135557	1.381700	2.307466	-0.282495
B2	-1.108127	-1.108127	-0.411440	-2.005530	-0.907410
B3	-1.189156	-1.189156	0.020669	-2.232207	-1.355929
B4	1.086512	1.086512	1.877769	2.056821	-0.675055
B5	-0.932603	-0.932603	-0.443564	-1.656591	-0.697655
B6	0.982097	0.982097	1.341171	1.783356	-0.178237
B7	0.985579	0.985579	1.321449	2.000200	-0.364912
B8	-1.015647	-1.015647	-0.690504	-1.884827	-0.471611
B9	1.071880	1.071880	1.910532	1.819106	-0.513997
B10	-1.175354	-1.175354	0.332540	-2.286080	-1.572523
B11	0.989006	0.989006	1.344524	2.278982	-0.656487
L1	-0.223859	-0.223859	0.399401	0.110464	-1.181443
L2	0.444146	0.444146	0.685011	0.912849	-0.265421
L3	-0.165948	-0.165948	-0.397894	0.285255	-0.385204
L4	0.190767	0.190767	0.481452	0.709089	-0.618239
L5	-0.858706	-0.858706	-1.098402	-0.755592	-0.722123
L6	0.342682	0.342682	0.755159	-0.014211	0.287098
L7	-0.004446	-0.004446	0.503420	-0.010904	-0.505854
L8	0.160404	0.160404	0.008711	0.311208	0.161293
L9	-0.659764	-0.659764	-0.436883	-0.232159	-1.310250
L10	-0.055021	-0.055021	-0.371826	0.389761	-0.182998

The Category Characteristic Curves (CCC) show these threshold locations in a graph and indicate the probabilities of responding in each category across different ranges of people's attitudes. Thresholds are not found to be always properly ordered in the data except for item L5 (Being a housewife and working women are the same thing) and are therefore not working according to expectations. The category probability curves for one ordered (L5) and one disordered item (B8; to tell an adolescent girl/woman beautiful intentionally is not sexual harassment) were selected to illustrate the results graphically.

Figure 3.2. Category characteristic curve for item L5 (Being a housewife and working women are the same thing)



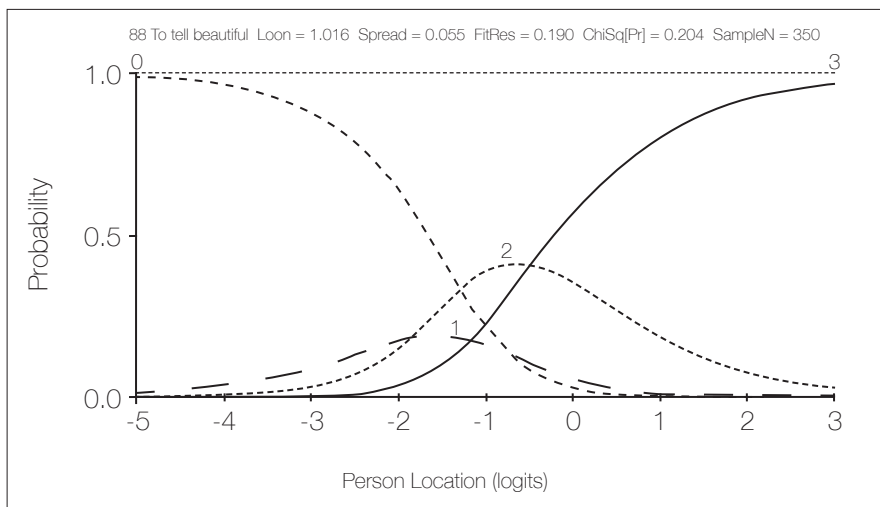
In Figure 3.2, it is evident that as the attitude towards housewives and working women being the same increases (that is being either a housewife or working women deserves the same sort of credit) among the students the probability of a 0 response (completely agree) decreases. In addition, as disagreement with this statement increases which means is not considering housewives and working women of the same status, the probability of the maximum response of 3 (completely disagree) increases. Between these two curves, there are two curves which show the probability of a response of 1 (somewhat agree) and 2 (somewhat disagree). These curves show that when a person has very low attitude relative to the item's location, then the most likely score is a 1 (somewhat agree) and when the students have attitudes much greater than the item's location then the most likely response is 2 (somewhat disagree).

In Figure the thresholds and the categories they define, are naturally ordered, that is the thresholds between the two higher categories of responses is of greater difficulty to attain than the thresholds which between the two lower categories of responses. The first threshold, which represents the point where a score of 1 is more likely than a score of 0, is approximately at - 1.098 logits. The second threshold, where a score of 2 becomes more likely than a score of 1, is approximately - 0.755 logits. The third threshold, where a score of 3 becomes more likely than a score of 2, is approximately - 0.722 logits. In other words, progressively more attitude is required to score a 2 or 3 respectively on this item.

So, people with an overall attitude estimate less than -1.098 logits are most likely to be to the left of the first threshold and so are most likely to respond 0 on

this item. People with an attitude estimate in the range of -1.098 to -0.755 logits are most likely to pass the first threshold but not the second and so respond 1. People with an attitude estimate greater than -0.755 logits but less than -0.722 logits are most likely to pass the first and second thresholds, and so respond 2. Finally, persons exceeding -0.722 logits are most likely to respond 3. So, with increasing altitude, the probability of exceeding the first threshold and the second threshold increases. The following Figure 3.3 shows the empirically derived category characteristic curves for the item B8.

Figure 3.3. Category characteristic curve for item B8 (To tell an adolescent girl/woman that she is beautiful intentionally is not sexual harassment)



The Figure 7, shows that the location of the first threshold- the intersection of the curves of probability 0 and probability of 1 respectively is located at -0.690 logits. It also shows that the location of the second threshold- the intersection of the curves of probability of 1 and probability of 2 respectively- is located at -1.884 logits. The thresholds and the categories they represent are disordered. Student's with low altitude relative to the item's difficulty is most likely to respond 0 (completely agree), and student's with high altitude relative to the item's difficulty is most likely to respond 3 (completely disagree). As the attitude level increases the tendency to respond to 2 increases, however, after the third threshold at -0.471 logits the response to 2 (somewhat disagree) decreases and the response to 3 (completely disagree) increases. So, the person with higher attitude location from -0.471 logits and above, are most likely to disagree with the statement that "to tell an adolescent girl/woman that she is beautiful intentionally is not sexual harassment".

Fit of Items and Persons to the Model

The overall item-trait test of fit of the 21 items of the attitude scale to the Rasch model is shown in Table 3.7. The person separation index which is an index of reliability has also been included in the table.

Table 3.7 Summary of items test of fit statistics for attitude scale

Item-Trait Interaction	Reliability Indices
Total Item Chi Squ = 209.142	Separation Index 0.397
Total Deg of Freedom = 105.000	
Total Chi Squ Prob = 0.000	

The individual item fit statistics (Chi-Square tests of fit and the log residual tests of fit) are presented in Table 3.8.

Table 3.8 Individual item fit for sexual harassment and gender attitude scale

Display: Individual item-fit-Chi-Square probability order							
Item	Location	SE	Residual	DF	ChiSq	DF	Prob
L5	-0.859	0.014	0.507	5238.95	4.598	5	0.466
B1	1.136	0.024	-2.250	5238.95	5.113	5	0.402
B10	-1.175	0.017	-3.834	5238.95	5.352	5	0.374
B9	1.072	0.024	-0.422	5238.95	5.470	5	0.361
B4	1.087	0.024	-0.217	5238.95	6.210	5	0.286
L4	0.191	0.013	-1.213	5238.95	6.389	5	0.270
B11	0.989	0.022	-0.294	5238.95	6.829	5	0.233
B3	-1.189	0.017	-3.193	5238.95	7.230	5	0.204
B8	-1.016	0.016	-0.190	5238.95	7.232	5	0.203
B6	0.982	0.021	-0.172	5238.95	7.641	5	0.177
L8	0.160	0.013	4.318	5238.95	8.406	5	0.135
B2	-1.108	0.017	-2.966	5238.95	8.658	5	0.123
B7	0.986	0.022	-0.234	5238.95	9.538	5	0.089
L9	-0.660	0.012	-5.056	5238.95	11.202	5	0.047
B5	-0.933	0.015	-0.993	5238.95	11.466	5	0.042

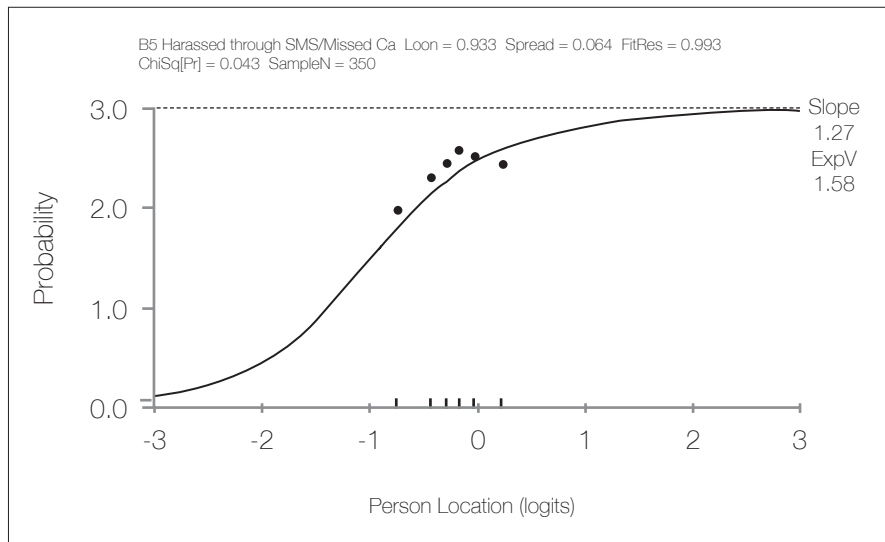
[Table 3.8 contd...]

[...Table 3.8 contd]

Display: Individual item-fit-Chi-Square probability order							
Item	Location	SE	Residual	DF	ChiSq	DF	Prob
L6	0.343	0.013	-5.030	5238.95	11.991	5	0.034
L3	-0.166	0.013	-1.832	5238.95	13.708	5	0.017
L10	-0.055	0.013	8.657	5238.95	14.652	5	0.011
L2	0.444	0.015	3.565	5238.95	17.318	5	0.003
L1	-0.224	0.011	-5.608	5238.95	18.434	5	0.002
L7	-0.004	0.012	-6.514	5238.95	21.705	5	0.000

The Table 3.8 indicates that sexual harassment attitude item B5 and most of the gender attitude items need to be reconsidered because they do not fit the model very well according to both tests of fit. The following item characteristic curve for item B5 in Figure 3.4 shows that the mean responses of groups of students are not following the expected response curve. So, the item has a low degree of discrimination between students with different attitudes.

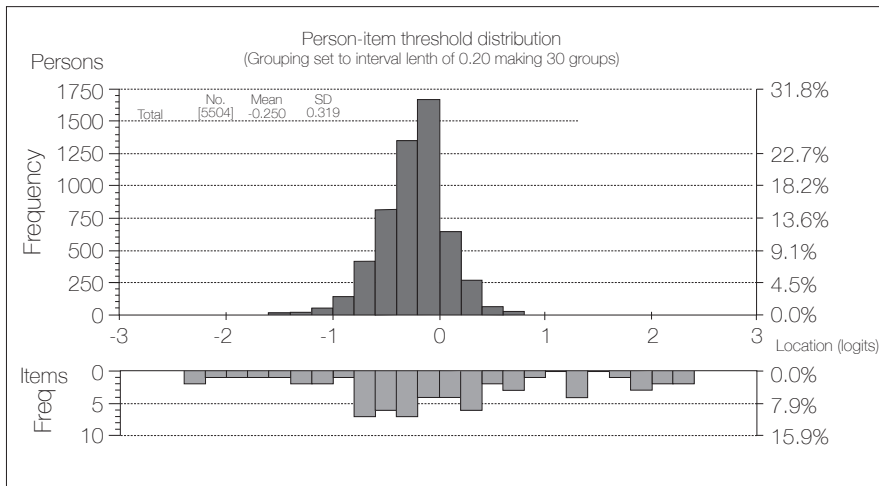
Figure 3.4. Item characteristic curve for B5 (To harass an adolescent girl/woman by mobile through SMS/Missed call/Phone call cannot be sexual harassment)



Person-item distribution

The item/person distribution graph is presented in the following Figure 3.5. There are several extreme items beyond person location. The distribution graph shows that there are items at both extremes. The items on the left are comparatively easy. There are no students in the extreme item locations at both left and the right, and most of the students are located between -1.5 to 0.8 logits. So, the items on both extremes failed to target all the students uniformly.

Figure 3.5 Item person threshold distribution for the sexual harassment and gender



Order and locations of items

Analysis of the order and locations of the items can provide additional evidence of validity of the scale. In the following Table 3.9 item locations are presented in order of increasing difficulty.

Table 3.9 Item locations in increasing difficulty order for sexual harassment and gender attitude scale

Item	Statement	Location	SE
B3	Trying to touch the body	-1.189	0.017
B10	Requesting for sexual relationship by false promise	-1.175	0.017
B2	To look with bad/evil eye or intent	-1.108	0.017
B8	To tell beautiful intentionally	-1.016	0.016
B5	To harass by mobile through SMS/Missed call	-0.933	0.015
L5	A housewife and a working woman is the same thing	-0.859	0.014
L9	University education is more important for boys	-0.660	0.012
L1	Boys have more rights to get a job than girls	-0.224	0.011
L3	Wife's more money earning than their husbands is a problem	-0.166	0.013
L10	The wives should be equally or more educated than husbands	-0.055	0.013
L7	Men provide better political leadership than women	-0.004	0.012
L8	The girls should be equally or more educated than boys	0.160	0.013
L4	The children are deprived if their mother works outside	0.191	0.013
L6	Overall, boys become better businessmen than girls	0.343	0.013
L2	The best way for girls to become independent is to get a job	0.444	0.015
B6	Display pornography or obscene/erotic picture	0.982	0.021
B7	Throw indecent comments along with display of nasty things	0.986	0.022
B11	Physical or linguistic attitude where sexual intent is implicit	0.989	0.022
B9	Trying to establish a sexual relationship by threat	1.072	0.024
B4	To touch the body	1.087	0.024
B1	To make sexually explicit comments or humour	1.136	0.024

It is revealed from table 3.9 that the easiest item in the scale is B3 and the most difficult item in the scale is B1. The spread of the item location is between -1.189 and 1.136 are adequate for analysis, but it is found again in this table that there are intermittent gaps between the item locations of L2 and B6, between L4 and L6, between L5 and L9 and between L7 and L8. Some items could be constructed to fill this gap in the locations of the items.

Gender Differential Item Functioning (DIF)

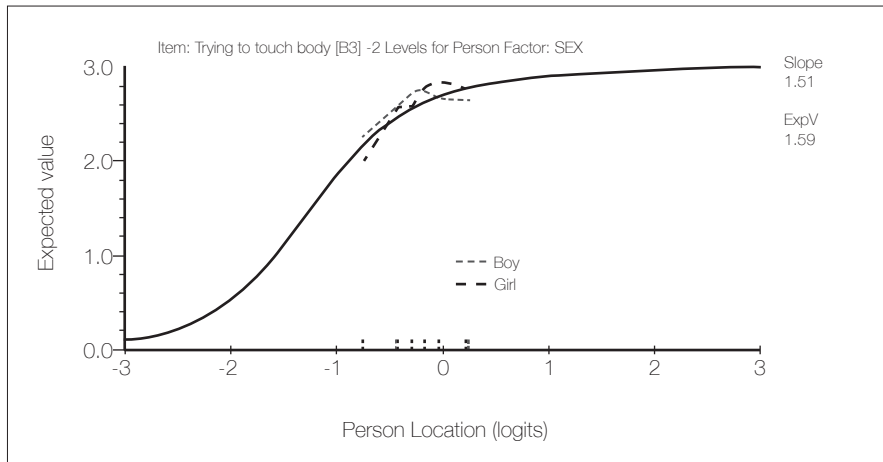
The term differential item functioning refers to a particular kind of departure of data from the model. As with other kinds of misfit, differential item functioning can occur in various ways. Figure 3.6 shows an item in which students' attitudes toward employment have been estimated on a common scale, but the proportion of responses varies systematically between boys and girls. The proportion of responses for boys and girls are shown as two separate lines as different item characteristic curve patterns.

Figure 3.6 Student's attitudes towards job at item L1 (If there is less chance for employment in the job market then boys in comparison with girls have more rights to get a job than girls showing gender differential item functioning)



From Figure 3.6 it is evident that a higher proportion of girl students completely disagree about the statement that "If there is less chance for employment in the job market then boys in comparison with girls have more rights to get a job than girls". Boy's attitudes on the other hand about the matter are the opposite which is less number of boys completely agreed with the above mentioned statement. This pattern of responses could result due to the differential perception of the importance of jobs between boys and girls.

Figure 3.7 Students attitude towards trying to touch the body at item B3 (Trying to touch the body of an adolescent girl/woman is not sexual harassment)



Another sexual harassment attitudes item is shown in above Figure 3.7. The item which seeks to measure students' attitude towards whether trying to touch the body of the opposite sex is not sexual harassment did not show much variation in the proportion of responses. Both boys and girls showed similar sorts of response patterns which were both of them completely disagree with this statement. However, girls with higher ability are much more likely than the boys to disagree with the statement completely. .

Changes of Attitude

We observed 21 different items above in two domains (sexual harassment and gender), and we analysed the properties of these items to infer something about a latent trait which we call attitude or proclivity towards sexual harassment. Now we would like to see whether the attitudes of the respondents within the treatment and control group changed over the years significantly. To do this, we dichotomised each item as Agree/Disagree based on their ordinal response and performed the difference-in-difference analysis.

Table 3.10 Students attitude (who agreed with the statement) towards sexual harassment by group and year

Attitude towards sexual harassment	2012				2016				Impact (DID) (7-6-3)
	Programme (N=2000)	Control (N=2000)	Difference		Programme (N=1000)	Control (N=1000)	Difference		
	(1)	(2)	(3=1-2)	(4)	(5)	(6=4-5)			
Sexual Harassment Attitude Statement									
To make sexually explicit comments or humour is called sexual harassment	98.8	99.9	-1.1**	95.1	91.0	4.1***	5.2*		
To look with bad/evil eye or intent is not sexual harassment	2.7	0.1	2.6***	23.0	29.3	-6.3***	-8.9***		
Trying to touch the body is not sexual harassment	2.4	0.3	2.1***	16.1	23.9	-7.8***	-9.9**		
To touch the body is sexual harassment	99.4	99.8	-0.4	94.7	91.5	3.2***	3.6***		
To harass by mobile cannot be sexual harassment	4.7	0.5	4.2***	35.8	38.1	-2.3*	-6.5***		
Display pornography or obscene/erotic picture is sexual harassment	98.8	99.7	-0.9	92.6	87.7	4.9***	5.8**		
Throwing indecent comments with objectionable display is sexual harassment	98.8	99.8	-0.9	93.3	87.0	6.3***	7.2***		
To tell beautiful intentionally is not sexual harassment	4.3	0.4	3.9***	30.5	34.3	-3.8***	-7.7***		
Trying to establish a sexual relationship by threat is sexual harassment is sexual harassment	99.2	99.8	-0.6	94.2	90.8	3.4***	4.0***		
Requesting a woman to form sexual relationship by giving her false promise is not sexual harassment	2.8	0.1	2.7***	18.2	20.0	-1.8	-4.5**		
Physical or linguistic attitude where sexual intent is implicit is sexual harassment	98.5	99.9	-1.4**	93.9	90.2	3.7***	5.1*		

[Table 3.10 contd...]

[...Table 3.10 contd]

Attitude towards sexual harassment	2012				2016				Impact (DID) (7=6-3)
	Programme (N=2000)	Control (N=2000)	Difference (3=1-2)	Programme (N=1000)	Control (N=1000)	Difference (6=4-5)	Impact (DID)		
	(1)	(2)	(3=1-2)	(4)	(5)	(6=4-5)	(7=6-3)		
Gender Attitude Statement									
Boys have more rights to get a job than girls when jobs get scarce	55.4	50.2	5.2***	50.8	55.2	-4.4*	-9.6***		
The best way for girls to get independent is to involve with job	87.0	90.5	-3.5***	80.9	82.2	-1.2	2.3**		
Wife's more money earning than their husbands is a problem	69.5	62.3	7.3***	51.7	50.6	1.1	-6.2***		
The children get deprived if their mother works outside	80.2	77.9	2.3*	75.0	70.6	4.4**	2.1*		
A housewife and a working woman is the same thing	23.6	21.1	2.6*	36.1	31.5	4.6**	2*		
Overall, boys become better businessman than girls	77.9	73.5	4.4***	72.2	70.1	2.2	-2.2		
Men provides better political leadership than women	65.9	57.0	8.9***	66.0	63.9	2.1	-6.8***		
The girls should be equally or more educated than boys	71.8	80.5	-8.7***	61.5	59.5	2.1	10.8***		
University education is more important for boys	32.7	32.3	0.4	31.5	32.9	-1.4	-1.8		
The wives should be equally or more educated than husbands	68.2	77.5	-9.3***	45.6	54.7	-9.1***	0.2*		

Note: ***, ** and * denote significant at 1%, 5 % and 10% respectively

Sexual harassment attitude statements

For analyses, we categorised the sexual harassment items in three dimensions which are unwanted sexual attention, sexual coercion and gender harassment. Under the dimensions of unwanted sexual attention, we categorised 5 items which are making sexually explicit comments, look at girl/women with bad intent, harass by mobile phone, to tell girl/women beautiful intentionally, physical or linguistic attitude where the sexual intent is implicit. Students from both treatment and control group of schools were found to be indifferent with the statement sexually explicit comment, or humour is called sexual harassment, and the statement physical or linguistic attitude where sexual intent is implicit is sexual harassment. Both groups of students were positive about the statement, and a significant difference was found in both baseline and end line. However, there is a decrease in the percentages of respondents in both treatment and control group of respondents. But, at the end line, more students from the intervention schools agreed upon with the statement than the control group of students. Again similar trend was found for the statement to tell beautiful intentionally is not sexual harassment, to harass by mobile cannot be sexual harassment and for the statement to look with bad/evil eye or intent is not sexual harassment. However, contrasting with the first two statements, we found an increase of the percentages of the students at the endline who agreed with the above statements. A significant difference was found between treatment and control group of students in both baseline and end line. But, more students from the treatment group were found to disagree with the above statements.

Again, we categorised six items under the dimension of sexual coercion. The items are trying to touch the body of girl/women, touch the body of girl/women, displaying pornography, throwing indecent comments with the display of objectionable things, and try to have sex by threat and request to have sex by giving her false promises. Among these items, no significant differences were found within the treatment and control group of students for the item requesting a girl/women to have sex by giving her false promises is not sexual harassment. Although an increase in the percentages of students from the baseline who agreed with the statement was found during the end line. On the other hand, statistical significant differences were observed between the treatment and control group of students at the end line and a higher number of treatment group of students than the control group of students were found to agree with the item, throwing indecent comments with the display of objectionable things is sexual harassment and with the item displaying pornography or erotic picture to a girl/women is sexual harassment. Again students from both treatment and control group of schools were found to indifferent with the statement trying to touch the body of a girl/women is sexual harassment as both groups of students at the baseline and end line showed significant differences. Although the number of students for both control and treatment group of students increased from the baseline who agreed upon with the statement, the number of students at the treatment group were still comparatively lower than the control group of students.

On the contrary, the treatment group of students were found to be significantly different for the item to touch the body is sexual harassment and for the item trying to establish a sexual relationship with a girl/women by giving her threat is sexual harassment.

Gender attitude statements

Ten items of gender attitude statements were categorised under the dimension of gender harassment items, and no significant differences were found for most of the items. Statistical significant differences have been observed between treatment and control group of students of both baseline and end line for the item boys have more job rights than girls during job scarcity and the item that wives should be equally or more educated than their husbands. No significant differences were found with the students from both the group for the item the best way for a girl to be independent is be employed during the end line although they were different during the baseline. The other item university education is more important for boys was found to be indifferent for both group of students during baseline and end line and no significant differences were observed between the groups. Interestingly, for all the above items the control group of students were better off than the treatment group of students in terms of their agreement with the statements as higher numbers of students from the control group agreed with the statements. On the other hand, no significant differences were found within both groups of students at the end line for the item if wives earn more money than their husband is a problem and the item boys become better businessman than girls, and men provides better political leadership than women and for the item the girls should be equally or more educated than the boys. However, both treatment and control group of students showed significant differences with these items during the baseline.

No conclusion can be drawn from the item the children are deprived if their mother works outside and for the item a housewife and a working woman is the same thing as both groups of students were found to be statistically different for both baseline and end line. However, there is a decrease in the number of students who agreed with the statement that the children are deprived if their mother works outside, and an increase of the number of students who agreed upon the statement a housewife and a working woman is the same thing. Apart from this last exceptional item in all the cases, a decrease in a number of students from the baseline was found at the end line for both groups of students who agreed upon with the rest of discussed items.

Table 3.11 Exam on different aspect of attitudes on sexual harassment in the end line

Attitude on Different Aspects of Sexual Harassment	Programme (N=1000)	Control (N=1000)	Difference
	(1)	(2)	(3=1-2)
Touch the body of any girl/women intentionally is sexual harassment	91.9 (919)	91.1 (911)	0.8
Holding hand or shoulder of your friend is sexual harassment	57.6 (576)	51.3 (513)	6.3 ***
Sending indecent picture through mobile phone is sexual harassment	83.8 (838)	81.0 (810)	2.8
Threat given for having sexual relation is sexual harassment	87.2 (872)	86.7 (867)	0.5
Scolding any male or female friend due to his or her unpleasant attitude is sexual harassment	54.1 (541)	56.6 (566)	-2.5
Requesting a woman to form sexual relationship by giving her false promise is sexual harassment	87.7 (877)	86.3 (863)	1.4

Note: *** and ** denote significant at 1% and 5 % respectively

We also conducted a separate exam during the endline to measure the attitude of students on some selected items. The result of the exam is presented above in Table 3.11. No statistically significant differences have been observed between the groups. However, the treatment group of students were found to be more sensitive to holding hands or shoulder of their friends as more number of students from the treatment group considered it as a sexual harassment, and the differences between them and the control group of students were statistically significant. Contrasting with this less number of treatment group students than the control group considered scolding friend due to unpleasant attitude is sexual harassment, and the results are not significant like the rest of the items.

Practice

The analyses of the data show that student's experiences of sexual harassment are varied. These range from sexually explicit comments to have sexual relationship on the basis of false hope. The Table 3.12 has shown that most of the students had experienced different types of sexual harassment of which altogether could be categorised under the unwanted sexual attention domain. Among these various types under this category, most of the student's encountered look from the opposite sex with bad intention or hint followed by sexual explicit comments and followed or chased by someone.

Table 3.12 Different types of sexual harassment experienced in two different years

	Types of Sexual harassment	2012 (N=4000)	2016 (N=2000)
Unwanted Sexual Attention	Looked with bad intent	51.2 (2048)	13.8 (275)
	Sexually explicit comments	48.9 (1957)	13.6 (271)
	Followed or chased by someone	41.2 (1647)	11.8 (235)
	Called "beauty" with sexual intent	37.9 (1514)	7.6 (151)
	Embarrassed through mobile	26.1 (1043)	4.8 (95)
	Received threat for rejecting love proposal	24.9 (994)	6.0 (119)
	Tried to touch body	20.3 (811)	4.6 (92)
	Victim by displaying anything objectionable	19.8 (791)	6.1 (121)
Sexual Coercion	Harassed by showing pornography	8.6 (344)	1.9 (37)
	Touched body	7.1 (283)	2.7 (54)
	Request sex by giving false promise	6.3 (252)	1.4 (27)
	Received threat for allowing sexual harassment	4.0 (161)	1.6 (31)
	Kept away from activities due to sexual harassment or torture	2.2 (88)	1.3 (25)
	Harassed by taking photo or video	2.1 (84)	1.0 (20)
	Sexual relation on the basis of false hope	1.1 (44)	0.5 (10)

On the other hand, under the domain of sexual coercion, most students are harassed by pornography which had been shown to them followed by the touched body. There is a decline of the sexual harassment experienced by the students during the endline. Table 3.13 has shown that 73.5 per cent of the students were found in the baseline who had experienced at least one type of sexual harassment in the programme intervention areas in the last year. This might be one of the reasons to select those areas for the programme intervention areas. However, after four years of programme intervention, the incidence of sexual harassment or the students who had experienced at least one type of sexual harassment in the last one year came down to 26.1 per cent. The control area schools were also found to have decreased sexual harassment incidence however, less numbers of students were found to have experienced sexual harassment in the programme areas than the control area schools.

Table 3.13 Types of sexual harassment experienced by different programme groups in last one year at two different period

Types of Sexual Harassment	2012		2016	
	Programme (N=2000)	Control (N=2000)	Programme (N=1000)	Control (N=1000)
Sexual harassment experienced (at least once in the last one year)	73.5 (1471)	62.9 (1257)	26.1 (261)	28.7 (287)
Looked with bad intent	54.7 (1094)	47.7 (954)	12.6 (126)	14.9 (149)
Sexually explicit comments	53.2 (1064)	44.6 (893)	13.9 (139)	13.2 (132)
Followed or chased by someone	45.7 (914)	36.6 (733)	10.5 (105)	13.0 (130)
Called "beauty" with sexual intent	44.8 (895)	30.9 (619)	6.9 (69)	8.2 (82)
Embarrassed through mobile	31.0 (620)	21.2 (423)	4.2 (42)	5.3 (53)
Received threat for rejecting love proposal	29.4 (589)	20.3 (405)	5.9 (59)	6.0 (60)
Tried to touch body	26.3 (526)	14.3 (285)	5.0 (50)	4.2 (42)
Victim by displaying anything objectionable	25.5 (510)	14.1 (281)	6.0 (60)	6.1 (61)
Harassed by showing pornography	8.3 (165)	9.0 (179)	0.7 (7)	3.0 (30)
Touched body	9.9 (197)	4.3 (86)	2.1 (21)	3.3 (33)
Request sex by giving false promise	6.6 (132)	6.0 (120)	0.6 (6)	2.1 (21)
Received threat for allowing sexual harassment	5.4 (107)	2.7 (54)	0.8 (8)	2.3 (23)
Kept away from activities due to sexual harassment or torture	2.1 (42)	2.3 (46)	0.2 (2)	2.3 (23)
Harassed by taking photo or video	2.3 (46)	1.9 (38)	0.8 (8)	1.2 (12)
Sexual relation on the basis of false hope	1.7 (34)	0.5 (10)	0.0 (0)	1.0 (10)

We also found both boys and girls had experience of sexual harassment but the number of girls who had the experience of being harassed than the boys. Table 3.14 shows the sexual harassment experience by gender for both baseline and endline.

Table 3.14 Sexual harassment experience by different gender in baseline and end line

Types of Sexual Harassment	2012		2016	
	Boy (N=1720)	Girl (N=2280)	Boy (N=732)	Girl (N=1268)
Looked with bad intention	37.8 (651)	61.3 (1397)	3.3 (24)	19.8 (251)
Sexually explicit comments	33.3 (573)	60.7 (1384)	3.0 (22)	19.6 (249)
Followed or chased by someone	31.3 (538)	48.6 (1109)	1.4 (10)	17.7 (225)
Called "beauty" with sexual intent	28.8 (495)	44.7 (1019)	1.8 (13)	10.9 (138)
Embarrassed through mobile	31.7 (546)	21.8 (497)	2.0 (15)	6.3 (80)
Received threat for rejecting love proposal	22.1 (380)	26.9 (614)	1.5 (11)	8.5 (108)
Tried to touch body	17.0 (292)	22.8 (519)	1.8 (13)	6.2 (79)
Victim by displaying anything objectionable	6.9 (119)	29.5 (672)	1.4 (10)	8.8 (111)
Harassed by showing pornography	12.6 (216)	5.6 (128)	0.7 (5)	2.5 (32)
Touched body	6.8 (117)	7.3 (166)	0.8 (6)	3.8 (48)
Request sex by giving false promise	8.9 (153)	4.3 (99)	0.7 (5)	1.7 (22)
Received threat for allowing sexual harassment	2.4 (41)	5.3 (120)	0.1 (1)	2.4 (30)
Kept away from activities due to sexual harassment or torture	3.8 (66)	1.0 (22)	0.1 (1)	1.9 (24)
Harassed by taking photo or video	0.2 (4)	3.5 (80)	0.3 (2)	1.4 (18)
Sexual relation on the basis of false hope	1.6 (27)	0.7 (17)	0.0 (0)	0.8 (10)

QUALITATIVE PART

Based on programme demand study considered qualitative exploration during the end line survey in 2015. The nature of MEJNIN programme objective is mass awareness to combat sexual harassment incidents at the community level hence programme targeted multiple stakeholders to stand against sexual harassment incident. In this purpose study collected retrospective qualitative data from the angle of multiple stakeholders such as Students Watch Group (SWG), Community Watch Group (CWG) members from the study area.

The qualitative objectives of this research are:

- To understand respondents' existing knowledge on sexual harassment,
- To investigate different stakeholder's attitudes towards sexual harassment and
- To explore the occurrence of sexual harassment within a defined period, as well as the actions taken by the different community stakeholders to stop sexual harassment in their respective community.

1. Study area

The Gender Justice & Diversity programme of BRAC made certain selection criteria to select the schools where the programme has implemented. The criteria were schools which had 300 or more students, and were situated in municipal areas, had no BRAC intervention, and had government approval (MPO). Moreover, schools consisting of only boys or girls and the schools which had co-education were considered for this study. In this regard, four treatment schools were purposively selected from the programme area and were located in Dhaka, Narayanganj, Rangpur and the Sylhet district. In addition, two comparison schools which were located in the municipal area from the adjacent districts such as Maulvibazar and Nilphamari were considered for this study.

2. Methodology

In order to assess the SH incidents that occurred in the study area, and to explore the knowledge and attitudes of the students towards the SH issue, qualitative methods were employed. For this exploration, standard social science tools and techniques such as FGDs, KIs and IIs were considered. These tools were employed to the Students Watch Group (SWG) and to the Community Watch Group (CWG) members. As well as participatory observation, informal discussion with teachers, parents and both girl and boy students and other stakeholders were considered for interview. The team designed a list of probes so that all aspects of SH experienced by the girl students could be captured. This technique allowed us for a more natural conversation with a purpose. In the guidelines we started with general information before moving into "how"

questions which funneled further down into responsible practices or outcomes. Throughout the guideline we considered cluster questions under this study to draw upon. Through the probing technique we explored “how” and “interaction” had taken place, with the different stakeholders in the community. Note taking, photographs and audio recordings were used to ensure the quality of the data collection. Each of the teams included two researchers to collect data from the study area.

2.1 Sampling

Four schools were purposively selected from the four study areas and were considered as a treatment group. Another two schools were selected from the nearby districts with similar observable characteristics and were considered as a comparison group. Students from classes VI to VIII were participated in this study. As the intervention emphasised more on girl students hence more number of girls school were selected compared to boys' schools. Respondents, particularly school students, both girls and boys, parents, teachers and influential people in the community were selected according to predetermined criteria in order to get a comprehensive and insightful message on the issues considered for the study. Local BRAC field staff ensured participation of a representative group of people who were influential in the community. Study team selected the participants using the 'snowball sampling technique' whereby an influential person would help to get another suitable influential person.

3. Tools and techniques

3.1 Focus Group Discussions (FGDs)

Eight FGDs (with 64 influential community members and students) were carried out in the treatment areas. The composition of the FGDs in the treatment schools was assembled appropriately so that everyone had equal interaction to get the variation of the comprehensive insights. FGDs with SWG were randomly selected from each class in the treatment schools. The team starts questioning with “How” to allow respondents to answer with an open range of responses to gather richer data. Each FGD took about 50 to 60 minutes, and representativeness of FGDs was ensured through careful selection of the influential community members.

3.2 In-depth Interviews (IDIs)

In total twenty IDIs' (with 20 participants) were carried out in both the areas and were conducted with students and influential community members, parents, teachers and other community stakeholders. Interviewers for IDIs' purposively selected those participants who were identified as eligible.

3.3 Key Informant Interviews (KIs)

Key Informant Interviews (KIs) were conducted in both areas in order to capture expert opinion regarding different players working at different points in the

community. Twenty KIIs (with 20 participants) were conducted in the treatment and comparison areas with influential community members, parents, teachers and other relevant stakeholders who were taking an active role in standing against SH incidents.

3.4 Informal discussion

Several informal meetings were carried out in both areas with different community stakeholders to explore the practices and challenges that they were facing to combat sexual harassment incidents. The informal discussions serve as an informal platform helped us to bring up specific issues that we wish to discuss with other community stakeholders.

3.5 Participatory observation

Both observing and participating approaches were used to understand the context. These techniques helped us to establish rapport with participants and therefore, ensured quality data collection.

3.6 Data analysis

Researchers transcribed the recordings. All transcriptions were triangulated. Thematic analysis was used for analysing data in this study. Thematic analysis is performed through the process of meaningful patterns. These patterns are: familiarisation with data, searching for themes, reviewing, defining and naming themes, and producing the final report.

4. Study findings

This study explores the understanding of knowledge, attitudes and practices shaped by this programme by comparing retrospective end line data from 2015 with baseline data from 2012. The targeted respondents were students (boys and girls) studying between classes VI to VIII and other community stakeholders both from programme and comparison areas. There were multiple groups formed by the programme to stand against this social crime. Therefore, analysis based on the groups explored their knowledge, attitude and practice on SH incidents. Group wise empirical findings are narrated below.

5. Knowledge level

5.a Student Watch Group (SWG)

Respondents were asked during FGDs about the definition of “Sexual Harassment (SH)” and it was found that the majority of the treatment group respondents were able to answer with the correct definition of SH which was unknown before the programme started. In contrast, the study found that harassment through

social network websites or through the mobile technology was considered as a cybercrime and it is therefore SH. In addition, knowledge levels vary from class to class and in some cases boys were unaware about SH hotspot in the programme area. To get an insight of SH knowledge, a quotation from a girl captured below:

“.....We have learned now what kind of behaviour that we should consider as a SH. Before the programme starts we thought eve-teasing is a kind of unpleasant attitude and by doing that boys are only having fun but now we know it is indeed SH.”

- Student from Bibi Morium Girls High School
Narayanganj treatment school

However, In-depth Interview with boys and girls from the control area found that they lack knowledge about the definition and were not able to state that eve-teasing is a form of SH.

5.b Knowledge translated into action

From the FGDs it was found that members of the SWG convey messages to other students to inform teachers and programme staff immediately when an incident happens to the victim. Key- Informant Interview (KII) with teachers revealed that through this programme the majority of the girl students achieve awareness and therefore, become confident enough to report as SH incidents as crimes. In addition the study also found that SWGs play a vital role and convey a message about not to stand silent in case of an incident of SH.

A quotation captured below:

“.....We have learned through this programme why we should stand beside the victim of SH and how to protest against SH incidents and an early marriage arranged to the girl”.

- Students from Bibi Morium Girls High School
Narayanganj treatment school

5.c Community Watch Group (CWG)

Focus Group Discussion (FGD) and Key Informant Interview (KII) with a teacher from treatment group found 'sexual harassment' is a kind of strange behaviour. While asking to explain about the types of strange behaviour, the study found that pulling scarf, blinking an eye and showing pornography towards girl is SH. The study further added that this kind of sexual teasing which occurred towards girls

and was considered as an eve-teasing. After the programme, it was considered as a SH. To get an insight of SH knowledge among the CWG member, a quotation captured below:

“.....SH is kind of strange behaviour which is uncomfortable.”

- Teacher from Bibi Morium Girls High School
Narayanganj treatment school

The study further added that disturbing girl by miscreants that teachers should consider as a serious issue and need to look carefully when it starts instead of letting it go, because, that leads girls to fall in danger and turns restriction on girl's mobility which was often practiced before the programme starts. In an IDI with an Assistant Sub-Inspector of police it was revealed that within their activities bringing perpetrators under the law is the main concern. The study further added that the law does not impose strongly hence criminals find it easy to attempt the crime frequently. In addition, data suggests that the main reason for this is a political backup for the criminal activities. Furthermore, the study found that SH hotspot in the treatment area is under surveillance by the mobile court to protest SH incidents. Informal discussion with the owner of the tea stall revealed that unemployment, uneducated and delinquent youth gather at the tea stall to have tea and attempt to tease the school going girls. To capture an insight a quotation captured below:

“.....Local school teacher visited and requested me not to let miscreants sit idle in my tea stall.”

- Tea Stall Owner from Dhaka Mirpur government High School
The treatment area

A teacher during FGDs stated that SH incidents mainly occur by the known people at the household premises or elsewhere and which was later hidden either by the victim or by her parents but after the programme both the respondents are now aware and take necessary legal measures to combat SH incidents. However, FGDs with CWG members in Rangpur programme area revealed that there is a lack of awareness about SH, so incidence is higher than other parts of the country.

In this regard, two quotations captured below:

“.....After programme I came to know how perpetrators attempt multiple actions to occur sexual harassment incident to the victim.”

- Teacher from Bibi Morium Girls High School
Narayanganj treatment school

“.....The victim also does not want to expose SH incidents, so very hard to take legal measures against SH incidents or early marriage.”

- Teacher from Rangpur programme area

In addition, the study found that this area is highly prone to early marriage because of poverty and poor socioeconomic condition. On the other hand, the research found that prevalence of early marriage is high in the Sylhet programme area. Mainly ‘London based groom’ who attract girl’s parents to marry their daughter and will take their daughter as his wife to London so that they could have a better life over there. In this regard a quotation captured below to get an insight:

“.....In most cases, victim’s family change age on the birth certificate. In that case, teachers fall in danger. Even can get a life threat”.

- Teacher from Rangpur programme area

There is another quotation which highlighted an insight about change of age below:

“....If you want you can change your age 50 times or even more on the existing Birth Certificate system. Because there is a lack of investigation system and BDT 50 to 100 is enough to change the age in the Birth Certificate”.

- CWG member from Rangpur programme area

5.d Knowledge translated into action

It was found that there is a communication gap between teachers and students and that this reduces after the programme. It was also found that programme awareness works as a kind of ‘confident regulator’ among the students which helps them to inform teachers immediately after the incident. Further, it was found from the FGDs that girls are comfortable and feel confident to discuss SH incidents with female teachers compare to male teachers. In-depth discussions with male teachers further added that teachers feel comfortable to open discussion on SH and early marriage compared to 2012. While key-Informant Interview with teachers found that sense of social accountability has developed from where teachers encourage the victims to become confident and be attentive to her study. Here is a quotation captured below where much insight is shown:

“.....Indeed, girls are not used to disclosing about SH incidents, but after the programme they do”.

- CWG member during FGD Narayanganj treatment group

In case of any SH incidents CWG members take immediate action, and in reply, the study captured that ‘.....first we call each other and the programme staff then

we call the local administrative authority. At the same time, we call the social, political and legal authorities to take legal action as early as possible. We follow all the necessary legal steps within the short time because this kind of social crime which get soften if the measure is not taken immediately. Beside that, we continue to run psychosocial counselling for the victim and ensure security for the victim's family members because perpetrators are large, violent and could make multiple attempts.'

Another action captured below during a KII with a teacher in treatment group:

"...A girl was a student of class ten in my school. She was talented. In the last few days once I entered in the classroom I found her in a sad mood. First I have asked one of her friends what happened to her? Then her friend told me that 'she is being disturbed by one of the boys. Then I have called her and asked about the nature of the disturbance by the boy. After discussion with her I came to know that a boy repeatedly disturbing her and intensification of disturbance is becoming high, but her parents keep blaming her. As a teacher, I felt to counselling her parents immediately. After having the programme I realised that I have social accountability and I know how to make her parents understand and finally I have protected that victim from SH."

After in-depth Interview with parents, it was further added that the word 'eve-teasing' is, in fact, sexual harassment which comes to know after the programme. Further, parents and local media were able to identify various form of SH exists in society and were able to recognise these as a punishable crime. In addition, the word "cybercrime" which occurs digitally also is a serious crime because perpetrators make a trap for the victim. The study further added through FGDs with CWG and in-depth interviews with teachers revealed that attempt to eve-teasing and cyber bullying (a short of) both are SH. Linking to this finding, FGDs with CWG in Rangpur district found that a short of cybercrime is a new form of SH and now-a-days its prevalence is very high. The research showed that through cybercrime girls faces multiple exploitations by the perpetrators because they take advantage of social media such as YouTube, Facebook and so on.

A quotation captured which highlighted an insight below:

".....Easy access to the internet and availability of pornography to the user triggers them to attempt multiple forms of crime."

- Member of CWG from Narayanganj treatment district

Key-informant interview with local media revealed that the word eve-teasing is actually SH and cybercrime is a way to harass victims as well. In addition, the research found that cybercrime is a form of SH by which perpetrators can play life-threatening harassment towards victims. Further from the FGDs that using technology makes people's lives easier, but there is limited knowledge on its

positive use. In addition, crime through technology needs urgent attention so that legal provisions can be made to protect victims. A quotation captured through in-depth Interview with CWG member below:

“...Girl's first got disturbed by unknown number then at a stage fall in love and attempted to meet with each other. Over the time they develop physical relation by their consent. At the next stage of relation, girl gets pregnant then her lover avoids marrying her. At present at my victim support centre, there are 125 cases. Majority of the cases are exploitation through love affair which developed by a call from unknown number. So lack of education and awareness on SH is the main reason for this exploitation. Because of access to modern technology kidnapping and rape case is higher in this region than other area. We feel we have no control over this concern.”

- Member of CWG from Rangpur programme school

In addition, the study found that due to the harassment of their daughters, parents are taking safety measures especially on the way to school and while they are in the Coaching Centre. Mothers worry when their daughters have a male home tutor. However, after programme parents and their daughter's relation further developed because daughter share odds with her mother to take extra measures which is helpful for parents. An in-depth interview with another parents found that parents of victims used to blame their daughter as she was sexually harassed but after the programme, this kind of mentality has changed because of they were able to realised that it was not the victim's fault.

In relation to asking about action against early marriage, the study found that parents were dedicated to foiling early marriage arrangement in some study areas. In addition, this parent's representative were communicated with the group members who were highly influential in the community. However, FGDs with CWG members from Rangpur and Sylhet programme were found that mothers who get married early made attempts to marry their daughters early as well due to lack of awareness of the consequences of early marriage. In addition group members from Dhaka and Narayanganj programme area communicated with each other, found a way forward and take decisions and shared each other's experience which helped them to bring the most out of it to stand against early marriage or any kind of social crime that occurs in the community.

6. Sexual harassment (SH) and early marriage

Sexual Harassment (SH) and early marriage are interlinked. Linking to these findings, teachers admitted that due to SH, drop out is common in school. Furthermore, that sexual harassment rumour caused the victim to find herself in a situation where she is more vulnerable to early marriage. In-depth interviews with female teachers further found that due to sexual harassment girl's attention to her study is heavily disturbed.

6.1 Knowledge translated into action

It was noted that near to the data collection site, a girl was kidnapped and raped by a group. During that hard time, MEJNIN and local Non-Governmental Organisation's staffs rescued the victim, and the victim was given legal and mental support. In relation to victim support, a quotation captured through an in depth Interview highlighted below:

".....Once we knew an early marriage arranged to a girl, immediately we were informed *Upazila* Nirbahi Officer (UNO) and all together tried to foil the arrangement because consequences of early marriage were horrible".

Female NGO worker treatment group

7. National helpline number

The study revealed from the FGDs that students were aware of the national helpline number. Furthermore, the study found that national helpline number is useful but the majority of them were unaware before the programme starts. In-depth interviews with female teachers revealed that the national helpline number developed confidence among the victims and protestors.

In addition, after in-depth discussions with local NGO workers that the national helpline number is active and it works. To get an insight a quotation is captured from the local female NGO worker below:

".....Recently I have called to the National helpline number because there was an incident to of SH. From the other side, a helpline operator supported me and advised me to contact immediately to a local helpline number which was close to the village where an incident occurred."

Local female NGO worker treatment group

However, informal discussion with the religious leader (Imam) and school going boys from the comparison area found that they have lack of knowledge about the national helpline number.

8. Complaints Box

It was found that each of the schools located in the programme area has a complaints box and it works well. Informal discussions with students studying in the study area revealed that the complaints box is there because it helps them to let teachers and others know about any SH incidence without disclosing their identity.

9. Conclusion

Qualitative exploration found that the majority of the respondents have achieved knowledge of the definition of SH and they consider an eve-teasing is a form of SH. Furthermore, majority of them consider that SH is a social and punishable crime. However, quantitative data found that knowledge on particular outcome such as legal awareness particularly action taken under legal petition when any sexual harassment incidence takes place is greater and statistically significant among treatment group of students. The Treatment group of students also have higher knowledge about the referral system (e.g., hotline numbers) than the control groups of students.

As qualitative study covered all the stakeholders involved in this programme therefore study found results from multiple angles. Due to budget constrains, quantitate study only focused on school students as a primary stakeholder. Therefore, through qualitative exploration study further found that the majority of the teachers, students and parents and influential members of the community developed better communication with each other and felt comfortable to discussing SH incidents and other social issues. However, awareness of SH among the students varies between classes and individuals. On the other hand, lack of knowledge of SH and other forms of social crimes are relatively high in the comparison area. Meanwhile, All the stakeholders from the study area were concerned about cyber bullying. After intervention, relationships between SWG and CWG members are stronger than other group members. It is noted that teachers and parent's communication gap are reduced. The study further found that poor economic conditions and insecurity is a huge concern in the rural and urban slum area hence in consequence girls become victims of early marriage.

Finally, the northernmost part of our study area is more vulnerable to SH incidents and to early marriage compared to other programme areas. Furthermore, one of the major reason for early marriage is violating legal age in the Birth Certificate. In addition, SH incidents create insecurity for the victim which works as a push factor to early marriage among the school going girls in the study area. However, perplexing legal action for SH is also a concern among the community people.

Quantitative descriptive data further suggested that regarding attitude issues both boys and girls showed similar sorts of response pattern which was either completely agree or disagree with any given statement. However, girls with higher ability are much more likely than the boys to disagree with the statement completely. Among various types of sexual harassment, most of the student's encountered look from the opposite sex with bad intention or hint followed by explicit sexual comments and followed or chased by someone. Under the domain of sexual coercion most students are harassed by pornography which was shown to them by the perpetrator followed by touching the body. There is a decline of the sexual harassment experienced by the students during the endline. There is a drop of 47.4% sexual harassment experienced by the girls in the programme intervention area.

BRAC MEJNIN awareness programme on SH is playing a unique role in the community. Knowledge of SH help beneficiary to combat SH incidents. In addition, psycho-social counselling help victim to come back to the normal life in the study area. However, full measures against SH incidents in some hotspots of sexual harassment is challenging because those hotspots are under control by the local political perpetrators.

10. Recommendations

- In order to ensure a community free from SH incidents, this is essential to include young people in the main activities so that they can all be aware of SH.
- In order to reduce SH incidents, intervention should take place both in rural and urban slum areas because the majority of the workers are female who come from rural areas to get a job in the garment industry and live in the urban slum.
- In order to reduce early marriage especially in the northernmost and north-eastern part, the programme should make parents aware of the issues and educates adolescent girls so that along with their parents they can stand against early marriage.
- In order to reduce SH incidents, collective social effort needs to develop starting from individual awareness to family members and school teachers. All the community people should identify hotspots of SH and take appropriate measures such as CC camera and police vigilance to combat SH.
- The Birth Certificate system needs to be formal, digital and legalised. Rules should be applied if there is a violation of the process. Prosecution and fine should go both for miscreants and their associates. Any violation regarding amending girl's age on the birth certificate should be punishable.

REFERENCES

- AAUW (2001). Hostile hallways: Bullying, teasing, and sexual harassment in school. Retrieved from Washington, DC:
- Allport GW (1935). Attitudes. *In: C. Murchison (Ed.) Handbook of social psychology*. Worcester Mass: Clark University Press,
- BANBEIS (2012). Bangladesh Education Statistics
- Bates LM, Schuler SR, Islam F and Islam MK (2004). Socioeconomic factors and processes associated with domestic violence in rural Bangladesh. *International Family Planning Perspectives*, 30(4):190-199.
- BNWLA (2013). Ending impunity: Monitoring report for the implementation of the domestic violence (Prevention and Protection) Act 2010. Dhaka: Bangladesh National Woman Lawyers' Association.
- Breckler SJ (1984). Empirical validation of affect, behavior, and cognition as distinct components of attitude. *Journal of Personality and Social Psychology*: 47(6), 1191-1205.
- Buckley J and Shang Y (2003). Estimating policy and programme effects with observational data: the "differences-in-differences" estimator. *Practical Assessment, Research & Evaluation*, 8(24). Available online: <http://PAREOnline.net/getven.asp?v=8qn=24>
- Eagly A and Chaiken S (1993). Process theories of attitude formation and change: The elaboration likelihood and heuristic-systematic models. *The psychology of attitudes*, 305-349. New York:HBJ.
- Fitzgerald LF (1993). Sexual harassment: Violence against women in the workplace. *American Psychologist*, 48(10): 1070-1076. doi-org/10.1037/0003-066x-48-10.1070.

- Fitzgerald LF, Gelfand MJ and Drasgow F (1995). Measuring sexual harassment: Theoretical and psychometric advances. *Basic and Applied Social Psychology*, 17(4): 425-445.
- Fitzgerald LF and Shullman SL (1993). Sexual harassment: A research analysis and agenda for the 1990s. *Journal of Vocational Behavior*, 42(1): 5-27.
- Fitzgerald LF, Shullman SL, Bailey N, Richards M, Swecker J, Gold Y and Weitzman L (1988). The incidence and dimensions of sexual harassment in academia and the workplace. *Journal of Vocational Behavior*, 32(2): 152-175.
- Foulis D and McCabe MP (1997). Sexual harassment: Factors affecting attitudes and perceptions. *Sex Roles*, 37(9-10): 773-798.
- Gelfand MJ, Fitzgerald LF and Drasgow F (1995). The structure of sexual harassment: A confirmatory analysis across cultures and settings. *Journal of vocational behavior*, 47(2): 164-177.
- Gruber JE (1992). A typology of personal and environmental sexual harassment: Research and policy implications for the 1990s. *Sex Roles*, 26(11-12): 447-464.
- Kabeer N (1999). Resources, agency, achievements: Reflections on the measurement of women's empowerment. *Development and change*, 30(3): 435-464.
- Karim S (2005). Gendered violence in education: Realities for adolescent girls in Bangladesh: Dhaka: ActionAid Bangladesh.
- Khandker SR, Koolwal GB and Samad HA (2010). Handbook on impact evaluation: quantitative methods and practices: *Journal of Development Effectiveness* 2(3):387-390.<http://doi.org/10.1080/19439342.2010.499188>.
- Koenig MA, Ahmed S, Hossain MB and Mozumder AKA (2003). Women's status and domestic violence in rural Bangladesh: Individual-and community-level effects. *Demography*, 40(2): 269-288.
- Lechner M (2010). The estimation of causal effects by difference-in-difference methods *Foundations and Trends in Econometrics*, 4(3):165-224.
- Lee VE, Croninger RG, Linn E and Chen X (1996). The culture of sexual harassment in secondary schools. *American Educational Research Journal*, 33(2): 383-417.
- Roscoe B, Strouse JS and Goodwin MP (1994). Sexual harassment: Early adolescents' self-reports of experiences and acceptance. *Adolescence*, 29(115): 515-23.
- Rosenberg MJ and Hovland CI (1960). Cognitive, affective, and behavioral components of attitudes. In: Rosenberg MJ and Hovland C1 (Eds). *Attitude organization and change: An analysis of consistency among attitude components*, Yale University Press, New Haven.

- Siddiqi DM (2003). The sexual harassment of industrial workers: Strategies for intervention in the workplace and beyond. Dhaka: (CPD-UNFPA Publication Series No, 26).
- Sigal J (2006). International sexual harassment. *Annals of the New York Academy of Sciences*, 1087(1): 356-369. doi-org/10-1196/ammals.1385-008.
- Tejada AJR and Rojas OML (2005). Application of an irt polytomous model for measuring health related quality of life. *Social Indicators Research*, 74(2): 369-394. doi.org/10.1007/s11205-004-3232-1.
- Timmerman G (2003). Sexual harassment of adolescents perpetrated by teachers and by peers: An exploration of the dynamics of power, culture, and gender in secondary schools. *Sex Roles*, 48(5-6): 231-244.
- Timmerman G (2004). Adolescents' psychological health and experiences with unwanted sexual behaviour at school *Adolescence*, 39(156): 817-25.
- WHO (2005). WHO multi-country study on women's health and domestic violence against women: initial results on prevalence, health outcomes and women's responses. Summary report Geneva: Switzerland.

APPENDIXES

Appendix A. School characteristics from both treatment and control districts

District	Sl. No.	School Code	Male Teacher	Female Teacher	Boy Student	Girl Student	Trained Teacher	PTA Meeting	SMC Meeting	TEO Visited	
Mymensingh	1	231	8	6	150	300	10	4	5	7	
	2	235	2	6		350	4			6	
	Nawabganj	3	341	36	4	1280		25	6	3	8
		4	345	8	7		600	4	4	5	6
		5	346	7	4	171	144	10	2	7	5
Nilphamari	6	8131	38	6	1200		32	2		2	
	7	8132	25	14		1350	32	2			
	8	8134	14	3	433		17	12	11	5	
	9	8135	10	6		494	7	12	12	2	
Narsingdi	10	9144	26	11	2500		20	4	4	6	
	11	9145	17	17		2000	25	6	25	15	
	12	914511	17	13		1450	22	4	6	10	
Sirajganj	13	9155	27	9	1207	220	15	6		10	
	14	10164	10	1	216	218	5	3	12	1	
	15	10165	6	6		400	8	5	12	3	
	16	101651	3	4		300	6	4	4	1	
CONTROL DISTRICTS											

District	Sl. No.	School Code	Male Teacher	Female Teacher	Boy Student	Girl Student	Trained Teacher	PTA Meeting	SMC Meeting	TEO Visited
Maulvibazar	17	12184	6	4	161	244	7	3	4	2
	18	12185	10	10		1116	15	3	10	5
Manikganj	19	12186	12	3	175	225	2		6	4
	20	13191	41	8	1643		49	2		12
	21	13192	27	16		1500	42	3		7
	22	13194	10	4	222	229	12	3	5	8
	23	131941	8	2	185	128	10	3	3	4
	24	13195	23	9		555	2	12	6	3
	25	13196	14	6	611	512	11	2	2	2
Dhaka	26	14201	32	32	914	1200	48	4	6	30
	27	142011	17	20	800	1046	30	3	0	3
	28	14205	9	15	300	500	19	4	8	1
	29	14214	10	12	305	15	22	8	6	2
	30	14224	13	11	250	9	24	3	7	6
	31	14275	13	20	150	900	33	5	6	3
Narayanganj	32	584	14	12	1010		19	3	5	0
	33	585	27	22	1200	1200	30	5	4	2
Cumilla	34	5851	18	21	0	835	18	3	0	2
	35	112	20	33		2500	53	2	6	6
	36	116	6	5	216	96	11	2	6	2
CONTROL DISTRICTS										

District	Sl. No.	School Code	Male Teacher	Female Teacher	Boy Student	Girl Student	Trained Teacher	PTA Meeting	SMC Meeting	TEO Visited
Rangpur	37	11171	29	25	2000		54	2		4
	38	11174	11	4	410		10	3	8	4
	39	11175	8	8		360	10	2	12	2
	40	11176	8	7	218	258	10	2	12	6
Tangail	41	6104	9	3	194	201	10	2	10	4
	42	6105	7	7	0	480	12	2	7	6
	43	6106	7	5	213	218	6	1	5	10
Sylhet	44	7121	37	16	1700		53	5		
	45	7122	16	36		1600	52	5		
	46	7125	3	3		650	5	5	4	2
Rajshahi	47	7126	14	9	421	278	12	3	5	2
	48	474	15	6	650		12	1	1	1
	49	475	14	20		1700	16	6	13	5
	50	4386	12	4	364	203	9	0	8	4
CONTROL DISTRICTS										

Appendix B. Different Types of Schools and Boy-Girl Student and Teacher-Student ratio

	District	School Code	School Type	Boy: Girl	Teacher: Student
CONTROL DISTRICTS	Mymensingh	231	Co-education	1:2	1:32
		235	Girls School		1:44
	Nawabganj	341	Boys School		1:32
		345	Girls School		1:40
		346	Co-education	1:1	1:29
	Nilphamari	8131	Boys School		1:30
		8132	Girls School		1:35
		8134	Boys School		1:25
		8135	Girls School		1:31
	Narsingdi	9144	Boys School		1:68
		9145	Girls School		1:59
		914511	Girls School		1:48
		9155	Co-education	1:0	1:40
	Sirajganj	10164	Co-education	1:1	1:39
		10165	Girls School		1:33
		101651	Girls School		1:43
	Maulvibazar	12184	Co-education	1:2	1:41
		12185	Girls School		1:56
		12186	Co-education	1:1	1:27
	Manikganj	13191	Boys School		1:34
		13192	Girls School		1:35
		13194	Co-education	1:1	1:32
		131941	Co-education	1:1	1:31
		13195	Girls School		1:17
	13196	Co-education	1:1	1:56	

	District	School Code	School Type	Boy: Girl	Teacher: Student
TREATMENT DISTRICTS	Dhaka	14201	Co-education	1:1	1:33
		142011	Co-education	1:1	1:50
		14205	Co-education	1:2	1:33
		14214	Co-education	1:0	1:15
		14224	Co-education	1:0	1:11
		14275	Co-education	1:6	1:32
	Narayanganj	584	Boys School		1:39
		585	Co-education	1:1	1:49
		5851	Girls School		1:21
	Cumilla	112	Girls School		1:47
		116	Co-education	1:0	1:28
	Rangpur	11171	Boys School		1:37
		11174	Boys School		1:27
		11175	Girls School		1:23
		11176	Co-education	1:1	1:32
	Tangail	6104	Co-education	1:1	1:33
		6105	Girls School		1:34
		6106	Co-education	1:1	1:36
	Sylhet	7121	Boys School		1:32
		7122	Girls School		1:31
		7125	Girls School		1:108
		7126	Co-education	1:1	1:30
	Rajshahi	474	Boys School		1:31
		475	Girls School		1:50
		4386	Co-education	1:1	1:35

Appendix C. Distance of different facilities from the selected schools

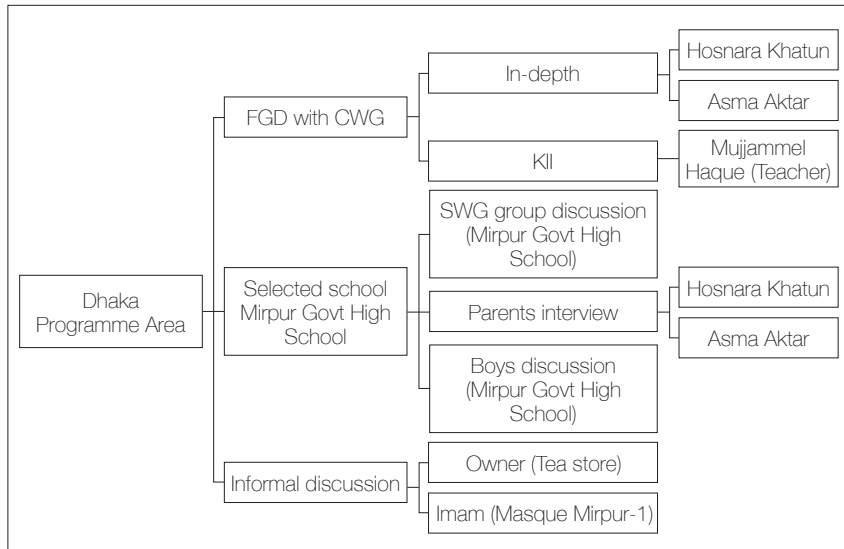
District	Sl No.	School Code	Post Office (km)	Police Station (km)	Bazaar (km)	Shopping Complex (km)	Local Degree College (km)	Cinema Hall (km)	Hospital/Clinic (km)	Upazila HQ (km)	District HQ (km)
Cumilla	1	112	.50	.50	< .50	< .50	< .50	< .50	< .50	1	.50
	2	116	< .50	.50	< .50	< .50	< .50	< .50	< .50	1	.50
Mymensingh	3	231	1	.50	.50	1	2	3	3	4	2
	4	235	1	1	.50	1	< .50	2	2	3	3
Nawabganj	5	341	1	1	11	< .50	< .50	.50	1	1	1
	6	345	1	3	3	2	2	2	3	3	4
Rajshahi	7	346	2	2	2	2	2	1.50	3	3	3
	8	474	4	5	.50	2	2.5	2	1.50	16	4.5
Dhaka	9	475	4	5	1.0	2	2.0	2	1.50	1.50	4.0
	10	486	1.5	.50	1.50	4	< .50	2.50	< .50	8	2.5
Narayanganj	11	584	1.5	1	.50	.50	1	1	.50	7	3
	12	585	1.0	1	< .50	< .50	.50	.50	1	2	1
Tangail	13	5851	< 0.5	1	< .50	< .50	.50	< .50	1	2	1
	14	6104	< 0.5	1	< .50	2	2	1	1	3	3
Sylhet	15	6105	2	3	< .50	3	3	3	2	3	4
	16	6106	2	2	1.0	3	3	3	2	3	3
Sylhet	17	7121	.50	.50	< .50	.50	1	1	2	3	1
	18	7122	5	.50	1	< .50	< .50	< .50	< .50	< .50	< .50

District	Sl No.	School Code	Post Office (km)	Police Station (km)	Bazaar (km)	Shopping Complex (km)	Local Degree College (km)	Cinema Hall (km)	Hospital/Clinic (km)	Upazila HQ (km)	District HQ (km)
	19	7125	1	1	<.50	<.50	<.50	1	1	3	<.50
	20	7126	.50	.50	1	<.50	<.50	1	.50	3	1
Nilphamari	21	8131	.50	.50	1	.50	1.50	.5	.50	1	.50
	22	8132	<.50	1	.50	.50	1.0	.5	.50	.50	.50
	23	8134	<.50	8	<.50	8	<.50	7	<.50	8	8
	24	8135	1	1	.50	.50	.50	3	2.0	2	.50
Narsingdi	25	9144	1	.50	<.50	.50	<.50	<.50	<.50	2	2
	26	9145	1	3	.50	2.0	1	<.50	5.0	1.50	1.5
	27	914511	.50	.50	3.0	.50	<.50	<.50	.50	1.0	1.0
	28	9155	<.50	.50	<.50	<.50	<.50	<.50	<.50	<.50	<.50
Sirajganj	29	10164	3	14.0	2	14	14	14	14	14	14
	30	10165	5	5.0	2	4.0	4	3.50	5	6	5.50
	31	101651	1.5	1.50	1	2.0	.50	.50	2.5	3	.50
Rangpur	32	11171	.50	3.0	2	2.0	1	1	2.0	3	1
	33	11174	.50	1.0	<.50	.50	.50	<.50	<.50	2	.50
	34	11175	.50	1.0	1.0	1.0	1	1	3.0	4	2.0
	35	11176	<.50	2.0	2.50	2.50	3.0	1	4.0	5	5.0
Maulvibazar	36	12184	.50	3	.50	3	2	3	3.0	3	3
	37	12185	.50	.50	.50	.50	.50	.50	.50	1.5	<.50

District	Sl No.	School Code	Post Office (km)	Police Station (km)	Bazaar (km)	Shopping Complex (Km)	Local Degree College (km)	Cinema Hall (km)	Hospital/ Clinic (km)	Upazila HQ (km)	District HQ (km)
	38	12186	.50	.50	.50	.50	.50	.50	.50	1.5	<.50
Manikganj	39	13191	1	.5	1	1	.50	1	1	2	.50
	40	13192	1	.5	1	1	.50	1	1	2	.50
	41	13194	3	3.0	1	3.0	1	3	3.0	3	3.0
	42	131941	.50	.5	.50	.50	.50	1	.50	1	.50
	43	13195	1	11.0	<.50	11	11	11	5.0	11	11.0
	44	13196	1	1.0	.50	1	1	2	1.50	2	2.0
Dhaka	45	14201	.50	.50	<.50	.50	.50	.50	.50		10.0
	46	142011	.50	.50	<.50	.50	<.50	.50	<.50		10.0
	47	14205	1.50	.50	<.50	.50	2	2	1		17.0
	48	14214	<.50	.50	.50	.50	<.50	1	<.50		2.0
	49	14224	.50	.50	.50	.50	<.50	1.50	<.50		10.0
	50	14275	.50	.50	<.50	.50	<.50	.50	.50		10.0

Appendix D. Flow chart of qualitative tools

At Mirpur Government High School, Date: 24 – 28 November 2015

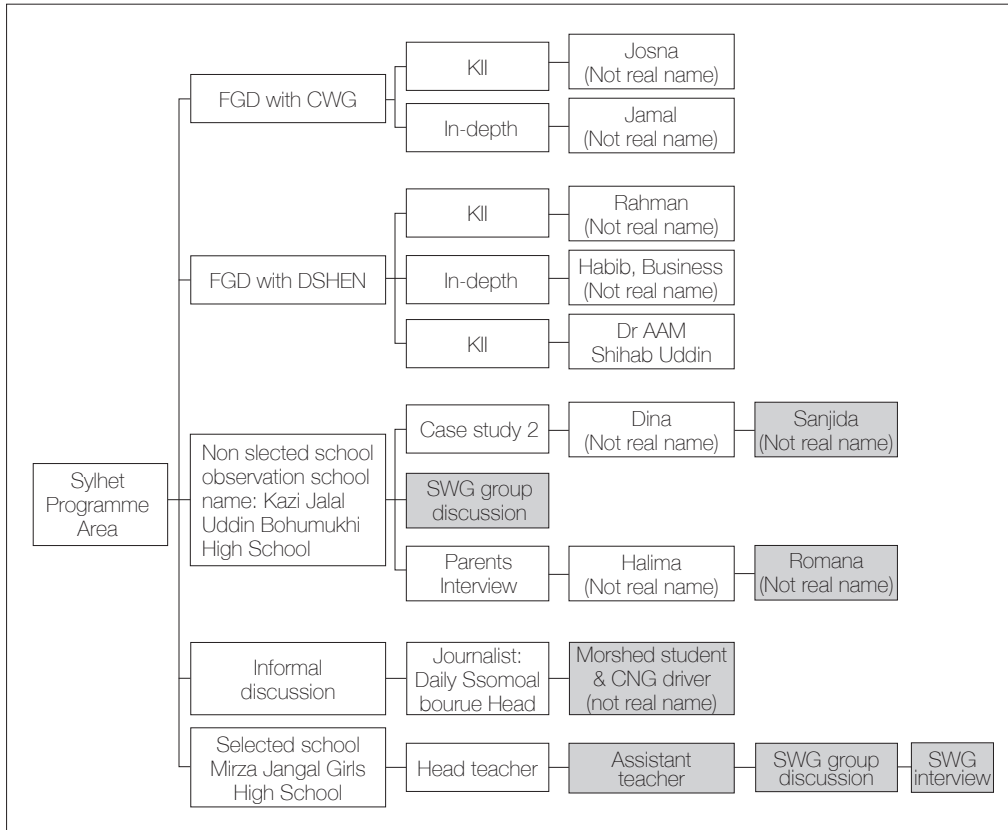


QUALITATIVE TOOLS AND TECHNIQUES

Key Stake Holders	Programme Narayangarij	FGDs	KIIs	IDIs	Informal	Direct observation	Programme Dhaka	FGDs	KIIs	IDIs	Informal	Direct observation
Community Influential people	(CWG-8 People) (DSHEN-8 People)	2				2	1 (CWG-12 People)					
Teacher			2		1				1	2		
Parents			1		1				2			1
Social Worker				2								
Journalist				1								
Boys discussion												1
Coaching centre					1							
Imam												1
Tea store					1						1	
Grocery shop					1							
SWGg Group discussion					1							1
Total		2	3	3	6	2	1		3	2	5	
					Narayangarij- 16			Dhaka		11		

FLOW CHART OF QUALITATIVE TOOLS

At Sylhet programme area, Date: 24 – 28 November 2015



**GENDER JUSTICE AND DIVERSITY, BRAC
MAYADER JONNO NIRAPOD NAGORIKTO, MEJNIN**

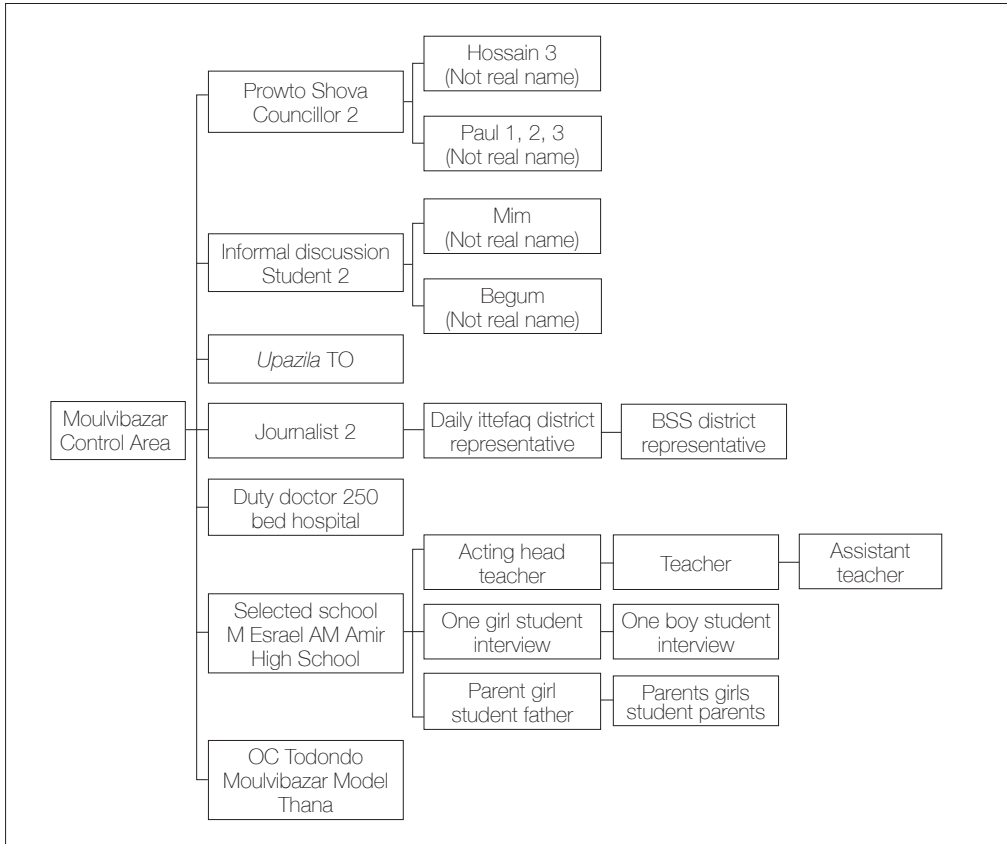
Sylhet and Moulvibazar, Data Collector- MD. Rokanuzzaman & MD. Rajib Siddiki

QUALITATIVE TOOLS AND TECHNIQUES

Key Stake Holders	Treatment- Sylhet					Control- Moulvibazar				
	FGDs	Kills	IDIs	Informal	Case Study	FGDs	Kills	IDIs	Informal	Case Study
Community Influential people	2 (CWG-12 People) (DSHEN-8 People)									
Teacher		2	2	1			1		3	
Parents		1		1			1		1	
Business man			1						1	
Word councilor								1		
Social worker		1								
Boys				1					1	
Girls					2				1	
Journalist				1				1	1	
SWG member				1					2	
SWG group discussion				1					1	
Village doctor				1						
Medical officer									1	
Upozilla T.O									1	
OC Todonto M. Thana									1	
Total	2	4	3	7	2		2	2	12	
				Sylhet-18			Moulvibazar	16		

FLOW CHART OF QUALITATIVE TOOLS

At Moulvibazar, control area, Date: 24 – 28, 2015



About

BRAC Research and Evaluation Division

The Research and Evaluation Division was established in 1975 as an independent unit within BRAC to provide research support to strengthen BRAC's multi-faceted development programmes. Although RED concentrates on BRAC programmes, its analytical work goes beyond and includes research on various development issues of national and global importance that contributes to evidence-based policy dialogue and discourse. For more information, please visit www.brac.net/research.

The authors

Fathema Zhura Khatoon is a Research Fellow at RED, BRAC. She has completed her MSc degree from the department of Geography and Environment, Jahangirnagar University, Bangladesh. She also attained her second masters degree in Geography from Durham University, UK. Her research interest includes gender and development, adolescents and education, women's economic empowerment and youth leadership. Her main hobbies include reading books and traveling. <fathema.zk@brac.net>

Safayet Khan is a Research Associate at the Impact Assessment Unit (IAU) of the BRAC Research and Evaluation Division, since 2014. In his Master's thesis, which he did in Australia, he focused on impact assessment of life skill based education provided through adolescent peer organised network. He also received training on optimal control and optimization technique from the National Institute of Mathematical and Biological Synthesis at the University of Tennessee, Knoxville, USA. He has previous research experience in the field of GIS, water resource management, fisheries and bioethics. In his academic and research career Safayet was awarded with several scholarships and grants of which the most recent one was the AusAID scholarship. <safayet.k@brac.net>



Research and Evaluation Division
BRAC, BRAC Centre
75 Mohakhali
Dhaka 1212
Bangladesh

T: 88-02-9881265, 9846448
F: 88-02-9843614
E: altamas.p@brac.net
W: www.research.brac.net