The Youth Conflict & Tolerance Survey Tool (YCTS tool) Guidebook

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Guide for KAP tool facilitators

1. Introduction

This handbook is designed as a simple, step-by-step guide to effectively administering the Youth Conflict & Tolerance Survey (YCTS) Tool. It has been intentionally brief although the main tasks necessary to use the tool are discussed.

The YCTS tool focuses on conflict and tolerance issues youth confront in three context settings: the home, at school and in the community. It is a 185 item survey instrument divided into 6 sections: 1) Respondent characteristics, 2) Knowledge of conflict resolution skills and attitudes, 3) Types of conflict in the home, 4) Types of conflict at school/education facility, 5) Types of conflict in the community, and 6) General attitudes.

> The Youth Conflict & Tolerance Survey Tool was developed by Save the Children in frames of Understanding and Improving the Impact of Youth Confidence-building Initiatives (YCBI) project, funded by EU and administrated by UNDP as part of the Confidence Building Early Response Mechanism (COBERM).

The YCTS tool is designed to be completed either via self-administration (where the youth reads and answers the questions on their own) or via oral administration (where a youth worker or teacher reads each question and the youth answers each question on their own). The YCTS tool is designed for program development (general assessment) and program evaluation (change resulting from program interventions). Change over time is tracked through the administration of the YCTS tool on at least two separate occasions (Time One and Time Two) -- using the same survey methodology, the same instrument with the same learners.

If you decide to use the YCTS tool in your study or in your program please make the following reference:

> Dershem, L., L. Saganelidze, T. Dagargulia and S. Roels. 2011. Youth Conflict & Tolerance Survey Tool. Save the Children, Georgia Country Office.

2. Background of YCTS Tool

The YCTS tool was developed using three formative research methods: focus group discussions (FGDs), in-depth interviews (IDIs) and semi-structured interviews (SSIs). These formative methods were conducted in the Samegrelo region from 25 February to 4 March and in the Gali region from 14-19 March 2011.

Focus Group Discussion (FGDS) [5]
Twenty-six FGDs were conducted with youth in the Samegrelo region (Zugdidi, Tsalenjikha, Poti and the villages of Ingiri, Tsaishi, Chitatskari, Odishi, Kakati and Akhali Kakhati). A total of 10 FGDs were conducted with youth in the Abkhazia (Gali, Zemo Barghebi, Okumi, Reka, and Sukhumi).

Youth participating in the FGDs included girls/boys, urban/rural, and IDP/non-IDP youth ranging from 14 to 24 years of age.

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[5] For a more details about the FGDs, please refer to ACT-Research's Technical Report, Understanding & Improving the Impact of Youth Confidence-building Initiatives, Qualitative Research, April, 2011, Tbilisi, Georgia.

In-depth Interviews (IDIs)
A total of 24 IDIs, using a semi-structured interview guide, were conducted with youth who had experienced or been involved in some form of conflict in the previous year. These youth were identified from those participating in the FGDs and mentioned conflict, or from NGOs working in these regions who knew of youth involved in various types of conflicts, and/or by FGDs recruiters who while recruiting youth for the FGDs came across youth who had been involved in conflicts.

In the Samegrelo region, IDIs were conducted with a total of 14 youth (7 girls and 7 boys) from Zugdidi, Tsalenjikha and Poti; and in Akhazia IDIs were conducted with a total of 10 youth (5 girls and 5 boys) from Gali, Zemo Barghebi, Okumi, Reka and Sukhumi. IDIs with these youth occurred during the same dates as the FGDs.

Key Informant Interviews (KIIs)
A total of 27 KIIs were conducted using a semi-structure interview guide; 16 in the Samgerelo region and 11 in the Abkhazia. In the Samegrelo region, KIIs were conducted with parents (4), social workers (3), school teachers (3), school headmaster (1), university lecturer (1), police officer (1), school resource officer (1), priest (1) and a local "authority" for youth (1).

In the Gali region, KIIs were conducted with school headmaster (3), parent (1), philologist (1), lawyer (1), physician (1), politician (2), teacher-journalist (1), and a worker's team leader (1).

Pilot-testing the Questionnaire
Based on the findings from the FGDs, IDIs and KIIs, a draft questionnaire was developed in English and translated into Georgian and Russian languages. Pilot-testing of the YCTS tool was conducted from 2 – 16 June 2011 among 55 youth; 35 from the Samegrelo region, 10 from the Gali district and 10 from Sokhumi. All participating youth were asked to complete the YCTS questionnaire and to take notes about any difficulties while completing. After the youth had completed the questionnaire, a discussion was held asking the youth to discuss the notes they had taken about difficulties in completing the questionnaire. Overall, most feedback by the youth related to wording, translation issues, and absence of some relevant choices for some multi-choice questions. Based on the youth's feedback changes were made to the YCTS tool.

Time-stability Testing
In addition to the formative research methods, a quantitative method was used to test stability reliability (test then re-test time stability). Stability reliability is the degree to which responses to a question are similar over a short period of time. For example, if a youth responds that conflict in the house has happened "very often" in the previous 6 months and then 1 week later responds to the same question, "very seldom" then the question has low stability reliability. So, if responses to the same questions in a short period of time are correlated (very similar) then the tool has a measure of stability.[6]

To test the time stability of the YCTS tool, a total of 32 youth from Zugdidi, who had not been involved with the FGDs, IDIs or the pilot-testing, were selected to take the YCTS tool two times with a one week interval between. Of the 32 youth, a total of 27 youth completed both questionnaires.

Overall, the questions in the Home Setting section were the most stable, especially the question asking the types of conflict that happen in the home. Nonetheless, in the home setting section the least stable was the question related to which events in the home create the most conflict.

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[6] Pearson correlation was used to test time stability.

The second most time stable questions were in the School/Educational Facility section, with the least stable question asking how frequent s/he experienced conflict in the school. Interestingly, the most stable question asks which events in school create the most conflict.
The questions in the Community section were stable, but less so than the previous two sections, with the least stable question asking about which events in the community create the most conflict. The most stable question in the community section asks how frequent the youth has experienced different types of conflict.

Finally, the least stable questions were in the Attitude section, especially question #36 about agreeing or disagreeing with the statement that lack of trust is a reason for conflict. The most stable attitude question asks about conflict with elders.

3. Preparing for YCTS Tool Administration

YTCS tool administrators should be ensure that the following are in place before implementing a survey:

- A sampling strategy – which will describe how many youth will be surveyed based on an acceptable confidence level and confidence interval.
- A decision with regards to the timing of administering the YCTS tool. For example, if the survey takes place in summer then the school component may have to refer to the previous school year, which will involve recall error, or will need to be dropped from the survey. In addition, if the YCTS tool is to be used at two-points in time, e.g., a baseline and end-line measure, then careful consideration must be made about how much time should elapse between the baseline and end-line measures to ensure sufficient change.
- A decision about the need to obtain either oral or written consent forms from participating youth and/or parents.

> Preparation to administer the YCTS tool includes a sampling strategy, decision of when to administer it, and obtaining either oral or written consent for participating youth and/or parents.

YCTS tool administrators will then need to carry out the following six essential preparatory steps:

1. Selection of Participants
YCTS tool administrators should prepare a list of all of the young people who will be invited to complete the survey, based on the sampling methodology. The YCTS tool was designed to be used with youth ranging from 14 to 24 years of age. In addition, the YCTS tool is generally to be used among literate youth.

2. Timing of Administration
Those administering the YCTS tool will need to determine when if the survey will be used once, twice or more often. The YCTS tool can be used once for an initial assessment to help in program design. The YCTS tool can be used twice to measure any change over time, however the amount of time that must elapse between the first and the second administration of the YCTS tool will need to be based on what the administrators think is enough time for change to occur. Finally, the YCTS tool can be used more than two times to establish a trend.

If all components of the YCTS tool are used it will normally take about one hour to 1 ½ hours to administer. This time includes an introduction to youth before the survey starts about the YCTS tool.

The YCTS tool can be self-administered (youth read and complete the survey themselves) or it can be orally administrated to youth by one person who reads out the questions to a group of youth (10-12 youth) who then mark their answer on the questionnaire.

3. Physical Setting for DAP Administration

YCTS tool administrators should do their utmost to ensure that the YCTS tool will be administered in a physical setting that will make it easy for participating youth to complete their individual questionnaires free from distractions or interference. This can be done by:

Photo: 1: Youth completing the YCTS tool individually (2011).

- Choosing a location for YCTS tool administration that is quiet and free from too many distractions. This might be the normal physical space used for project activities, or it may be a space borrowed just for the survey.
- Matching the size of the group being administered the YCTS tool with the size of the space available – dividing the group into more than one administration where necessary to avoid crowding.
- Encouraging young people to not sit too close to each other (or to help each other complete the YCTS tool).
- Waiting for all young people to be present before starting to administer the YCTS tool -- and then having an assistant manage latecomers or other non-participating youth, so that they do not become a distraction.

4. Language of Administration

YCTS tool administrators have three language versions; English, Georgian and Russian. In addition, administrator will need to determine how best to administer these questionnaires based on the reading level of the youth. For youth with higher-level reading abilities, these questionnaires can be self-administered, which allows youth to set their own pace, but it is still recommended that the facilitator make a short introductory explanation about each section.

> The YCTS tool can be self-administered or orally administered to groups of youth.

Youth with lower or very little reading abilities may find it challenging to complete the YCTS tool. For low to non-literate youth oral administration will be necessary and this will take more time since the administrator must wait for all youth to mark their answer before moving on to the next question.

5. Getting Ready for Successful Data Handling

It is important to have a clear plan regarding what will happen with the YCTS tool completed by youth. It is important to decide in advance:

- How completed YCTS tool surveys will be collected from whoever administered the YCTS tool.
- Who will do the initial data entry steps with each set of surveys, such as initial screening for missing values, data entry, data cleaning, data analysis and report writing.
- If the YCTS tool will be used two or more times with the same youth, how will the administrators ensure that the same young people will be involved in both Time One and Time Two and that their questionnaires will be matched in the database for comparative analysis. It is recommended that each youth be given a unique ID# on their questionnaire during the baseline/time 1 and used again at the end-line/time 2.

6. Organizing the Supplies You Will Need

The YCTS tool is relatively simple to apply and requires only the following supplies:

- A pencil and eraser, or pen, for each young person completing the YCTS tool.
- One copy of the YCTS tool for each youth (with extra copies on hand in case any youth requires a second form).

4. The Components of the YCTS Tool

1. Respondent Characteristics
The first section contains characteristics of youth who will be completing the YCTS tool. The characteristics in this section are considered basic characteristics and additional characteristics can be added depending upon the interest of the administrator.

2. Knowledge of Conflict Resolution Skills and Attitudes
This section seeks to obtain if youth are knowledgeable and/or aware of attitudes and skills needed for conflict resolution.

3. Types of Conflict in the Home Setting
This section seeks to obtain issues of conflict and resolution in the home setting, especially between youth and their parents, siblings, and other relatives.

Conflicts at home are partially preconditioned by different systems of values since some households have two or three generations, and the associated demands and responsibilities toward one another and the close relations and emotional attitudes. Parents feel responsibility toward for their children, their future, and may express opinions by their friends and acquaintances whether satisfactory or not. In their turn children indicate to lack of trust and understanding, heavy control on their lives.

Various types of family conflicts happen between: youth and their parents, between siblings, youth and grandparents, spouses. Main reasons of conflict that cause the youth to get in conflict with family members are:

Restrictions from family members on the youth's appearance, passing leisure time, personal relationships - Restrictions regarding dressing style, organization of leisure time (especially girls going out in the evening), personal relationships (mainly girls' sympathy toward boys and rarely, vice versa; disliking children's friend or even friends' parents) cause conflicts. Conflict sides are children and parents (rarely grandparents), as well as sisters and their brothers.

Family often times applies strong restrictions against girls. The ultimate result of such restrictions related to appearance and passing leisure time can be escape of young people from home. As for personal relationships punitive measures against girls can be expressed by physical offence or locking at home. At the same time girls are often prohibited to meet boys, they are deprived of telephones and their phone or online correspondence is under control.

Academic performance / learning / idleness – The reason of conflict between parents and sons or daughters concerns low grades at school and spending too much time at the computer. Conflict with sons may also be connected with hanging out in the street instead of doing homework, Idleness.

Substance use/abuse - cigarette, alcohol, drugs – This reason can also precondition conflict mainly between boys and adult members of the family.

Gambling - Gambling (casino gambling, bookies, as well as betting) and losing money often causes conflict with parents, as this means the necessity to earn money to cover debt by all means (including criminal), otherwise there will be problems in relations and the reputation

will be damaged. According to the survey families often prefer to cover their children's debts to avoid unfavorable image and inadequate surrounding people. It is note-worthy that these problems are mainly identified in Samegrelo. It is "boy" issue.

Financial issues - The conflict based on financial issues is preconditioned by demands of children toward their parents. These demands are connected with the necessity of various living conditions and purchase of certain things.

IDP Status – IDP status can become the reason for family confrontation when family member is dating a displaced person and/or has marriage intentions. The matter concerns the fact that IDP status is considered as a low social status implying the lack of financial resources and sometimes, even of private property.

Public pressure and humiliation from parents – Respondents think that public pressure and humiliation as punitive measure are very painful factors. As a rule, this behavior further aggravates conflict.

Lying to parents, using rude language - Lying to parents and using rude language can provoke conflict and additional restrictions.

Religion – Respondents name Jehovah witnesses in ethnic minorities of both target regions. The reason of the conflict may be the change of faith of a family member or the wish to marry an individual with different religious faith. In rare cases respondents mention conflicts regarding Islam (in Abkhazia). The intention to marry a Muslim can also cause conflict with family members. Islam is considered not as the unacceptable religion (as it happens in case of Jehovah witnesses), but as different culture and tradition.

Ethnic Issue – Conflicts on ethnic basis were mentioned in Abkhazia. The topic still concerns marriage with the representative of other ethnic group. This can be caused by different culture as well as political views (if the matter concerns marriage between a Georgian and an Abkhaz).

Household chores –The reason of conflict between parents and children as well as siblings, can be the distribution of duties in the family. Parents expect children to be more active in housework. The reason between siblings in this case may concern distribution of duties. At the same time the conflict between siblings is possible regarding sharing goods and items, competition. As for the conflict with adult members of the family the confrontation may be based n various interests (what to watch on TV, what music to listen, etc.). As a rule such conflicts are light.

Early marriage and pregnancy - Early marriage or pregnancy may become the reason of conflict between family members and youth or between couples. Early marriage implies less readiness for solving household problems and it can turn into conflict between young couple (however, rare cases were mentioned). In young families the conflict may also concern financial problems, jealousy, etc. Sometimes they continue their conflicts even after divorce.

In family conflicts the punitive measures can be different, including physical or psychological abuse. Respondents were aware of cases when such severe forms lead to child suicide. If the matter concerns prohibition quite frequently young people follow the requirements of their families. As a rule at home setting strangers do not interfere or in ultimate cases close relatives help to solve the conflict.

4. Types of Conflict at School/Education Facility Setting
This section seeks to obtain issues of conflict and resolution between youth and classmates, other school students, teachers, headmasters, and school resource officers (if relevant).

Conflict at school or institute (mostly at school) is preconditioned by a huge number of young people and their permanent relationship. In such circumstances the aspiration for leadership and self-determination is especially distinct. At the same time, the requirements concerned with effective organization of education process also stir tension with teachers/school resource officers/administration. Conflicts happen between: youth and teachers/school resource officers/administration, peers, parents and teachers/administration.

Issues that cause conflicts in school/institute setting are:

School Discipline - Demand of school discipline (mainly adequate behavior and possession of necessary items) and its violation can cause conflict. Conflict sides at schools are pupils and school personnel. The outcome of the confrontation can be bilateral rude language, physical abuse or deprival of a private item. Sometimes the conflict reason may be not relevant requirements but exaggerated strictness expressed in this process and loud tone of the teacher.

Appearance – Perceived defiant clothes, decoration or long hair (among boys) can all cause strong disapproval from teachers/administration/school resource officers. Dissatisfaction toward pupils can turn into different forms - rude language, physical punishment or forcing a pupil to change the appearance.

Grades - Disagreement caused by bad marks is identified at school as well as institutes. Conflict sides can be a pupil and a teacher, as well as peers and a parent of mate. Particularly the conflict reason may concern mockery against those who get bad marks or perceived unfair assessment. Generally competition in studying can serve as a reason of serious conflict. Positive appraisal of student may also cause irritation.

Financial resources – Conflict based on financial resources may be identified between children as well as children and teachers. In the latter case the confrontation is mainly connected with the lack of any school item. The conflict between children can be caused by cheap items or clothes depicting financial problems (at the same time unfavorable job of parents). Conflict can be expressed in cruel and merciless treatment of children from relatively poor families, ridiculing them, rejecting friendship with them; however confrontation can also be provoked by children with financial problems.

Relationship with the opposite gender – One of the widespread reasons of conflict at school is the love triangle. In this case the conflict can be provoked by both genders and expressed in verbal confrontation, serious physical offence or even injury; however, minor conflicts are even identified between couples.

Religion – Religion related conflicts are identified in both target regions. The cases were mentioned when Jehovah Witnesses are laughed at and people try not to make friends with them (they also fear that their parents will learn about it). They isolate religious minorities, destroy their literature. The attempt to distribute literature by Jehovah Witnesses can serve as one of the main reasons of conflict. At the same time there are cases when children representing Witnesses hide their faith. Young people as well as teachers can be involved in such conflicts.

IDP Status – IDP status can cause conflict at school, as well as at institute or in community. Perceived lack of financial resources and alienation in the environment (despite that some young IDPs are born in Samegrelo and others do not remember Abkhazia due to their age) can be the reason of mockery against IDP children and their isolation from friends' group. Sometimes teachers also express similar attitude toward IDP children. Pressure on IDP children is mostly of psychological character.

Ethnic issue – Ethnic issue at schools or institutes almost is not identified as a conflict reason. It can be explained by mainly mono-ethnic representation at schools/institutes in both regions.

Integration into new environment – The reason of conflict at school may be connected with a new pupil (especially if a pupil moves from village to the city). It may be based on the suspicion regarding personal features or values, possible envy for appearance or family conditions. If a pupil is from village the status is considered lower than the status of a pupil from the city. A new pupil may become the subject of mockery, rude language, etc. Such conflict is identified among mates.

Organization of learning process in the school – The matter concerns teachers' motivation to fulfill their duties honestly. The suspicion regarding this motivation may cause conflict between the young people of both age groups (14-17, 18-24) and teachers.

While talking about schools we should mention the topic of school resource officers. Generally the opinions regarding resource officers vary. On the one hand they are concerned with a better order at schools as well as more control to avoid confrontation among pupils. On the other hand, people talk about power abuse regarding resource officers as well as active interference in school policy, tense relations with pupils and teachers.

There can also be additional reasons of conflicts at school or institute: child's background (family situation), different values\views (differences in political views, different attitudes toward "good" and "bad."); perceived betrayal of friend; rumors, gossiping, reporting and disinformation; unwilling friend to help with money; drugs usage; situational conflicts (jokes, remarks on appearance) learning process (not accepting a remark / correction made by a student to the teacher regarding a subject related issue; different understanding / vision of a subject matter by teacher and student), competition in sports/games (competition in sports in the school. like, for example, when football or basketball or intellectual games); money extortion/taking away other child's belongings .

As a rule school conflict between pupils is settled by conflict sides independently. However others may also interfere (with or without asking for help): Older friends, with more experience; so called "authority" in the school or in community - a "tough guy" carries a weigh among some youth; older brothers - mostly to settle an issue for their sisters, bothered by an unwanted boy or in their relationships with peers; school headmaster and dean (rarely). School resource officers - in rare cases upon request, more often with their own initiative. Pupils who more or less recognize the reputation of resource officers may not be against their interference but other teachers and pupils think that the institute of resource officer is associated with punitive functions and thus, their involvement is an unpleasant fact. It was also mentioned that school resource officers are asked to intervene in case of a theft or a conflict with a teacher.

Addressing parents or teachers for conflict settlement often is considered as the subject of mockery but the practice is more or less common among the age group 14-17. It is preconditioned by the fact that youngsters spend much time in front of teachers and their conflicts are obvious. Also they depend on parents at this age. For instance at school children may approach the class tutor to help resolve a conflict if s/he is authoritative and is trusted. In case of parents it can concern conflict between children, children and teacher/principal where parent can serve as the conflict side too. Also mainly parents and teachers are people who mainly interfere in the conflict of schoolchildren with their own initiative.

    5. Types of Conflicts in the Community Settings
This section seeks to obtain issues of conflict and resolution between youth, neighbors, community members, social media contacts, and newcomers to the community.

In conflicts that happen in the lives of the youth in community - street, public gathering venues (restaurant, weddings hall, concerts arena, stadium, cinema house); neighborhood area, public transport, social media (sometimes conflicts starts there but continuous in real life), market

place - all different types of people are involved, starting from complete strangers, through neighbors and ending with close friends.

In community conflicts are partially preconditioned by uncontrolled environment – unemployment/ a lot of free time, absence of parents or adults, lack of restriction, redundant consumption of alcohol or light drugs, so called "street mentality". It is also worth-noting that in streets and at public places young people walk in groups, encourage one another and hope that if necessary the group members will help one another.
Issues that cause conflicts in community are:

Religion - Some issues that cause conflicts in the society involve do not have any distinction by gender or age groups, and religion is one of those. As in other settings Jehovah Witnesses may be laughed at, their literature can be destroyed, as well as people throwing stones to their office. Religious discontent is occurs when, for example, Jehovah Witnesses try to spread their faith in the community dictating perceived faith by Jehovah Witnesses. In rare cases the conflicts with atheists and regarding notes toward the patriarch were also identified.

Ethnic issue - Conflicts on ethnic ground almost are not identified in Samegrelo. Some respondents explain it by the small number of ethnic minorities. However particular cases were mentioned with local Russians after the war. Due to the political situation in Abkhazia the respondents talk about hostile relations between Georgians and Abkhaz. In most cases Abkhaz's perceive Georgian people as enemies. Mainly they meet each other in public gathering venues - wedding parties, funerals. Conflicts among them are often preconditioned by alcohol usage. The conflict of Gali residents with police represented by Russians and Abkhaz can be considered as a particular example of such conflicts.

IDP Status - Practically repeats the cases regarding schools. The conflict on the relevant issue can turn into physical confrontation.

Conflict with police - Conflict with police is common in both target regions. The local respondents think that police officers deliberately try to provoke young people. The reason may be speaking in a loud voice outside, singing, walking in the street at night, etc. The protest expressed against police often ends in the police department where a detainee may be offended physically. Certainly young people may also violate the law or. In Abkhazia the additional reasons of conflict with police can concern documents (especially while crossing administrative border with Samegrelo) and avoiding service in Abkhazian army (in the area populated by Georgians).

Love affairs – Like cases at schools the main reason of conflict may be competition of two people in love affair. Unlike school in community boys oppose one another. This conflict may have dire consequences -injury or even murder. The situation is similar in both regions.

Financial resources – Different social and economic conditions may cause envy regarding others' property, wealth, top position and the conflict emerges. In most cases the initiators of such conflicts are people with less financial opportunities. The conflict may be followed by the deprival and destruction of a valuable thing. Such confrontation is common in both age groups.

Gambling – (casino gambling, billiards, cards, as well as betting, and even online computer games) - As it was already mentioned the practice is spread in both regions and diverse games are involved here. However, more cases are mentioned in Samegrelo. Besides debtors (with whom youngsters have very strong physical confrontations and fights) and family members the conflict sides include the people whom youngsters ask for help but they cannot or do not get it and try to deprive a thing forcefully. Additionally damaged reputation is acute problem for youngsters. The conflict may end into suicide due to the failed attempts to earn money.

Drug - Fights happen over <u>who gets the most</u> drugs (presumably marijuana) between drug users. Another reason related to drugs is consumer's <u>conflicts with drug dealers</u>.

Desire to look tough - Was mostly expressed referring to boys, those who admire values of the so called "<u>street mentality</u>". To achieve the goal the young people may provoke conflict even with strangers.

Political views - Different political orientation in community may cause conflict among friends, neighbors and sometimes with family members.

Sexual orientation - Sexual orientation is not frequently mentioned as the reason of conflict but young people express their unacceptable attitude toward it. Tolerant idea in this regard may serve as the basis for tension and suspicion. In Samegrelo the respondents remembered only one case when people threw various items and expressed aggression toward an individual for different sexual orientation.

Rumors and accusations –Like schools in community rumors and accusations cause conflict in both age groups, including with close people as well as strangers. Such conflicts can be followed by verbal aggression, giving up contact, however, the sides may reconcile.

Lifestyle - That is rejected by others, criticism of a person's behavior which is considered too free and going out certain behavioral and cultural norms has caused conflicts and breaking up of friends. Talking about and approving the closed issues like western lifestyle and more personal independence (including sexual independence) can serve as the basis for conflict (also in family and at school).

Perceived unwillingness to help out - This kind of conflict mainly appears between friends or neighbors when a certain help is asked for - money or something. Sometimes even physical inability to help can be considered as unfriendly attitude.

Appearance - the reason of conflict can be perceived good appearance (mainly among girls) preconditioned by envy or competition. Perceived physical flaw can also be the subject of mockery.

City-Village (urban/rural) confrontation – Confrontation is caused by envy toward a pupil from "big city," as well as demonstration of advantage to the children from village.

Two reasons of confrontation were named in Abkhazia, that were not named in Samegrelo: local customs/traditions that are unknown, unshared and disrespected by visitors to the region and conflicts in military between soldiers where "strong guy" makes a "weak guy" do his work.

In community additional reasons of conflict may be jealousy, revenge, perceived unfairness when addressing social issues, everyday life related issues in the neighborhood, extortion of money or different items, impolite behavior or offensive word\joke, substance usage or asking for them, sexual relationship and unwanted pregnancy, career or business related competition (conflict may arise when two people begin one and the same job and become competitors to each other [e.g. two people supply one and the same shop]. The reason may also concern keeping the information about working place in secret).

In community youth usually prefer and try to solve conflicts on their own, especially if the conflicting sides are friends. People that they might ask to help are usually <u>brothers</u>, <u>relatives</u>, <u>other friends of the same age</u>, <u>older friends</u> or <u>adults</u>. More understanding is expected from friends. More experience is expected from older friends. Generally adults are not asked for help frequently though in Abkhazia the respondents underlined the tradition of respect toward

adults and the value of their advice. So called authorities may also be implied in older friends whose competence and unbiased attitude is recognized by both sides. It was noted that the role of these people is declined compared to the previous years; however, they still maintain certain reputation.

Gambling and debts are the only reasons why young people address their parents for help. They expect assistance from parents in such cases. Parents themselves often interfere in the conflict if they know about it. Addressing police for help is not identified in either region if the conflict is not followed by serious physical confrontation or a witness does not call it.

Rare cases concern addressing priests for help. In most cases young people avoid such a behavior with the motivation that a priest will have neutral position and demand to demonstrate the features that the conflict sides are not ready to do (concession, tolerance, etc). These reasons do not exclude the possibility to address a priest for advice. It is quite favorable for young people as the conflict will be kept in secret.

6. General Attitudes

This section seeks to obtain youth's attitudes about conflict, outcomes of conflict, and conflict resolution.

Understanding and Improving the Impact of Youth Confidence-building Initiatives

The project is EC-funded and administered by UNDP in the frame
of Confidence Building Early Response Mechanism (COBERM)

Youth Conflict, Conflict Resolution and Tolerance Questionnaire

Developed by
Save the Children
Draft Version: 1 July 2011

Section 1: Respondent Characteristics
Section 2: Knowledge of Conflict Resolution Skills and Attitudes
Section 3: Types of Conflict at Home
Section 4: Types of Conflict at School/Education Facility
Section 5: Types of Conflict in the Community
Section 6: General Attitudes

Introduction to survey
You have been selected to participate in a survey about conflict and tolerance among youth. In this survey, we are very much interested in your honest responses to questions about conflict and tolerance that you face in your everyday life: at home, at school or an educational facility, and in your community.

Conflict often occurs because of a disagreement and, therefore people involved think there is a threat to their needs, interests or beliefs. On the other hand, tolerance is the ability or willingness to accept opinions, appearances, beliefs, or behaviors that one does not necessarily agree with.

Please complete the following questions, answering them to honestly reflect your knowledge, attitudes and behavior. If you would like some clarification, please ask the survey administrator who gave you this questionnaire. When answer is chosen, please circle the number or put checkmark in the checkbox. If you have mistake, cross the wrong number and circle new.

Please, skip Section 4: Types of Conflict at School/ Education Facility (questions #23-30), if you are not studying anywhere at this moment.

Confidentiality: DO NOT put your name on this questionnaire. And, all of your answers will be held in complete confidentiality! None of your responses will be presented to anyone. The answers of all youth completing the survey will be aggregated together for overall findings; thus, no one individual will be identified.

Once you have completed the survey, please fold it and give it to the survey administrator. After all youth have completed the survey, the results will be published in a report which will help various organizations to plan programming for youth in your community.

Thank you very much for participating!
The Youth Conflict/Tolerance Research Team

Section 1: Youth Respondent Characteristics

1. Age: _____

2. Gender: Girl _____   Boy _____

3. Where are you from: Urban ☐   Rural ☐

4. IDP status: Yes ☐   No ☐

5. Religion: _____

6. Total number of family members living in your household: _____

7. Number of siblings living at home with you at present (don't include yourself):
   _____ sisters   _____ brothers

8. Approximately, how many relatives live in your community? _____

9. Currently enrolled in school/education facility: Yes ☐   No ☐

10. How many close friends do you have? _____girls_____ boys

11. Do you enjoy living in your community? Yes ☐   No ☐   Partly ☐

12. How do you spend you free time?
_____
_____
_____

Section 2: Knowledge of Conflict Resolution Attitudes and Skills

10. In your opinion, what are 4 important skills needed for conflict resolution or tolerance? Please list them.
    1.
    2.
    3.
    4.
    9. Don't Know

11. In your opinion, what are 5 important attitudes needed to conflict resolution and tolerance? Please list them
    1.
    2.
    3.
    4.
    5.
    9. Don't Know

13. Now I will briefly describe some people. Would you please indicate for each description whether that person is very much like you, like you, somewhat like you, not like you, or not at all like you?

	Not at all like me	Not like me	A little like me	Some-what like me	Like me	Very much like me
It is important to this person to always behave properly; to avoid doing anything people would say is wrong.	1	2	3	4	5	6
Tradition is important to this person; to follow the customs handed down by one's religion or family.	1	2	3	4	5	6
It is important to this person to resolve all conflicts peacefully	1	2	3	4	5	6
This person could use rude language during conflict	1	2	3	4	5	6
For this person tolerance is equated with weakness and retreat.	1	2	3	4	5	6
For this person physical confrontation between youth and parents is acceptable	1	2	3	4	5	6

Section 3: Types of Conflict in the Home

Introduction: we would like to ask you some questions about conflict that may occur in your home.

14. Different reasons of conflict in the home are listed below; please tell me how frequently have you experienced over the last year. If a reason of conflict you have experienced in the home is not listed please tell us under "other".

	Never	Very rarely	Rarely	Often	Very often	I don't know	I don't want to answer
Restrictions from family members (on the youth's appearance, passing leisure time, disapproval of the youth's personal relationships)	1	2	3	4	5	8	9
Academic performance / learning	1	2	3	4	5	8	9
Idleness, waste of time	1	2	3	4	5	8	9
Being away from home and returning late	1	2	3	4	5	8	9
Substance use/abuse - cigarette, alcohol, drugs	1	2	3	4	5	8	9
Gambling	1	2	3	4	5	8	9
Financial resources	1	2	3	4	5	8	9
IDP status	1	2	3	4	5	8	9
Public pressure and humiliation from parents	1	2	3	4	5	8	9
Lying to parents,	1	2	3	4	5	8	9
Using rude language	1	2	3	4	5	8	9
Religion	1	2	3	4	5	8	9
Ethnic issue	1	2	3	4	5	8	9
Household chores (washing dishes, chopping firewood)	1	2	3	4	5	8	9
Early marriage	1	2	3	4	5	8	9
Pregnancy (without marriage)	1	2	3	4	5	8	9
Other (please specify)	1	2	3	4	5	8	9

15. The same reasons of conflict in the home are listed below again; please tell me which ones create the most "conflict" in the home. If a reason of conflict you have experienced in the home is not listed please tell us under "other".

	No conflict	Low level of conflict	Medium conflict	High level of conflict	I don't know	I don't want to answer
Restrictions from family members (on the youth's appearance, passing leisure time, disapproval of the youth's personal relationships)	1	2	3	4	8	9
Academic performance / learning	1	2	3	4	8	9
Idleness, waste of time	1	2	3	4	8	9
Being away from home and returning late	1	2	3	4	8	9
Substance use/abuse - cigarette, alcohol, drugs	1	2	3	4	8	9
Gambling	1	2	3	4	8	9
Financial resources	1	2	3	4	8	9
IDP status	1	2	3	4	8	9
Public pressure and humiliation from parents	1	2	3	4	8	9
Lying to parents	1	2	3	4	8	9
Using rude language	1	2	3	4	8	9
Religion	1	2	3	4	8	9
Ethnic issue	1	2	3	4	8	9
Household chores	1	2	3	4	8	9
Early marriage	1	2	3	4	8	9
Pregnancy (without marriage)	1	2	3	4	8	9
Other (please specify)	1	2	3	4	8	9

16. Over the past year, how often do you have "conflict" with your relatives in the daily live at home?

	Never	Very rarely	About once a month	About once a week	Several times a week	I don't know	I don't want to answer
Parents	1	2	3	4	5	8	9
Siblings	1	2	3	4	5	8	9
Grandparents	1	2	3	4	5	8	9
Spouses (if you are married)	1	2	3	4	5	8	9
Other(please specify) _____	1	2	3	4	5	8	9

17. When conflict arises in the home, which punitive methods do your parents most often use?

	Never	Rarely	Often	Always	I don't know	I don't want to answer
Beating/hitting	1	2	3	4	8	9
Screaming	1	2	3	4	8	9
Humiliation in front of their peers	1	2	3	4	8	9
Deprive them from food,	1	2	3	4	8	9
Disobeying youth are locked in the house.	1	2	3	4	8	9
Taking mobile phones away	1	2	3	4	8	9
Reducing pocket money	1	2	3	4	8	9
Other (please specify) _____	1	2	3	4	8	9

18. When severe conflict in family occurs how do you usually behave?

	Never behave in such way	Less than in half cases behave in this way	More than in half cases behave in this way	Always behave in this way	I don't want to answer
Try to assure/convince other side of the conflict that your point of view is correct	1	2	3	4	9
Agree with opponent, even you are considering his opinion as incorrect	1	2	3	4	9
Start to quarrel, using rude words	1	2	3	4	9
Stop talking to him/her for some period	1	2	3	4	9
Start physical confrontation (please specify with which members of the family)	1	2	3	4	9
Run away from home and stay with other relatives/ friends (for at last one night)	1	2	3	4	9
Tell your family members, that you will kill yourself (commit suicide)	1	2	3	4	9
Ask other relatives/friends to mediate	1	2	3	4	9
Other, please specify _____	1	2	3	4	9

19. When conflict in your family occurs, how is it generally mediated? Please select the top 2 ways.

	First choice	Second choice
1. We usually manage to reconcile by ourselves	1	1
2. Mostly other relatives	2	2
3. Clerical person (e.g. priests)	3	3
4. Call a "hot line"	4	4
5. Other (please specify) _____	5	5

20. Do you think that parents are obliged to pay their children loans (gambling, betting and so on)?

1. Yes, no matter the age.
2. No, never.
3. Other _____

21. To your knowledge, is there a telephone "hot line" you can call to get advice regarding to your particular family conflict?

1. Yes ☐
2. No ☐---go to question #23

22. If yes, please tell me about the "hot line" number:

1. the "hot line" telephone number is: _____
2. I don't know the number
3. I know how to get number/whom to ask

Section 4: Types of Conflict at School/Education Facility

Introduction: we would like to ask you some questions about conflict that has occurred at your school or education facility. Please, skip Section 4: Types of Conflict at School/ Education Facility (questions #23-30), if you are not studying anywhere at this moment and go to question #31.

23. Different types of conflict can occur at schools and education facilities and some reasons are listed below; please tell me how frequently have you experienced over the last year. If a reason of conflict you have experienced while at school/education facility is not listed please tell us under "Other".

	Never	Very rarely	Rarely	Often	Very often	I don't know	I don't want to answer
Discipline at school/education facility	1	2	3	4	5	8	9
Appearance (clothes, hair, etc.)	1	2	3	4	5	8	9
Grades	1	2	3	4	5	8	9
Competition in education	1	2	3	4	5	8	9
Rich kids/poor kids envy and discrimination	1	2	3	4	5	8	9
Relationship with the opposite gender	1	2	3	4	5	8	9
Religion	1	2	3	4	5	8	9
IDP Status	1	2	3	4	5	8	9
Ethnic issue	1	2	3	4	5	8	9
New students	1	2	3	4	5	8	9
Teachers who are only interested in salary not quality teaching	1	2	3	4	5	8	9
Resource officers (Mandaturi)(Please skip the answer if there is no mandaturi in your educational facility)	1	2	3	4	5	8	9
Sexual orientation	1	2	3	4	5	8	9
Someone taking money or belongings	1	2	3	4	5	8	9
Other (please specify)	1	2	3	4	5	8	9

24. The same reasons of conflict at school/education facility are listed below again; please tell me which ones create the most "conflict" at school/education facility. If a reason of conflict you have experienced at school/education facility is not listed please tell us under "other".

	No conflict	Low level of conflict	Medium conflict	High level of conflict	I don't know	I don't want to answer
Discipline at school/education facility	1	2	3	4	8	9
Appearance (clothes, hair, etc.)	1	2	3	4	8	9
Grades	1	2	3	4	8	9
Competition in education	1	2	3	4	8	9
Rich kids/poor kids envy and discrimination	1	2	3	4	8	9
Relationship with the opposite gender	1	2	3	4	8	9
Religion	1	2	3	4	8	9
IDP Status	1	2	3	4	8	9
Ethnic issue	1	2	3	4	8	9
New students	1	2	3	4	8	9
Teachers who are only interested in salary not quality teaching	1	2	3	4	8	9
Resource officers (Mandaturi)	1	2	3	4	8	9
Sexual orientation	1	2	3	4	8	9
Someone taking money or belongings	1	2	3	4	8	9
Other (please specify)	1	2	3	4	8	9

25. Over the past year, how often have you had "conflict" at school/education facility with people listed below?

	Never	Very rarely	About once a month	About once a week	Several times a week	I don't know	I don't want to answer
Classmates/groupmate	1	2	3	4	5	8	9
Schoolmates(not classmates)	1	2	3	4	5	8	9
Teacher(lector)	1	2	3	4	5	8	9
Headmaster	1	2	3	4	5	8	9
Principle/ doyen	1	2	3	4	5	8	9
School resource officer (Mandaturi) (Please skip the answer if there is no mandaturi in your educational facility)	1	2	3	4	5	8	9
Other (please specify)	1	2	3	4	5	8	9

26. When conflict arises at school/education facility, which punitive methods do your teachers or education facility administrators most often use?

	Never	Rarely	Often	Always	I don't know	I don't want to answer
Ruining a student's personal belongings	1	2	3	4	8	9
Depriving students of their personal belongings	1	2	3	4	8	9
Hitting	1	2	3	4	8	9
Throwing objects	1	2	3	4	8	9
Pulling hair	1	2	3	4	8	9
Ear twisting	1	2	3	4	8	9
Verbal insulting of student	1	2	3	4	8	9
Verbal insulting student's parents or family	1	2	3	4	8	9
Embarrassing students in front of the class	1	2	3	4	8	9
Transfer to another class	1	2	3	4	8	9
Drive out of class (temporarily)	1	2	3	4	8	9
Exclude from school	1	2	3	4	8	9
Other (please specify)	1	2	3	4	8	9

27. When conflict at school/education facility occurs how do you usually behave?

	Never behave in such way	Less than in half cases behave in this way	More than in half cases behave in this way	Always behave in this way	I don't want to answer
Ignore opponent	1	2	3	4	9
Start verbal skirmish	1	2	3	4	9
Start verbal insulting	1	2	3	4	9
Start psychological pressure	1	2	3	4	9
Start light physical confrontation	1	2	3	4	9
Start severe physical confrontation	1	2	3	4	9
Ask other somebody to mediate	1	2	3	4	9
Other, please specify	1	2	3	4	9

28. When serious conflict at school/education facility occurs, how is it generally mediated? Please select 3 answers.

	First choice	Second choice	Third choice
1. We usually manage to reconcile by ourselves	1	1	1
2. Other peers	2	2	2
3. Older friends	3	3	3
4. So called "tough guys"	4	4	4
5. Older brothers	5	5	5
6. School Resource officers	6	6	6
7. School headmaster	7	7	7
8. School principal	8	8	8
9. Parents	9	9	9
10. Police	10	10	10
11. Other (please specify)	11	11	11

29. Do you agree with statement: "In general, it is considered very humiliating to turn to parents to help with conflicts at school/education facility with other students?

      1. Strongly disagree
      2. Disagree
      3. Partly agree
      4. Agree
      5. Strongly agree
      8. Don't know

30. Do you agree with statement: "Extorting money or taking away belongings of other students is acceptable behavior if I need or want them? "

      1. Strongly disagree
      2. Disagree
      3. Partly agree
      4. Agree
      5. Strongly agree
      8. Don't know

Section 5: Types of Conflict in the Community

Introduction: we would like to ask you some questions about conflict that may occur in your community. By community, we mean your neighborhood, near your school, or nearby sports and recreation areas.

31. Different reasons of conflict in the community are listed below; please tell me how frequently have you experienced over the last year. If a reason of conflict you have experienced in the community is not listed please tell us under "Other".

	Never	Very rarely	Rarely	Often	Very often	I don't know	I don't want to answer
Different religion/religious groups	1	2	3	4	5	8	9
Ethnic/nationality issue	1	2	3	4	5	8	9
IDP Status	1	2	3	4	5	8	9
Conflicts with police	1	2	3	4	5	8	9
Love affairs	1	2	3	4	5	8	9
Financial resources/money	1	2	3	4	5	8	9
Gambling/debts	1	2	3	4	5	8	9
Drugs	1	2	3	4	5	8	9
Desire to look tough	1	2	3	4	5	8	9
Political views	1	2	3	4	5	8	9
Sexual orientation	1	2	3	4	5	8	9
Rumors and accusations	1	2	3	4	5	8	9
Lifestyle differences	1	2	3	4	5	8	9
Perceived unwillingness to help out	1	2	3	4	5	8	9
Appearance (hair, clothing, etc.)	1	2	3	4	5	8	9
City-Village (urban/rural) confrontation	1	2	3	4	5	8	9
Other issues (please specify)	1	2	3	4	5	8	9

32. The same reasons of conflict in the community are listed below again; please tell me which ones create the most "conflict" in the community. If a reason of conflict you have experienced in the community is not listed please tell us under "Other".

	No conflict	Low level of conflict	Medium conflict	High level of conflict	I don't know	I don't want to answer
Different religion/religious groups	1	2	3	4	8	9
Ethnic/nationality issue	1	2	3	4	8	9
IDP Status	1	2	3	4	8	9
Conflicts with police	1	2	3	4	8	9
Love affairs	1	2	3	4	8	9
Financial resources/money	1	2	3	4	8	9
Gambling/debts	1	2	3	4	8	9
Drugs	1	2	3	4	8	9
Desire to look tough	1	2	3	4	8	9
Political views	1	2	3	4	8	9
Sexual orientation	1	2	3	4	8	9
Rumors and accusations	1	2	3	4	8	9
Lifestyle differences	1	2	3	4	8	9
Perceived unwillingness to help out	1	2	3	4	8	9
Appearance (hair, clothing, etc.)	1	2	3	4	8	9
City-Village (urban/rural) confrontation	1	2	3	4	8	9
Other issues (please specify)	1	2	3	4	8	9

33. Over the past year, how often have you had "conflict" in the community with people listed below?

	Never	Very rarely	About once a month	About once a week	Several times a week	I don't know	I don't want to answer
With strangers in the street, park	1	2	3	4	5	8	9
With strangers in the restaurant/ wedding hall/ bar	1	2	3	4	5	8	9
With known people in the restaurant/ ritual hall/bar	1	2	3	4	5	8	9
With strangers in the concert halls, cinema, football stadium	1	2	3	4	5	8	9
With neighbors	1	2	3	4	5	8	9
With strangers in the market place	1	2	3	4	5	8	9
With strangers in the public transport	1	2	3	4	5	8	9
With strangers in the social networks (e.g., Facebook, Odnoklassniki)	1	2	3	4	5	8	9
With known people in the social networks (Facebook, Odnoklassniki)	1	2	3	4	5	8	9
Other issues (please specify)	1	2	3	4	5	8	9

34. When you have some type of conflict in your community, how do you generally mediate it? Please select the top 3 answers.

	First choice	Second choice	Third choice
1. We usually manage to reconcile by ourselves	1	1	1
2. Mostly other relatives	2	2	2
3. Brothers	3	3	3
4. Friends of the same age	4	4	4
5. Older friends	5	5	5
6. So called "tough guys"	6	6	6
7. Adults	7	7	7
8. Clerical person (e.g. priests)	8	8	8
9. Call police	9	9	9
10. Other (please specify) _____	10	10	10

35. Do you agree with statement: "I love a girl and she loves me. If a third person gets between us, I will try to get rid of him or even to destroy [kill] him."

    1. Strongly disagree
    2. Disagree
    3. Partly agree
    4. Agree
    5. Strongly agree
    8. Don't know

Section 6: General Attitudes

36. Do you agree with statement: "Generally, lack of trust is the reason of the conflict "?
   1. Strongly disagree
   2. Disagree
   3. Partly agree
   4. Agree
   5. Strongly agree
   8. Don't know

37. Do you agree with following expression: "Arguing with an older person does not happen in our community, because arguing with an older person is extremely unacceptable with us. You may not like what the older person does, but you will never get in a conflict with him."?
   1. Strongly disagree
   2. Disagree
   3. Partly agree
   4. Agree
   5. Strongly agree
   8. Don't know

38. Do you dislike being with people whose ideas, beliefs or values are different from you own?
   1. Not at all
   2. Not very much
   3. Quite a lot
   4. Very much
   8. Don´t know

39. On this list are various groups of people. Could you please tell me any that you <u>would not</u> like to have as neighbors?

1.	Gambler	☐
2.	IDP	☐
3.	Other religion (Buddhist, Muslim)	☐
4.	Other Christian Religious groups(different from Orthodox)	☐
5.	People with different political views	☐
6.	People with lifestyle, rejected by others	☐
7.	People with different sexual orientation	☐
8.	Alcohol consumers	☐
9.	Drug users	☐
10.	Atheist (who negations of God)	☐
11.	Other	☐

40. On this list are various groups of people. Could you please mark all that you would not like to have as friend?

1.	People from other regions	☐
2.	IDPs	☐
3.	"Villager" people	☐
4.	Student with bad grades	☐
5.	Students from poor families	☐
6.	Rich people	☐
7.	Pupil from other school	☐
8.	Someone who has physical disability	☐
9.	Someone who has a mental disability	☐

10. Someone whose relatives are in prison	☐	
11. Someone whose parents are divorced	☐	
12. Someone whose family is from other Christian religious group (different from Orthodox)	☐	
13. Other (please specify) _____	☐	

41. From your point of view, from the list below, what are the three most common outcomes of the conflict at home for youth?

	First choice	Second choice	Third choice
1. Reconcile	1	1	1
2. Conflict may end with physical injury	2	2	2
3. Murder	3	3	3
4. Suicide	4	4	4
5. Confrontation may be modified and continued somewhere else.	5	5	5
6. Escape from home for a certain period of time	6	6	6
7. Disappointment	7	7	7
8. Isolation	8	8	8
9. Low self assessment	9	9	9
10. Decline of diligence	10	10	10
11. Addiction to alcohol/light drugs	11	11	11
12. Psychological problems	12	12	12
13. Aggression	13	13	13
14. Other (please specify)	14	14	14

42. From your point of view, from the list below, what are the three most common outcomes of the conflict at school/educational facility for youth?

	First choice	Second choice	Third choice
1. Reconcile	1	1	1
2. Conflict may end with physical injury,	2	2	2
3. Murder	3	3	3
4. Suicide	4	4	4
5. Confrontation may be modified and continued somewhere else.	5	5	5
6. Change of class or school.	6	6	6
7. Escape from home for a certain period of time	7	7	7
8. Disappointment	8	8	8
9. Isolation	9	9	9
10. Low self-assessment	10	10	10
11. Decline of diligence	11	11	11
12. Addiction to alcohol/light drugs	12	12	12
13. Psychological problems	13	13	13
14. Aggression	14	14	14
15. Other (please specify)	15	15	15

43. From your point of view, from the list below, what are the three most common outcomes of the conflict in the community for youth?

	First choice	Second choice	Third choice
1. Reconcile	1	1	1
2. Conflict may end with physical injury,	2	2	2
3. Murder	3	3	3
4. Suicide.	4	4	4
5. Confrontation may be modified and continued somewhere else.	5	5	5
6. Change of place of residence	6	6	6
7. Escape from home for a certain period of time	7	7	7
8. Disappointment	8	8	8
9. Isolation	9	9	9
10. Low self-assessment	10	10	10
11. Decline of diligence	11	11	11
12. Addiction to alcohol/light drugs	12	12	12
13. Psychological problems	13	13	13
14. Aggression	14	14	14
15. Other (please specify)	15	15	15

44. Do you agree with statement: "Tolerance is equated with weakness and retreat."?
    1. Strongly disagree
    2. Disagree
    3. Partly agree
    4. Agree
    5. Strongly agree
    8. Don't know